Superintendent Report

Superintendent, Dr. Kyla Johnson Trammell
Apr 12, 2023

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Superintendent Report Overview

School Highlights

Covid Update

Attendance Update

Enrollment Update

English Language Learners & Multilingual Achievement Update

Highlights from Schools

Twelve Students from West Oakland Middle School Headed to Hawaii Over Spring Break

Initiative: Joyful Schools

www.ousd.org/strategicplan

Thanks to Alaska Airlines and a bag and luggage company called STATE Bags and through a collaborative effort called Travel Academy, the companies flew 12 students and two chaperones to Hawaii where they learned how to be mindful visitors of the Islands and immerse themselves in the food, language, culture and recreational activities of Oahu and Maui.

The students, as you can imagine, were overwhelmed by the opportunity. "I was really excited because in my family, no one has gone to Hawaii. And this is a new experience, so I was pretty excited. I felt like I was most excited to take selfies, because I've seen pictures of Hawaii and it's really beautiful. So, I want to be there and have fun," said 7th grader Anaya Sarfraz.

OUSD one of only 25 Districts Awarded State Dual Language Immersion Grant

Initiatives: Strong Readers & Empowered Graduates

www.ousd.org/strategicplan

We are thrilled that OUSD will be the recipient of a $400,000 Dual Language Immersion Grant (DLIG) grant from the California Department of Education-Multilingual Support Division. OUSD was one of only 25 districts that received the grant from a long list of 300 applicants.

The purpose of the grant is to expand or establish Dual Language Immersion schools, specifically for two-way immersion programming. The grant will be disbursed over a three year period 2022-23, 2023-24 and 2024-25.

The grant will support the following four schools to develop programming that serves both English speakers and Spanish speakers, in a mutually beneficial and cross-cultural dual language setting: **Greenleaf, International Community School (ICS), Esperanza and Frick United Language Academy.**

Oakland Athletic League Crowns Middle School Winter Champions

Initiative: Joyful Schools

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The Oakland Athletic League now has a new group of league champions at the middle school level. On Saturday, March 25, the girls basketball team from **Edna Brewer** won the championship in a hard-fought game at Generation Thrive, the Warriors old practice facility. The previous weekend, there were three championship games.

In boys basketball, the league champions are the **Claremont Knights**.

In boys soccer, the champions are the **Montera Toros.**

And in girls soccer, the champions are the **Edna Brewer Panthers.**

Congratulations to all these amazing student-athletes!

Covid Update

COVID Update

Testing & Vaccines
- Regional testing hubs open
    - 1 hub open per day until May 25, 2023
    - CDPH ends support for school district testing in April 2023
- At-home tests available for symptomatic/exposed staff & students at all school sites
    - At-home tests distributed for Spring Break, summer school, and start of school in August
    - CDPH updated guidance advises testing only for higher risk situations (e.g. travel, exposure, symptoms), not for all students/staff before returning from breaks

Case Rates & Masking
- The community level of Covid-19 in Alameda County is Low based on cases and hospitalizations.
- OUSD follows CDPH and ACPHD aligned masking guidance to CDC, per Board Policy 2122-0091.
- High-quality masks, including N95, KN95, KF94, & surgical masks are provided at all District facilities.
- California State of Emergency ended on February 28, 2023.
  National State of Emergency ends on May 11, 2023.
- Starting March 1, classroom-level notifications are no longer issued about cases.
- Starting March 1, COVID-19 vaccinations are no longer required by the Oakland Public Education Fund for in-person volunteers or chaperones.

Enrollment Update

Enrollment Grade Span to Census Day (TK-12)

Grade Span	Projected Enrollment	Aeries Day-5 8/12/22	Actual Day-5 Count 8/12/22	Aeries Day-20 9/2/22	Actual Day-20 Count 9/2/22	Aeries Day-30 9/16/22	Aeries Day-35 9/23/22	Aeries Day-40 9/30/22	Aeries Census Day 10/5/22
General Ed Enrollment TK	740	633	675	698	681	700	704	707	709
General Ed Enrollment K-5	16,057	16,150	16,097	16,326	16,295	16,358	16,399	16,408	16,403
General Ed Enrollment 6-8	6,427	6,358	6,201	6,363	6,353	6,367	6,369	6,382	6,379
General Ed Enrollment 9-12	8,519	9,385	8,303	9,362	9,063	9,201	9,204	9,187	9,190
Total General Ed Enrollment TK-12	31,743	32,526	31,276	32,749	32,392	32,626	32,676	32,684	32,681
SDC Enrollment TK-12	1,695	1,468	1,421	1,450	1,370	1,438	1,438	1,429	1,450

Census Day 21-22: 34,428

Census Day 22-23: 34,118

-176 Students

The preliminary Census Day numbers are used to drive OUSD's projections for the 2022-23 school year. These numbers will fluctuate post-Census day and are certified in by the state in January.

Adopted Budget 22-23: 33,208

Enrollment Projections

Projections are the foundation of the District structure and drive district- and site-level decision making around budget, staffing, and program.

Programs

Base Staffing

Budget

Projections

School site projections in the 2/8/2023 Superintendent Report

Grade Span	Actual Census Day Counts from CALPADS					2018-19 to 2022-23	Projections	
	2018-19	2019-20	2020-21	2021-22	2022-23	4-Year Annualized Change	Projection 2023-24	Change 22-23 to 23-24
TK	602	559	529	584	758	39	959	201
K	3173	3128	2811	2887	2791	-96	2677	-114
1	3244	3180	3078	2837	2944	-75	2817	-127
2	3138	3152	3067	2880	2802	-84	2823	21
3	3112	3079	3060	2890	2830	-71	2712	-118
4	3095	3061	3036	2887	2817	-70	2749	-68
5	3134	3001	2961	2830	2825	-77	2683	-142
6	2276	2305	2365	2291	2248	-7	2191	-57
7	2421	2264	2314	2289	2253	-42	2236	-17
8	2350	2427	2294	2288	2241	-27	2256	15
9	2330	2511	2297	2341	2327	-1	2400	73
10	2466	2453	2545	2339	2426	-10	2451	25
11	2519	2405	2454	2444	2374	-36	2367	-7
12	2571	2559	2606	2645	2505	-17	2362	-143
Total	36431	36084	35417	34432	34141	-573	33683	-458

> 3% decrease	1% - 3% decrease	+- 1% change	1% - 3% increase	> 3% increase

Enrollment Timeline

On-time offers released

Round-2 (late) application period ends

Bi-weekly offer period begins.

March 9

March 30

April 24

March 28

April 5

July 1

Deadline to accept on-time offers.

Round-2 (late) offers released.

Weekly offer period begins
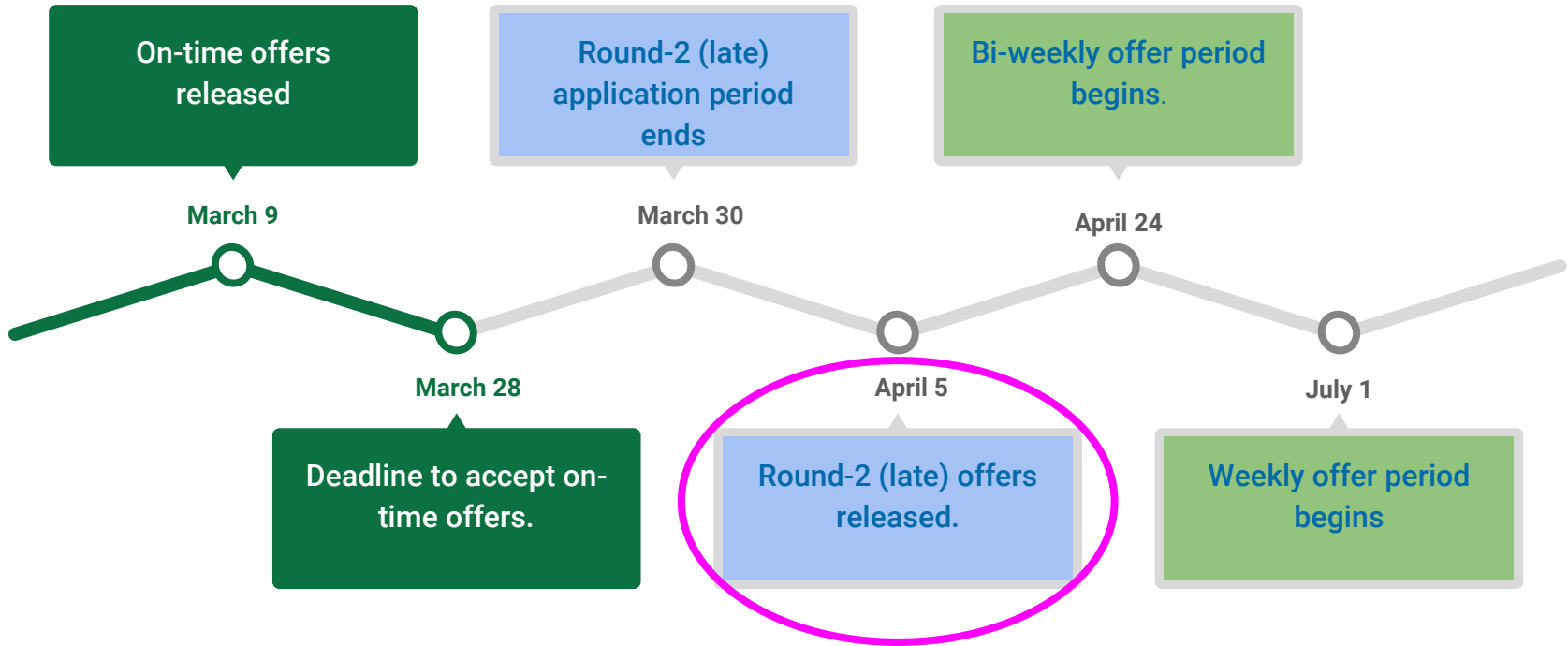
Historic On-time Transition Grade Applications
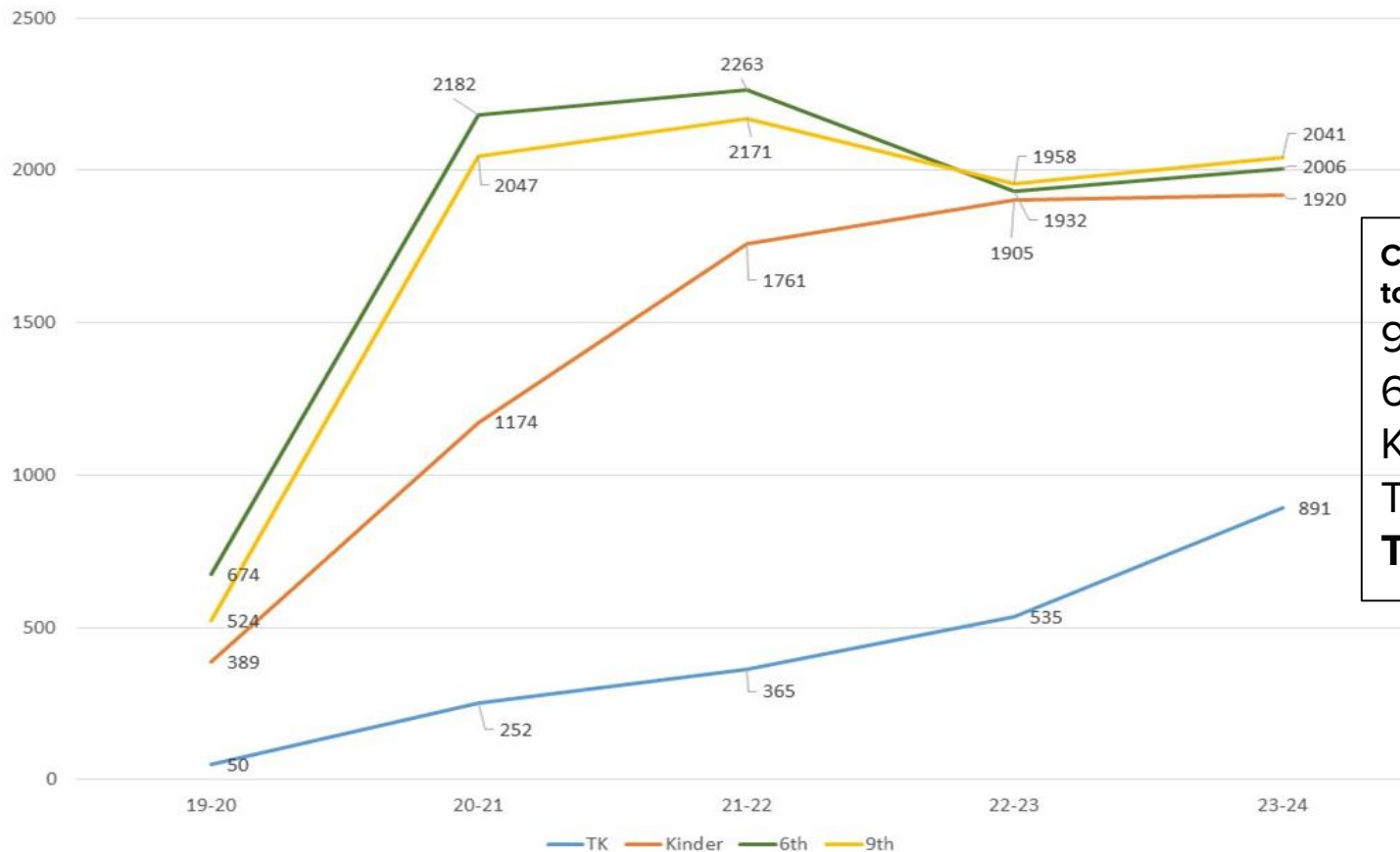
Change relative to 22-23:
9th: +**83**
6th: +**74**
K: +**15**
TK: +**356**
Total: +528

Grades TK, K, 6th and 9th
- Ontime Enrollment Window closed on 2/10/2023

applications) opened 2/11/20...

Transition Grades	12/30/22	1/6/23	1/13/23	1/20/23	1/27/23	2/3/23	2/10/23*	Projections 23-24	% of Projection
TK	295	361	465	537	611	706	891	959	92.9%
K	686	820	1030	1175	1335	1541	1920	2677	71.7%
6th	774	846	1123	1300	1468	1607	2006	2191	91.6%
9th	646	741	1000	1180	1395	1585	2040	2400	85.0%

*The applications counts represent the number of applications submitted to OUSD Districtwide. This does **NOT** represent that OUSD has met its enrollment projections for 23-24. Application counts are a critical enrollment health benchmark. Once a family has accepted, enrolled, and attended school on the first day of class, the student will show up in OUSD's Fall enrollment counts. At this time, some schools have much fewer applications than projected seats offered at the school.*

Grades TK, K, 6th and 9th
- Ontime Enrollment Window closed on 2/10/2023
- *applications) opened 2/11/202*

Transition Grades	On-time apps 2/10/23*	Late apps 2/17/23	Late apps 2/24/23	Late apps 3/1/23	Late apps 3/8/23	Late apps 3/15/23	Late apps 3/22/23	Late apps 3/29/23	Projections 23-24	% of Projection
TK	891	901	915	928	943	968	987	1003	959	104.5%
K	1920	1953	1978	1999	2031	2070	2093	2102	2677	78.5%
6th	2006	2040	2062	2081	2097	2151	2170	2195	2191	100.2%
9th	2040	2051	2075	2084	2108	2173	2203	2223	2400	92.6%

*The applications counts represent the number of applications submitted to OUSD Districtwide. This does **NOT** represent that OUSD has met its enrollment projections for 23-24. Application counts are a critical enrollment health benchmark. Once a family has accepted, enrolled, and attended school on the first day of class, the student will show up in OUSD's Fall enrollment counts. At this time, some schools have much fewer applications than projected seats offered at the school.*

Enrollment Stabilization

Satellite Offices

1) Established on December 5, 2022 at four locations across Oakland
2) Designed to provide additional in-person Enrollment support to the community
3) Open to any family from any school and new to OUSD families
4) Continuing through the end of the school year

SATELLITE OFFICE HOURS

School Site	Day	Times	Specific campus location
WOMS	Mondays	8:30-3:30	Family Resource Center, Building H
Elmhurst	Tuesdays	8:30-3:30	Family Resource Center, room 3000
ICS/ TCN	Thursdays	8:30-3:30	Gym/ Stage area
Havenscourt	Fridays	8:30-3:30	CCPA Family Resource Center

grow with us

Outreach support

We sent an outreach email and text to every family who received an offer to one of our enrollment focal schools. The purpose is to provide additional welcome and an additional means of acceptance for families. We will continue this practice when the next round of offers are released on **April 5th.**

Outreach support

As we approached the on-time application deadline we did extensive direct outreach to families with pending offers to focal schools and those with specific needs. Callers included the following staff:

- Student Welcome Center
- Enrollment Marketing Team
- Covide contract tracers

Focal School Name	Accepted offers from direct outreach
Castlemont HS	25
Garfield Elementary	8
Laurel Elementary	5
McClymonds HS	20
Skyline HS	41
West Oakland Middle	6

Attendance Update

Overall Attendance Update* (Aug 8-March 27)

Grade level	All Students	ELL	Newcomer	SPED	Unhoused **	Foster	African American	Asian	Latino	White
Gr TK-5 (enrollment)	90% (17575)	90% (6464)	89% (1377)	87% (2796)	86% (442)	89% (44)	87% (3250)	94% (1849)	89% (7743)	93% (2485)
Gr 6-8 (enrollment)	90% (6582)	90% (1937)	91% (365)	87% (1162)	88% (270)	86% (27)	87% (1412)	94% (565)	90% (3289)	93% (653)
Gr 9-12 (enrollment)	87% (9247)	85% (2635)	85% (1232)	84% (1590)	83% (705)	77% (67)	85% (2131)	93% (992)	86% (4561)	92% (793)

*Sojourner Truth NOT included.

** Number of unhoused students is low at the beginning of the school year as data is still being entered into the system.

Weekly Attendance Rate (Aug 8-March 24)
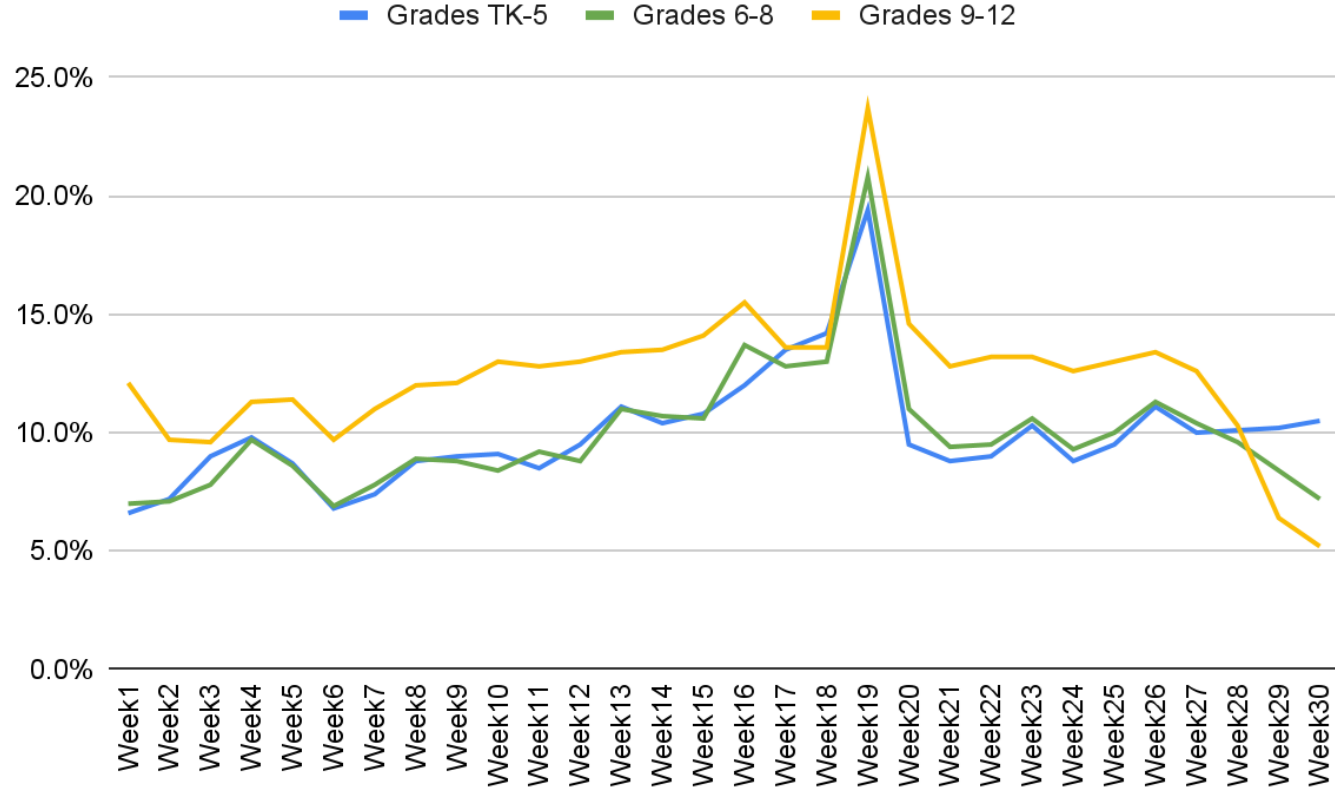
English Language Learner & Multilingual Achievement Update

Who are OUSD's Brilliant English Language Learners?

Just under **11,000** formally designated English Language Learners, or **33%** of the OUSD student population.

While **69% of ELLs speak Spanish**, the remaining 31% speak over 60 languages. **Mayan Mam** is our fastest growing language group.

56% of our ELLs were born in the US, and have a home language other than English.

Close to **3,000 are newcomers** (or born outside the US and enrolled US schools for less than 3 years). We reached a peak of 3,500 newcomers in 2019 and then as a sharp decline during the pandemic. Rates are beginning to slowly climb again..

Newcomer enrollment from 2014-2023

1628 1953 2556 2891 3002 3551 2985 2747 2756 2985

2014   2016   2018   2020   2022
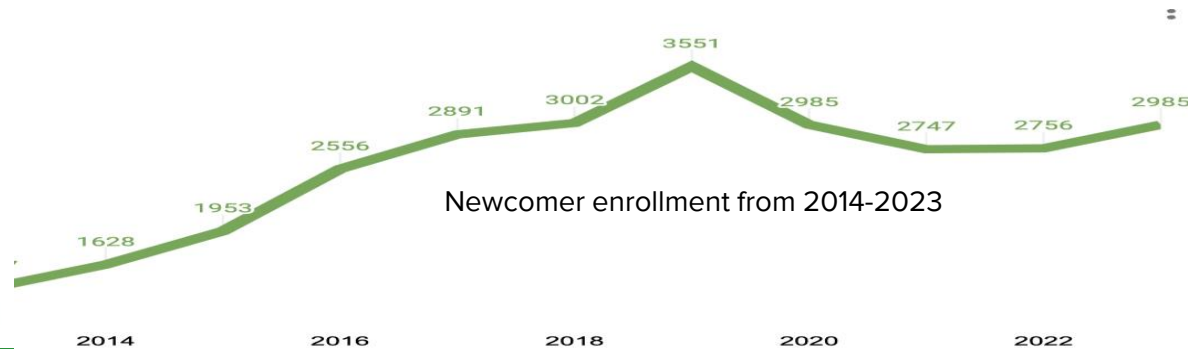
ELLs by Years in US schools

42%

0-3 years in US Schools

- ELLs in TK-2
- Newcomers TK-12

Instructional needs include: oral language development and foundational skills; high levels of language scaffolding, social-emotional integrated support.

33%

4-6 years in US Schools

The expected window in which ELLs reclassify

Instructional needs include: robust designated and integrated ELD; high challenge, high support classroom instruction,

24%

7+ years in US Schools Long-term ELLs

At high risk of not progressing academically and of falling off-track to graduation

Instructional needs include: designated and integrated ELD; literacy acceleration; study skills, and, for some, credit recovery.

How are we doing on our LCAP goals?

LCAP Goals

	Baseline (19-20)	Progress towards goal (May 2022)	May 2024 Goal
Reclassification, overall *(criteria: passing ELPAC, basic skills, and teacher recommendation)*	5.6%	12.2%	14.6%
Reclassification of Long-term ELLs *(7+ years classified as ELL)*	5.9%	17%	20.9%
Progress on ELPAC *(% of students who move up one proficiency level)*	45.8%	50.9%	54.8%
Graduation of ELLs who are not newcomers *(>3 years in US school)*	71%	74%	62.9%
Graduation of newcomer ELLs *(0-3 years in US school)*	49%	41%	62.9%

LCAP goal: Reclassification

Reclassification | overall
2023-24 Goal: 14.2%

2018-19	13.2% N = 1,290 TOTAL = 9,773
2019-20	5.6% N = 537 TOTAL = 9,604
2020-21	2.4% N = 237 TOTAL = 10,039
2021-22	12.2% N = 1,182 TOTAL = 9,711
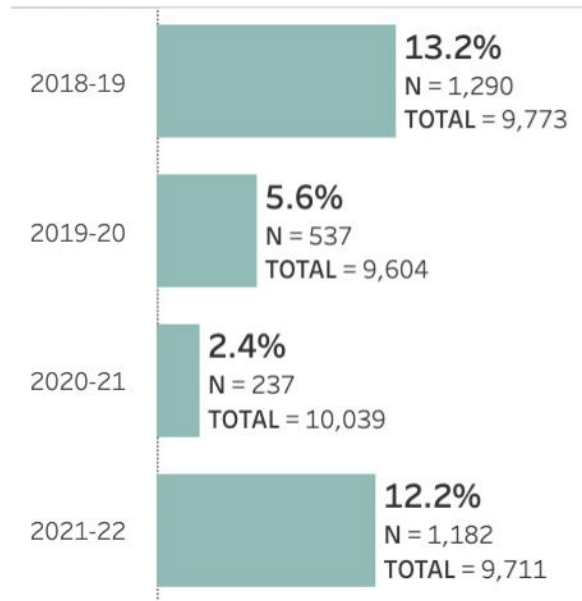
Reclassification of Long-term ELLs
2023-24 Goal: 17.9%

2018-19	14.3% N = 334 TOTAL = 2,338
2019-20	5.9% N = 123 TOTAL = 2,074
2020-21	2.2% N = 54 TOTAL = 2,461
2021-22	17.0% N = 448 TOTAL = 2,637

0% 5% 10% 15% 20% 25% 30%
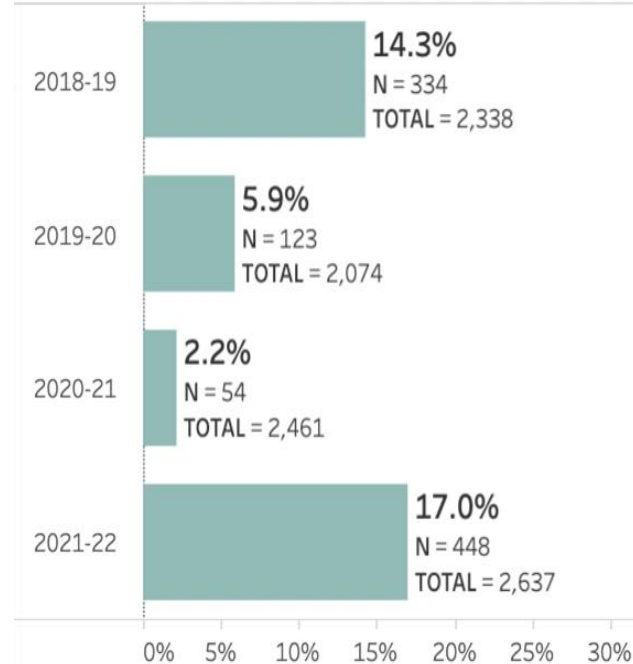
Pre-pandemic, reclassification rates had reached 13% for all ELLs and 14% for LTELs, making progress towards our K-12 goal of 14% overall and 18% for LTELs.

After two years of plummeting rates, we are beginning to see rates rebound.

Reclassification by grade group

Overall Reclassification

K-5	13.1% N = 707 TOTAL = 5,402
6-8	16.8% N = 345 TOTAL = 2,048
9-12	5.7% N = 130 TOTAL = 2,261

Reclassification of Long-term ELLs

K-5	20.8% N = 42 TOTAL = 202
6-8	21.0% N = 296 TOTAL = 1,408
9-12	10.7% N = 110 TOTAL = 1,027
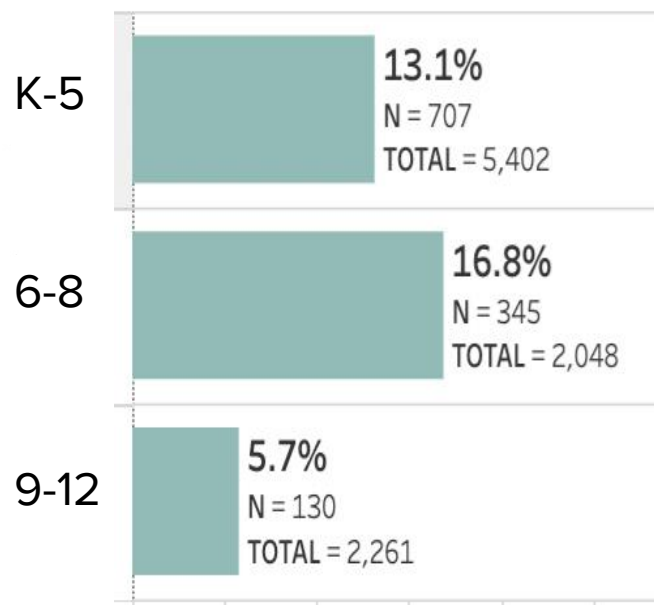
We are seeing strong growth in K-5 and even more so in middle school, where we have already surpassed our 2024 goals. The data shows we struggle to reclassify students once in high school.

Bright Spots: Stand-out sites with strong reclassification rates!

Top **elementary schools** with at least 100 ELLs!

ACORN Woodland	All Grades	All Students	2021-22	17.5% N = 28 TOTAL = 160
Bella Vista	All Grades	All Students	2021-22	23.4% N = 34 TOTAL = 145
ICS	All Grades	All Students	2021-22	19.8% N = 36 TOTAL = 182
La Escuelita	All Grades	All Students	2021-22	25.3% N = 39 TOTAL = 154
Lincoln	All Grades	All Students	2021-22	30.9% N = 79 TOTAL = 256
MLA	All Grades	All Students	2021-22	19.0% N = 34 TOTAL = 179
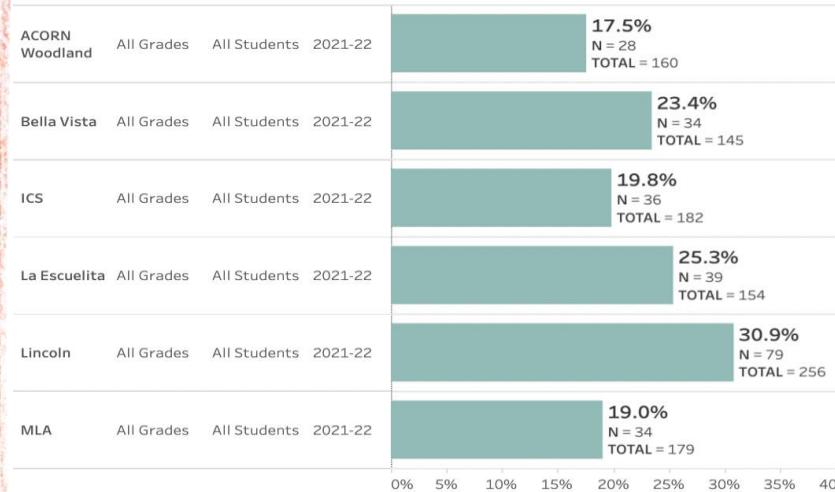
Top three High schools reclassifying their Long-term ELLs!
All three have focused on Integrated ELD with ELLMA and/or at their sites.

Top middle schools reclassifying Long-term ELLs!

Montera	All Grades	All Students	2021-22	27.3% N = 15 TOTAL = 55
Roosevelt	All Grades	All Students	2021-22	33.8% N = 45 TOTAL = 133
UPA	All Grades	All Students	2021-22	31.3% N = 41 TOTAL = 131
WOMS	All Grades	All Students	2021-22	26.7% N = 8 TOTAL = 30

Madison Upper	All Grades	All Students	2021-22	22.8% N = 46 TOTAL = 202
Skyline	All Grades	All Students	2021-22	24.6% N = 34 TOTAL = 138
MetWest	All Grades	All Students	2021-22	14.0% N = 6 TOTAL = 43

Case Study:
Roosevelt Middle School

Overall Reclassification

Year	%	N	TOTAL
2018-19	13.3%	N = 24	TOTAL = 181
2019-20	11.4%	N = 21	TOTAL = 185
2020-21	3.8%	N = 8	TOTAL = 212
2021-22	25.0%	N = 49	TOTAL = 196

Long-term ELL Reclassification

Year	%	N	TOTAL
2018-19	17.1%	N = 18	TOTAL = 105
2019-20	16.7%	N = 16	TOTAL = 96
2020-21	5.4%	N = 7	TOTAL = 130
2021-22	33.8%	N = 45	TOTAL = 133

What are they doing to get these results?
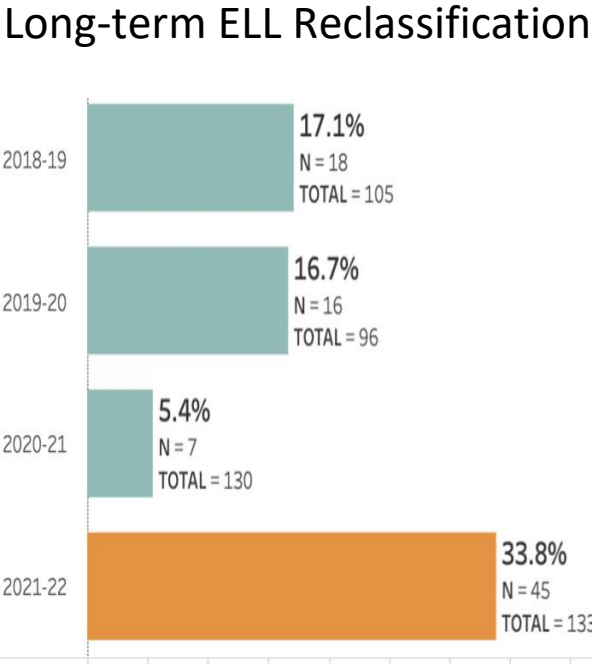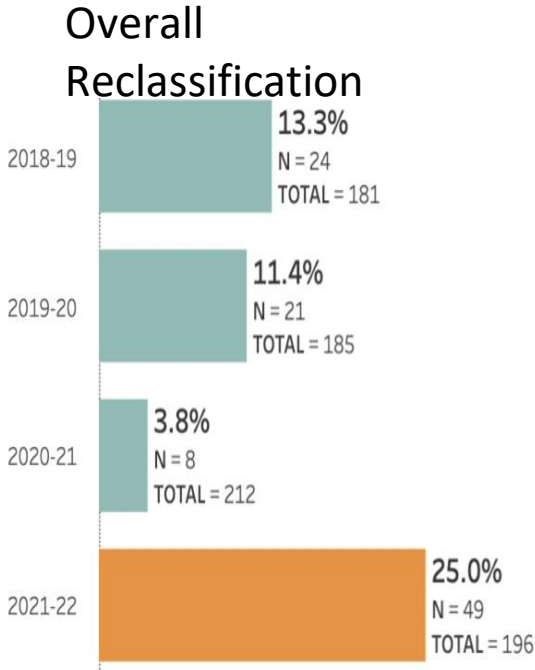
- Teachers and students aligned around reclassification as a goal
- Teachers using OUSD created Designated ELD lessons
- Integrated ELD a focus of site PD, collaboration and coaching.

Our Dual Language schools are reclassifying students just as well, and often much better than non-Dual Language schools.

District average

Esperanza	All Grades	All Students	2021-22	9.1% N = 20 TOTAL = 219
Global Family	All Grades	All Students	2021-22	13.1% N = 35 TOTAL = 268
Greenleaf	All Grades	All Students	2021-22	16.8% N = 55 TOTAL = 327
ICS	All Grades	All Students	2021-22	19.8% N = 36 TOTAL = 182
MLA	All Grades	All Students	2021-22	19.0% N = 34 TOTAL = 179
SEED	All Grades	All Students	2021-22	13.7% N = 18 TOTAL = 131
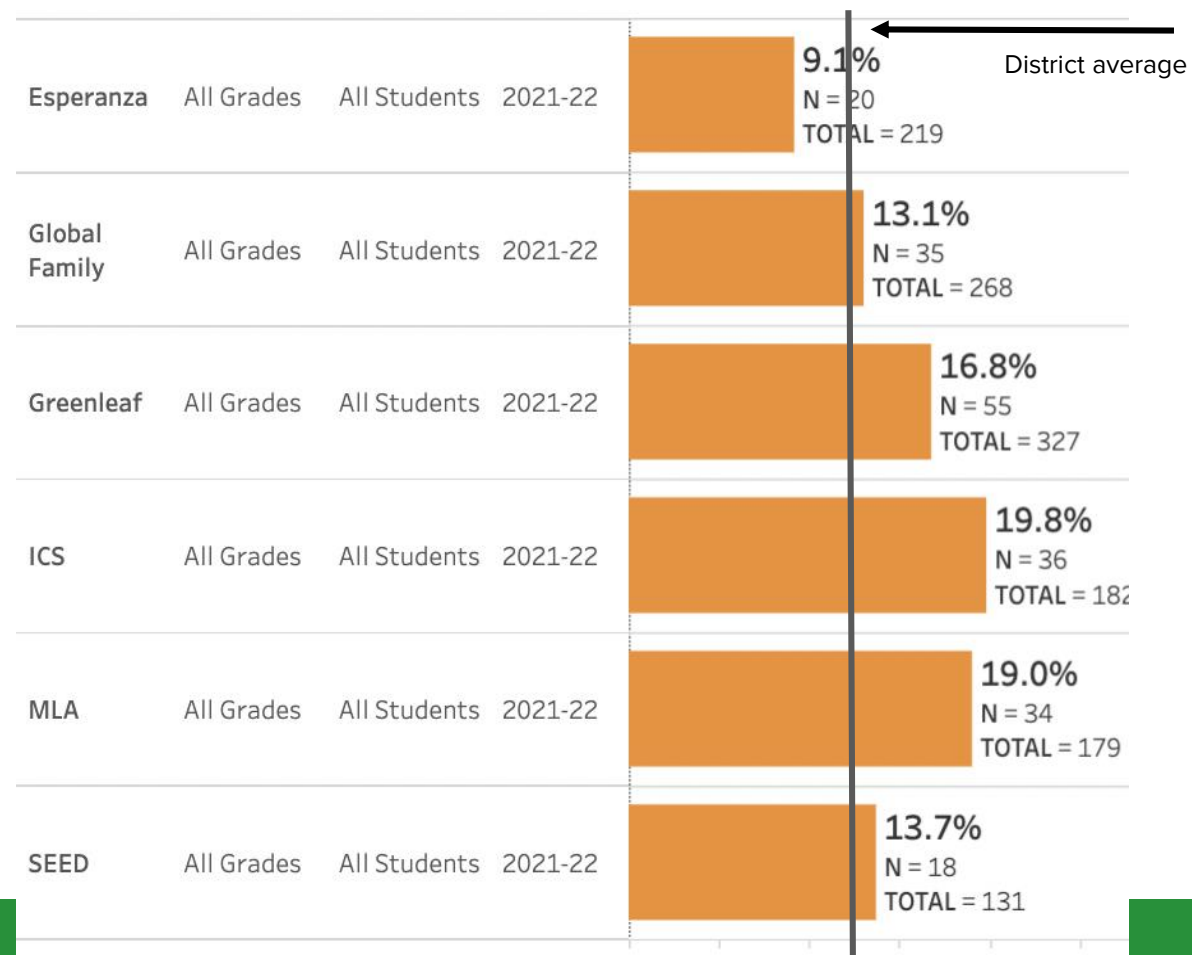
Confirming the research that multilingual programs not only help students maintain home languages, they accelerate outcomes in English as well.

Growth on ELPAC
the English Learner Proficiency Assessment for California

The blue bar indicates the percent of students who moved up at least one proficiency level on the ELPAC. Our LCAP goal is to reach 55% growth by Spring 2024. Similar to reclassification, we are seeing positive growth return after two years of poor progress during distance learning.

SUMMATIVE ELPAC GROWTH FLAT SLIDE: ELPI - 6 Performance Levels

Summative ELPAC results for this dashboard were last updated on **August 4, 2022** and will be updated again as new scores become available. For comments or questions, please email **rattana.yeang@ousd.org**.

Current Year	Select Network/Sc..	Select Grade	Select Subgroup	Total Tested			
2018-19	All Schools	All Grades	All Students	8,061	17.2% N = 1,392	35.7% N = 2,875	47.0% N = 3,794
2019-20	All Schools	All Grades	All Students	4,864	23.3% N = 1,134	39.8% N = 1,933	36.9% N = 1,797
2020-21	All Schools	All Grades	All Students	3,082	24.3% N = 748	39.8% N = 1,226	36.0% N = 1,108
2021-22	All Schools	All Grades	All Students	4,760	14.3% N = 682	34.8% N = 1,657	50.9% N = 2,421

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Newcomer Graduation Rates
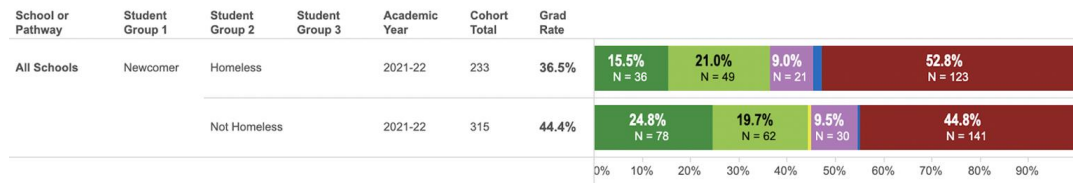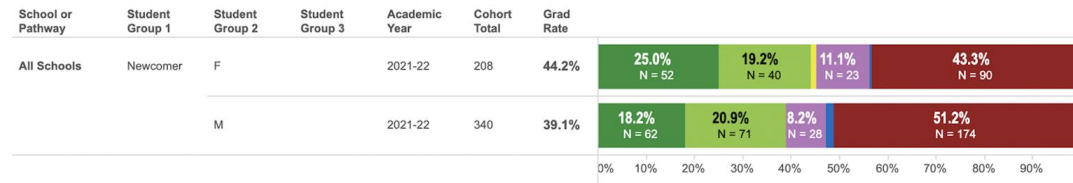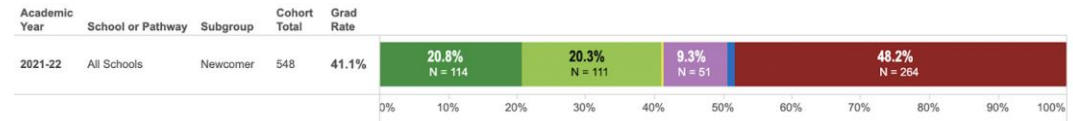
Overall: OUSD's overall dropout rate was ~13% until last year (2021-22) when it jumped to 16%. For newcomer students the dropout rate was 32-40% over the past five years until 2021-22 when it jumped to 48%. For Mam-speaking students, the dropout rate jumped from 52-54% to 63% in the last school year.

Academic Year	School or Pathway	Subgroup	Cohort Total	Grad Rate
2021-22	All Schools	Newcomer	548	41.1%

By Gender: We see that for newcomer students, males are dropping out at higher levels than females. This tracks with what we know from the increased financial pressure on our male students to be economic contributors to the family and the significantly outsized percentage that they make up of our unaccompanied immigrant youth.

School or Pathway	Student Group 1	Student Group 2	Student Group 3	Academic Year	Cohort Total	Grad Rate
All Schools	Newcomer	F		2021-22	208	44.2%
		M		2021-22	340	39.1%

By Housed/Unhoused: For newcomer students, the coding of homeless is a fairly accurate proxy for unaccompanied immigrant youth. We see significantly more of our homeless youth dropping out.

School or Pathway	Student Group 1	Student Group 2	Student Group 3	Academic Year	Cohort Total	Grad Rate
All Schools	Newcomer	Homeless		2021-22	233	36.5%
		Not Homeless		2021-22	315	44.4%

Potential Root Causes of Low Newcomer Graduation Rates

Economic Pressures

As the more vulnerable subgroups of our newcomer population have increased (Mam-speakers, unaccompanied minors, homeless), and the demands they face outside of school increase (paying rent, supporting families in their country of origin, paying off costs of journey to U.S., paying for immigration attorneys) staying in school to graduate has become more difficult. Students may need to choose between attending school and earning money to pay for rent and supporting family members. For this reason, this population requires intensive support services to help them stay in school and eventually graduate.

Needs of our Mam Speaking Student Population

Starting in 2015-16 OUSD began to enroll large numbers of Mam-speaking students from the highlands of Guatemala and since 2016-2017 this is the largest language group amongst newcomers second to Spanish. Mam-speaking students have additional barriers due to historical discrimination practices as well as needing to learn Spanish in addition to English to find work and belonging in U.S. immigrant communities. Mam-speaking students are dropping out at the highest rates.

Pandemic Data

One possible contributing factor to the recent bump in drop out rates might be a product of how students were held and tracked during the pandemic. In distance learning, newcomer students had a greater difficulty accessing remote learning than most. Schools, in an effort to support students were likely not dropping students who were disengaging from school. Upon returning to in person instruction, schools had an opportunity to see which students were in fact still attending and students were dropped.

Who is included in these data

Another consideration in reading these data are that dropouts are considered to be any student for whom OUSD is their last schooling contact. If OUSD is the last school a student touches in the public school system, that student is in our denominator. For any student who attended another district for grades 9-11, and came to us as a 12th grader, but stays with us for only 3 months and then drops out, this student is counted as a dropout from OUSD, not from their previous district. Considering the transitional nature of many of the housing options for our newcomer families, this is a significant number of students.

Transition Periods

We know that the transitions for our students from environments more tailored to Newcomer student needs into more mainstream environments is a challenging one. Supporting our schools to ease the transition from middle school to high school and from a newcomer pathway into a mainstream high school schedule needs to be a priority. We should explore a more gradual release of scaffolds over time to lessen the impact of the mainstreaming experience.

Insufficient Supports for Pregnant and Parenting Teens

Another contributing factor to these dropout data is our lack of offerings to any of our pregnant and parenting teens, many of whom are also newcomers. OUSD's population of pregnant and parenting students has outgrown the existing district and county resources to support them. We are losing students who, if given support, would choose to stay in school and get their high school diploma.

Improvement efforts

High Impact Actions to Implement Integrated ELD

Integrated ELD is used across **all content areas by all teachers** so that ELLs build the skills needed to access grade-level content. ELLMA provides foundational and sustaining PD to build teacher capacity to effectively implement.

Foundational PD and Sustaining PD

GLAD (Guided Language Acquisition Design): A certified PD program listed in the US Dept of Education's What Works Clearinghouse of best practices for integrated ELD.

- To date, 500 currently employed teachers have completed the 30 hour certified training.
- ELLMA offers Saturday PLCs to sustain and deepen learning and works across content teams to embed GLAD strategies throughout PD, guidance, and curricular resources.

ALLAS (Academic Language & LIteracy Acceleration for Secondary) is an OUSD home-grown foundational PD provided during summer

- Approximately secondary 300 teachers have completed ALLAS.
- ALLAS strategies are reinforced through site-based and central inquiry-based PD including Lead by Learning (see explanation on the right)
- Highly rated PD: 100% of teachers at last summer's ALLAS PD agreed or strongly agreed that ALLAS positively impacted classroom practice, with 89% strongly agreeing.

Lead by Learning in collaboration with MIlls @ Northeastern University provides an invitational, compensated space for supported inquiry in implementing the practices introduced in foundational PD: both GLAD and ALLAS.

Ensuring site-based continuous improvement for ELL success.

ELLMA has developed a process for an annual step-back for each site in which site leadership teams:
- Analyze ELL data
- Gather evidence against a rubric for the implementation of Integrated and Designated ELD
- Self-assess using the rubric
- Identify next steps and needs for support from ELLMA and/or other central teams.

The process

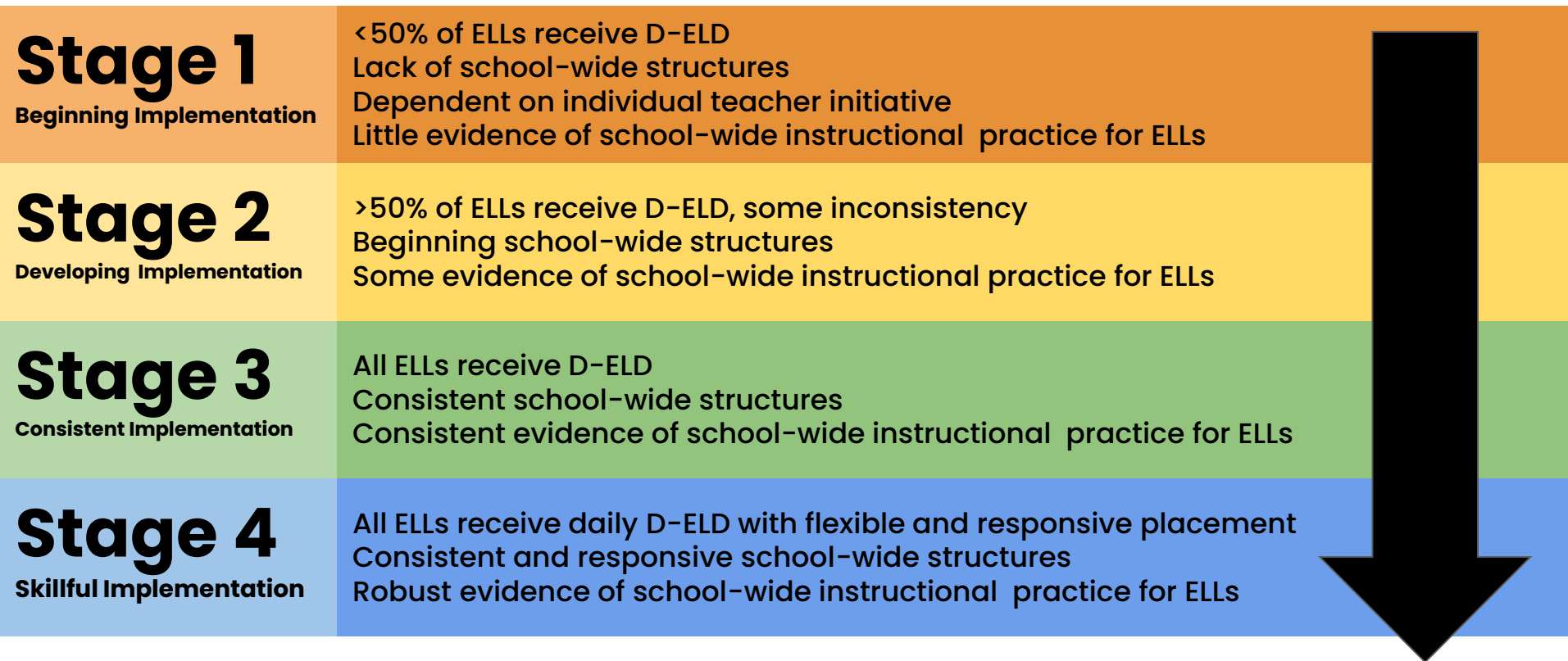**ELL DATA PULSE** **GATHER EVIDENCE** **SELF-ASSESS** **PLAN & IMPLEMENT**

Sites self-assess and name next steps in two areas:
Structures and Systems: Progress monitoring, PD focused on ELLs, and Observation and feedback protocols with an equity-lens
Instructional Practice: Explicit language instruction, student, talk, and language scaffolding

4 Stages of ELD Implementation

Summary of 4 stages assessing both structures and systems and instructional practice.

Stage 1
Beginning Implementation

<50% of ELLs receive D-ELD
Lack of school-wide structures
Dependent on individual teacher initiative
Little evidence of school-wide instructional practice for ELLs

Stage 2
Developing Implementation

>50% of ELLs receive D-ELD, some inconsistency
Beginning school-wide structures
Some evidence of school-wide instructional practice for ELLs

Stage 3
Consistent Implementation

All ELLs receive D-ELD
Consistent school-wide structures
Consistent evidence of school-wide instructional practice for ELLs

Stage 4
Skillful Implementation

All ELLs receive daily D-ELD with flexible and responsive placement
Consistent and responsive school-wide structures
Robust evidence of school-wide instructional practice for ELLs

Where are our schools in ELD implementation?

Stages of ELD Implementation

Raw Self-Assessment Growth: 0.4

Note: A score of 0 or null represenets "No Data" in this report.

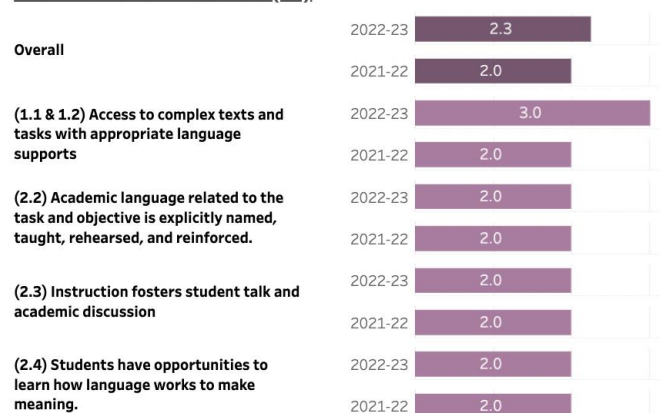|	
2022-23	2.4
2021-22	1.9
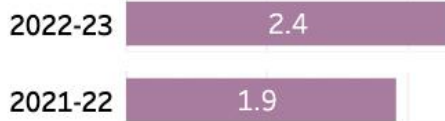
Middle School Network showed .4 level growth across schools, approximating our district growth goal of a .5 level increase.

Structures and Systems (S&S)

Overall

2022-23	2.5
2021-22	1.8

(2.5) Site has clear structures, expectations, and support for daily Designated ELD.

2022-23	3.0
2021-22	2.0

(2.6) Structures for Professional development and inquiry with attention to language practices and embedded supports for ELLs

2022-23	3.0
2021-22	2.0

(3.3) Multiple data sets used to place students, monitor progress and inform prog. design.

2022-23	2.5
2021-22	1.5
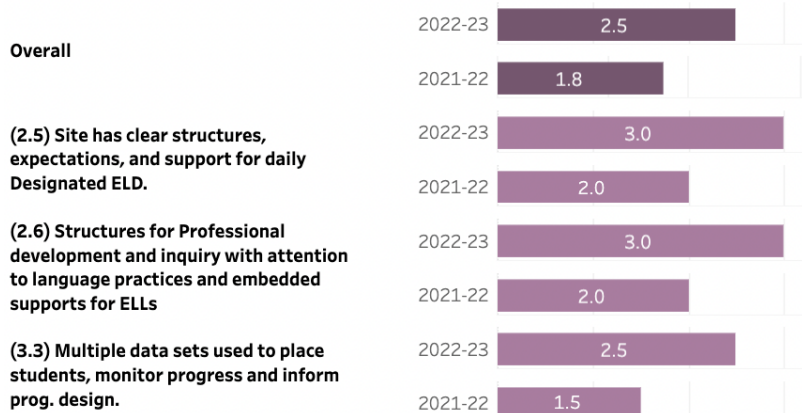
Instructional Practice (IP)

Instructional Practice (IP)

Overall

2022-23	2.3
2021-22	2.0

(1.1 & 1.2) Access to complex texts and tasks with appropriate language supports

2022-23	3.0
2021-22	2.0

(2.2) Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced.

2022-23	2.0
2021-22	2.0

(2.3) Instruction fosters student talk and academic discussion

2022-23	2.0
2021-22	2.0

(2.4) Students have opportunities to learn how language works to make meaning.
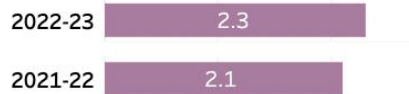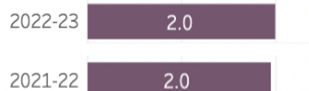
2022-23	2.0
2021-22	2.0

Where are our schools in ELD implementation?

Stages of ELD Implementation

Raw Self-Assessment Growth: 0.2

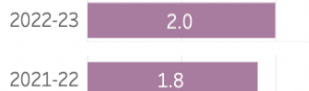**Note:** A score of 0 or null represenets "No Data" in this report.

2022-23	2.3
2021-22	2.1

Elementary networks as a whole report incremental progress.

Structures and Systems (S&S)

Overall

2022-23	2.0
2021-22	2.0

(2.5) Site has clear structures, expectations, and support for daily Designated ELD.

2022-23	2.0
2021-22	1.8

(2.6) Structures for Professional development and inquiry with attention to language practices and embedded supports for ELLs
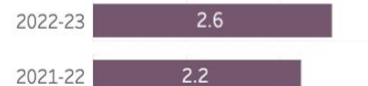
2022-23	2.0
2021-22	1.9

(3.3) Multiple data sets used to place students, monitor progress and inform prog. design.

2022-23	2.0
2021-22	2.1

Instructional Practice (IP)

Overall

2022-23	2.6
2021-22	2.2
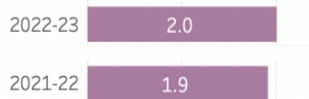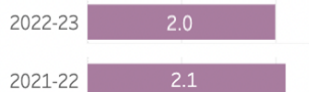
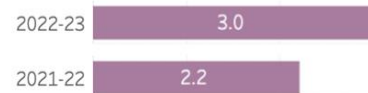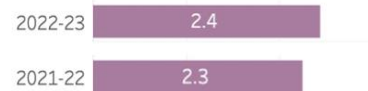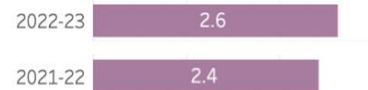**(2.1)** Class environment is language rich and is structured to facilitate interaction and access to complex texts and tasks.

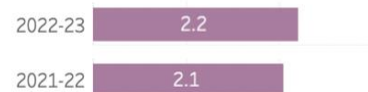|	
2022-23	3.0
2021-22	2.2

(2.2) Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced.

2022-23	2.4
2021-22	2.3

(2.3) Instruction fosters student talk and academic discussion

2022-23	2.6
2021-22	2.4

(2.4) Students have opportunities to learn how language works to make meaning.

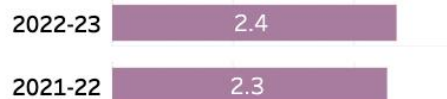|	
2022-23	2.2
2021-22	2.1

Where are our schools in ELD implementation?

Network 2 schools

Raw Self-Assessment Growth: 0.1

Note: A score of 0 or null represenets "No Data" in this report.

2022-23	2.4
2021-22	2.3

Network 3 schools

Raw Self-Assessment Growth: 0.6

Note: A score of 0 or null represenets "No Data" in this report.

2022-23	2.5
2021-22	1.9
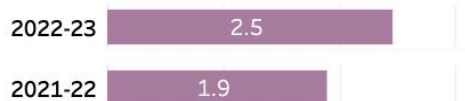
Network 4 schools

Raw Self-Assessment Growth:

Note: A score of 0 or null represenets "No Data" in this report.

2022-23	2.0
2021-22	
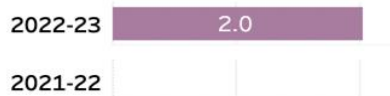
We see the most progress in Network 3 where there has been a strong focus on improving ELD. Network 2 plateaued and Network 4 schools did not take the assessment last year.

Bright Spots and Next Steps
to Improve Newcomer Graduation Rates

- The Refugee and Asylee Services Program has a re-engagement specialist targeting disconnected students and has 86 students on their case management load. Of those students, 13 of those students are pregnant or parenting. 16 students have successfully enrolled in Adult School. 45 students have successfully re- enrolled in comprehensive high school or continuation school. We must continue this work

- The Newcomer Wellness Initiative shows a clear impact on Newcomer retention and grad rates. The Newcomer high school graduation rate of schools in the initiative is 52.91% as compared to the Newcomer district rate of 41.10%.

- We are engaging in Data Dive conversations with impacted schools and consultancies with Newcomer Program leaders around pain points and possible solutions to low grad rates for Newcomers.

- We are examining course sequence and scheduling practices for A-G completion.

- We are exploring more schedule and course pathway offerings for students who need to work.

A Newcomer Re-Engagement Success Story

Ruben came to the US alone in April 2021 and turned 18 shortly after he arrived having never enrolled in school. The Refugee and Asylee Student Assistance Program initially helped Ruben enroll in Adult Education in December 2021 and connected him with a free immigration attorney through a multi-step referral process. He stopped attending Adult school due to need to work and then his immigration attorney helped get the team back in touch with him. In December , the OUSD Unaccompanied Immigrant Youth Specialist focused on student-engagement, Cristhian Pineda-Diaz, helped him apply for jobs and get his Guatemalan passport. This allowed him to open a bank account and attend a financial literacy class that Cristhian teaches at Rudsdale Continuation school. Cristhian also connected him with a church in the Fruitvale area per Ruben's request to connect with more community members.

Ruben has now been attending Rudsdale Newcomer full time since February. His work permit will arrive in about 4 months at which point The Refugee and Asylee Student Assistance Program can help him apply for other jobs. Ruben is struggling financially, so they were able to connect him with the New Anchor grant to cover his housing costs for three months: March, April, and May. Ruben is now also taking care of his 15 year old brother who just arrived alone from Guatemala as an unaccompanied minor. Ruben is the sole caretaker of his brother and there are not other family members to fall back on here. Cristhian is enrolling his brother in school, connecting with an immigration attorney and providing the same support to him as he provided to Ruben. Ruben is still only 19 years old. Both siblings will need ongoing wrap-around support for several more years.

What programs are our ELLs enrollment in?

OUSD Newcomer Programming 2022-23

- Newcomer students are English Language Learners in their first three years in US schools.

- All OUSD schools provide universal support for newcomers, while many provide different types of enhanced programming to support newcomers as they enter US schools. The majority of our newcomer are enrolled in schools with some level of specialized programming.

- Depending on the particular needs and backgrounds of students, different levels of integration or separate newcomer instruction may be appropriate.

Elementary Sites with Newcomer Teacher Leaders 2022–23

Services include supplemental ELD, intake support, and PD for other staff on supporting newcomers
Sites with 50+ newcomers receive centrally allocated .5 FTE and sites with 100+ a 1.0 FTE

Site	FTE	Site	FTE
Bridges	1.0	Lockwood STEAM	1.0
East Oakland Pride	0.5	Manzanita	0.5
Esperanza	0.5	Markham	0.5
Franklin	0.5	Highland Community	0.5
Garfield	0.5	REACH*	0.5
Global	1.0	Think College Now	0.5
Lincoln	0.5	*this position is currently covering a staffing shortage	

Middle School Newcomer Programming 2022-23

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Integrated Schedule ← → Separate Newcomer Instruction

	Inclusion *Newcomers integrated except ELD.*	Hybrid Programming *Both separate and integrated core classes.*				Sheltered Programs *Newcomers spend most of the school day in classes specifically designed for them. Students may be integrated with non-newcomers for PE and/or elective courses.*				
Program Component	**Melrose Leadership Academy**	**Bret Harte**	**United for Success Academy**	**Urban Promise Academy**	**West Oakland Middle**	**Elmhurst United**	**Frick United**	**Madison Park Academy**	**Roosevelt**	**Westlake**
Newcomer-specific ELD	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Bilingual Newcomer Clinical Social Worker	✔	✔	✔	✔		✔	✔	✔	✔	✔
Sheltered Content Instruction *(i.e. math, science)*		Some Subject Areas	Some Subject Areas	Some Subject Areas	Some Subject Areas	✔	✔	✔	✔	✔
Newcomer Assistant Support				✔		✔	✔	✔		
Spanish Literacy Development	✔					✔	✔			
Common Newcomer Home Languages Spoken by School Staff	Spanish	Arabic Spanish	Spanish	Mam Spanish	Arabic Spanish	Spanish	Mam Spanish	Spanish	Spanish	Chinese Spanish Vietnamese

High School Newcomer Programming 2022-23

Newcomer students are English Language Learners in their first three years in US schools. All OUSD schools provide universal supports for newcomers, while many provide different types of enhanced programming to support newcomers as they enter US schools. Two schools (Oakland International and Rudsdale Newcomer) serve only newcomer or recent newcomer students. Depending on the particular needs and backgrounds of students, different levels of integration or separate newcomer instruction may be appropriate.

Integrated Schedule ⟵⟶ Separate Instruction

Program Component	Inclusion Supports *Full integration except for ELD.*	Sheltered Newcomer Programs *Newcomers spend most of the school day in classes specifically designed for them. Students may be integrated with non-newcomers for PE and/or elective courses. Students begin integrated into mainstream classrooms after 2-3 years.*					Newcomer School *Newcomer only school by design.*	
	Oakland Tech	**Castlemont** *International Student Program*	**Fremont** *NEST*	**Madison Park Academy**	**Oakland High** *RISE*	**Skyline**	**Oakland* International**	**Rudsdale*** *Newcomer*
Newcomer-specific ELD	✔	✔	✔	✔	✔	✔	✔	✔
Bilingual Newcomer Clinical Support Staff		✔	✔	✔	✔		✔	✔
Sheltered Content Instruction *(i.e. math, science)*		✔	✔	✔	✔	✔	✔	✔
Newcomer Assistant Support			✔	✔			✔	
Spanish Literacy Development (via EPH)		✔	✔		✔	✔		
Common Newcomer Home Languages Spoken by School Staff	Spanish	Mam Spanish	Spanish	Spanish	Cantonese Mam Spanish	Spanish	Arabic Spanish	Mam Spanish

Rudsdale and Oakland International are alternative education programs with particular enrollment guidelines. OIHS is designed to enroll recently arrived newcomer students, not those with beyond 1-2 years in US schools. Rudsdale is a continuation program and not a first point of enrollment.

OUSD Bilingual /Dual Language Programs 2022-23

OUSD offers both early exit bilingual programs in grades K-2nd grade and Dual Language programs TK-5th or 8th grade. **Currently 1/3 of our elementary ELLs are enrolled in these programs.**

The goal of early exit bilingual is to leverage home language in order to acquire English literacy.

The three goals of Dual Language Programs are:
- **A**cademic excellence in two languages
- **B**ilingualism and biliteracy
- **C**ross-cultural competence and humility.

OUSD Bilingual / Dual Language 2022-23

Program Component	Early Exit Programs *Spanish-instruction from TK/K-2nd only*		One-Way Dual Language Schools *More than 2/3 of students are native Spanish speakers.*			Aspiring Two-Way Dual Language Schools *Schools participating in ELLMA-managed grant to become a two-way program with both Spanish speakers and English speakers*			Two-Way Dual Language Schools *Equal balance of Spanish-speakers and English-speakers*	
	Acorn	East Oakland Pride	Bridges	Global	Lockwood STEAM	Esperanza	Greenleaf	ICS	Manzanita Seed	Melrose Leadership Academy
90-10 *Begins with 90% Spanish and 10% in Kinder. English instruction time increases each year*	✔	✔					✔			✔
50-50 *Instruction is 50% English and 50% Spanish in each grade.*			✔	✔	✔	✔		✔	✔	
Percent of ELLs	65%	62%	84%	81%	63%	82%	63%	76%	44%	32%

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

1000 Broadway, Suite 300, Oakland, CA 94607