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**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Nicole Knight, Executive Director, English Language Learner and Multilingual Achievement (ELLMA) Department

**Meeting Date** May 26, 2021

**Subject** Seal of Biliteracy Recognition

**Ask of the Board** No action needed beyond recognizing and celebrating the accomplishment of our Seal of Biliteracy recipients

**Background** Aligned to the Global California Initiative, OUSD aims to significantly increase the number of students who have access to multilingual education and ultimately earn the Seal of Biliteracy. This year, we are proud to award 101 students the Seal of Biliteracy. We are very proud of our awardees who met all of the criteria despite the hardships of the pandemic and distance learning.

1) Completion all English language arts requirements for graduation with an overall grade point average (GPA) of 2.0 in those classes.

2) Passage of the California Assessment of Student Performance and Progress (CAASPP) for English language arts, or any successor test, administered in grade eleven, at or above the “standard met” achievement level. *Note: Due to the cancellation of SBAC in 2020, we are instead using grade-level reading based on the Reading Inventory assessment.*

3) Proficiency in one or more languages, other than English, demonstrated through one of the following methods:

A. Passage of a world language Advanced Placement (AP) examination with a score of 3 or higher

B. Successful completion of a four-year high school course of study in a world language, attaining an overall GPA of 3.0 or higher in that course of study, and demonstration of oral proficiency in the language comparable to that required to pass an AP or IB examination.

C. Passage of a district test with a score of proficient or higher (If no AP examination or off the shelf language tests exists and the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language. *We administer the AVANT for this purpose with a cut score of 5.*

D. Passage of the SAT II world language examination with a score of 600 or higher. *Note: While the SAT II test has been discontinued, some students have scores from previous years that are honored.*

4) In addition to the requirements mentioned above, if the primary language of a pupil is other than English, he or she shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any previous or successor state English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive (California *Education Code* Section 51461). *The passing score of ELPAC is a 4.*

**Fiscal Impact**                      No Fiscal Impact

**Attachment(s)**

- Presentation
- Multilingual Overview

# MULTILINGUAL OAKLAND

Developed by the English Language Learner & Multilingual Achievement (ELLMA) and the Department of Research, Assessment & Data (RAD).

## The California Global Initiative 2030

The California Global 2030 Initiative calls for schools to “**fully equip students with the world languages skills to succeed in the global economy and to fully engage with the diverse mixture of cultures and languages found in California and the world.**” This ambitious initiative names biliteracy programs, specifically dual immersion as key initiatives towards meeting the following goals:



**50%**

Half of all California K-12 students are enrolled in programs leading to biliteracy



**1 out of 3**

Tripling the number of graduating seniors who earn the California Seal of Biliteracy

## The Oakland Global Initiative 2030

In alignment with the California Global 2030 Initiative, **OUSD aims to eliminate the achievement and opportunity gap by providing a high quality PK-12 Multilingual Pathway to English Language Learners and native English speakers in a mutually supportive, multicultural learning environment.** Participation in the Multilingual Pathway will result in OUSD tripling the number of awarded Seals of Biliteracy. By 2030:



**450**

Number of Oakland Unified School District students who will earn the Seal of Biliteracy



**50.0%**

Half of all students have access to multi-lingual instructional opportunities before high school

Enrollment in elementary DL programs that mirrors demographic trends within the regions (language fluency, NSLP, race/ethnicity, etc)



**2024 Goals**

Increase the number of students receiving the Seal of Biliteracy to 200.

Increase the number of students receiving the Biliteracy Pathway Award by 20% from 356 to 427.

Seed new language enrichment programs in Arabic, Chinese, and Mam.

## Why Multilingualism: The ABC's



### ACADEMIC ACHIEVEMENT

**Full closure of the achievement gap for ELLs:** Dual language learning has been found to be the only method of second language acquisition to close the gap between ELLs and English-only speakers.

**Higher achievement for all students:** The mental discipline of learning a second language system translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages of the student. (Genesee and Lindholm—Leary, 2009). This applies to ALL language groups, including English-Only students.



### BILINGUALISM AND BILITERACY

**Full bilingualism for low-income English-Only Students:** The Two-Way model provides the full benefits of biliteracy to our lower-income students without families having to pay out of pocket for a private school.

**Two languages learned simultaneously:** The “additive bilingual” immersion setting allows all students to learn two languages simultaneously, rather than a “subtractive” model in which students learn English at the potential loss of home language (Howard, Sugarman, Perdomo and Adger, 2005).



### CULTURAL HUMILITY AND COMPETENCE

A heightened level of multicultural awareness and communication skills fosters cultural competence and intergroup contact and appreciation. (Cummins, 1986; Adger, 2005).

## Where Are We Now?



**101 students**

OUSD will award **101 students** with the Seal of Biliteracy despite disruptions in testing due to distance learning



**4 languages**

Number of languages the Seals were awarded in (Chinese, French, German, and Spanish).



**7 home languages**

Number of home languages represented by the Seal awardees



**2833 students**

Number of students currently enrolled in Dual Language programs



To date, **243** elementary and middle school students have already met the World Language criteria to earn the Seal of Biliteracy upon graduation, based on the AVANT Spanish language test. including **14** from Community United, **31** from Esperanza, **42** from Global Family, **6** from Greenleaf, **31** from Manzanita SEED, and **96** from MLA,



# MULTILINGUAL OAKLAND

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## Our Schools and Programs

- DUAL LANGUAGE (8)**  
Bridges, Community United, Esperanza, Global Family, Greenleaf, ICS, MLA, and SEED
- EARLY EXIT (4)**  
Acorn Woodland, La Escuelita, Markham, PRIDE
- WORLD LANGUAGE MS (6)**  
Bret Harte, Edna Brewer, Elmhurst, Frick United Academy of Language, Hillcrest, Montera
- WORLD LANGUAGE HS (11)**  
Castlemont, CCPA, Fremont, Life, Madison Upper, McClymonds, MetWest, Oakland High, Oakland Tech, Skyline, Street Academy



## Highlights From Oakland Unified School District



### 2020-21 - DUAL LANGUAGE SCHOOL LEVEL HIGHLIGHTS

**2833 Students**

Currently, 2,833 students are working towards biliteracy in English and Spanish in one of our 8 Dual Language schools.

**32.2%**

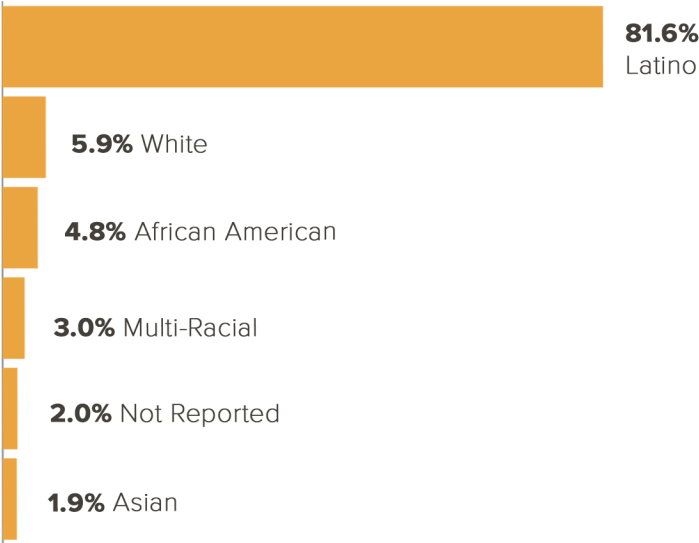
While 67.8% of enrolled students speak Spanish at home, the remaining 32.2% speak English, Arabic, Mam or a variety of other languages.

**70.0%**

Percent of students enrolled in Dual Language schools participate in the Free-Reduced Lunch Program.



### ENROLLMENT BY ETHNICITY



### BRIDGES TK-5

- 50-50 One-Way DL Program
- Grades K-1 in 2021-22. In 2026, Bridges will promote its first class of 5th grade biliterate students.

### COMMUNITY UNITED PK-5

- 50-50 Two-Way DL Program
- 42 5th grade bilingual/biliterate graduates.

### ESPERANZA TK-5

- 50-50 One-Way DL Program.
- 41 5th grade bilingual/biliterate graduates.

### GREENLEAF TK-8

- 90-10 Two-Way DL Program
- Grades K-4 in 2021-22. 73 5th grade biliterate graduates to enter middle school in 2023-2024 school year.
- In 2026, Greenleaf will promote its first class of 8th grade biliterate students.

### ICS K-5

- 50-50 Two-Way Dual Language Program.
- 47 5th grade bilingual/biliterate graduates.

### GLOBAL FAMILY TK-5

- 50-50 One-Way Dual Language Program.
- 71 5th grade bilingual/biliterate graduates.

### MELROSE LEADERSHIP TK-8

- 90-10 Two-Way Dual Language Program.
- 59 8th grade bilingual/biliterate graduates.

### SEED TK-5

- 50-50 Two-Way Dual Language Program.
- 59 5th grade bilingual/biliterate graduates.