



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Meeting of the District English Language Learners Subcommittee

## Review of Use of Title III Dollars and other Funding to Support English Language Learners



May 23, 2024

[www.ousd.org](http://www.ousd.org)



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# Purpose of Title III Grant

# Federal Funding: Title III

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Helps ensure that English learners, including immigrant children and youth, reach English proficiency and can achieve academically.

# Federal Funding: Title III

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Helps teachers, principals, and other school leaders develop and enhance their capacity to provide effective instructional programs.

# Federal Funding: Title III

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Promotes parental, family, and community participation in language instruction educational programs.

# Title III Application

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Each year, OUSD applies to the State for this funding and proposes how the money will be spent.

DELLS reviews the proposal and provides suggestions and recommendations.

# Title III Application

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It is part of the Consolidated Application (ConApp), an application school districts use to apply for many state and federal funds.

# Purpose of Other Title Grants



# Federal Funding: Title I

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Provides supports for students at risk of not meeting state academic content and performance standards.

# Federal Funding: Title II

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Provides supplemental funding to help support effective instruction.

Investments include:

- Professional development
- Teacher recruitment and retention activities
- New teacher supports

# Federal Funding: Title IV

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Helps to improve students' academic achievement by increasing the capacity of states, local educational agencies (LEAs), schools, and local communities to:

# Federal Funding: Title IV (continued)

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- Provide all students with access to a well-rounded education
- Improve school conditions for student learning
- Improve the use of technology to improve the academic achievement and digital literacy of all students.
- Ensure that English learners, including immigrant children and youth, reach English proficiency and can achieve academically.

# **Amount of Funding We Expect to Receive for All Titles**

# Preliminary Title Awards

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<b>Preliminary 2024-25 Title Awards</b>	<b>Amount</b>
<b>Title I, Part A</b>	<b>\$18.50M</b>
<b>Title II, Part A</b>	<b>\$2.05M</b>
<b>Title III, English Learner</b>	<b>\$1.46M</b>
<b>Title III, Immigrant</b>	<b>TBD</b>
<b>Title IV, Part A</b>	<b>\$1.35M</b>
<b>TOTAL FEDERAL ALLOCATION</b>	<b>\$TBD</b>

# **How We Are Planning to Use the Funds**

# Planned Title I Expenditures

Expenditure	Amount
Awards to Schools	\$9.3M
Tutors: Early Literacy, Secondary Literacy, Math	\$3.4M
Summer School	Up to \$2.1M
Supports for Foster Youth	\$500,000
Supports for Unhoused Students	\$500,000
Other Targeted Supports for Students	\$700,000
Equitable Services to Private Schools <i>(required)</i>	\$250,000
Grant Administration & Indirect Costs (15% cap)	\$1.75M
<b>TOTAL TITLE I ALLOCATION</b>	<b>\$18.5M</b>



# Planned Title II Expenditures

Expenditure	Amount
New Teacher & Principal Support	\$800,000
Recruitment & Retention Support	\$700,000
Professional Development	\$250,000
Equitable Services to Private Schools <i>(required)</i>	\$150,000
Grant Administration & Indirect Costs (15% cap)	\$150,000
<b>TOTAL TITLE II ALLOCATION</b>	<b>\$2.05M</b>

# Planned Title III Expenditures

Expenditure	Amount
<b>ELLMA Language &amp; Literacy Specialists</b> (6.2 total) ELLMA: English Language Learners & Multilingual Achievement	Up to \$1,086,287
<b>ELLMA Program Manager, Newcomer and Refugee/Asylum Services and Unaccompanied Immigrant Youth Specialist</b>	Up to \$382,251
<b>ELL Ambassadors</b> (stipends)	Up to \$48,000
<b>Professional Development on Integrated and Designated ELD TK-12 (GLAD licenses &amp; Teacher stipends)</b>	Up to \$300,000
<b>Equitable Services to Private Schools</b> ( <i>required</i> )	Up to \$17,000
<b>Grant Administration (2% cap) &amp; Indirect Costs</b>	Up to \$70,000
<b>TOTAL TITLE III ALLOCATION</b>	<b>\$1.46M</b>

# Planned Title IV Expenditures

Expenditure	Amount
<b>Multi-Tiered Systems of Support (MTSS) Staff</b>	Up to \$1.3M
<b>Credit Recovery for High School Students</b>	Up to \$188,000
<b>Exam Fees for High School Students</b>	Up to \$95,000
<b>Equitable Services to Private Schools <i>(required)</i></b>	\$59,000
<b>Grant Administration (2% cap) &amp; Indirect Costs</b>	\$67,000
<b>TOTAL TITLE IV ALLOCATION <i>(projected)</i></b>	<b>\$1.35M</b>

# Questions, Comments, Suggestions

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**OAKLAND UNIFIED  
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# LCAP Engagement

## Input on the New 2024-27 LCAP



Spring 2024

[www.ousd.org](http://www.ousd.org)



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WHAT  
IS THE

# LOCAL CONTROL AND ACCOUNTABILITY PLAN?



Under the state's **Local Control Funding Formula (LCFF)**, each district must develop a plan to describe how state dollars will be used to meet goals for students in line with state priorities. The plan also explains how additional LCFF funds will support the unique needs of **low-income, English Language Learner, and foster students.**

# What the LCAP Explains

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## **NEEDS**

WHAT DO ALL STUDENTS NEED?

WHAT DO SOME STUDENTS NEED?

## **GOALS**

WHAT DO WE WANT STUDENTS TO ACHIEVE?

## **ACTIONS**

WHAT ARE WE DOING TO HELP THEM ACHIEVE THOSE GOALS?

## **INVESTMENTS**

HOW ARE WE PAYING FOR THOSE THINGS? HOW MUCH?

## **IMPLEMENTATION**

HOW WELL ARE WE DOING THOSE THINGS?

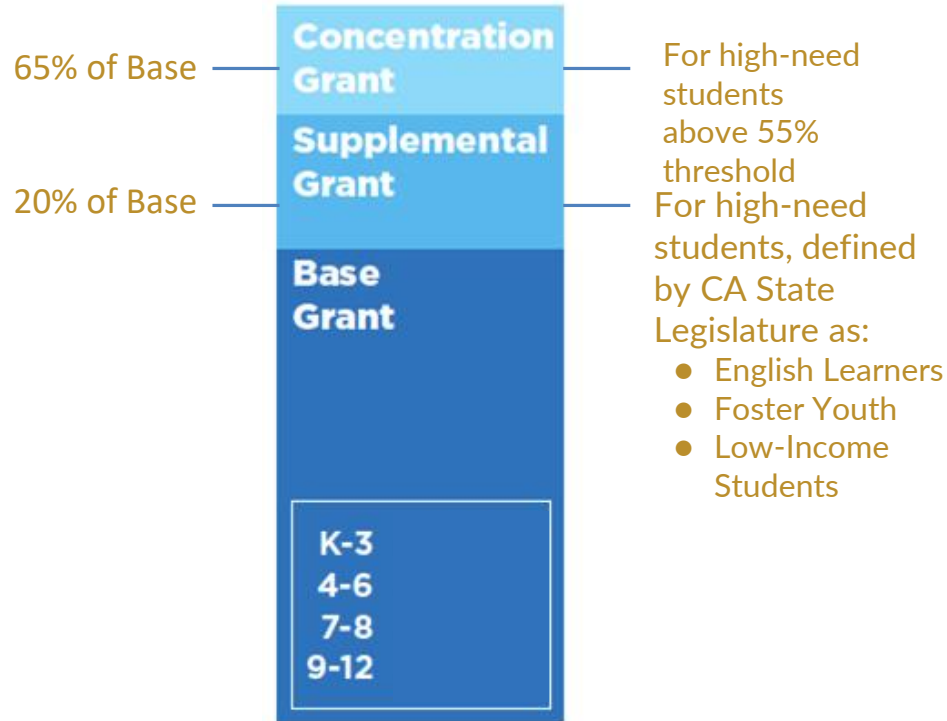
## **PROGRESS**

ARE STUDENTS PROGRESSING? HOW MUCH?

## **ENGAGEMENT**

ARE WE LISTENING TO THE COMMUNITY?

# Local Control Funding Formula (LCFF)



(Graphics from ACLU)



# Proposed 2024-27 LCAP Goals & Actions

**Goal 1: All students graduate college, career, and community ready.**

## **Actions**

- 1.1 Strong Readers: Early & Secondary Literacy
- 1.2 Excellence in Science, Technology, Engineering & Mathematics
- 1.3 Equitable Access to a Broad Course of Study
- 1.4 Visual & Performing Arts
- 1.5 Early Childhood Learning
- 1.6 Multilingual Programs
- 1.7 College & Career for All
- 1.8 Counseling & Equitable Master Scheduling
- 1.9 Data-Driven Decision Making
- 1.10 Academic Acceleration Supports
- 1.11 Network-Based School Supports
- 1.12 Continuous School Improvement

**Goal 2: **Within three years**, focal student groups will demonstrate accelerated growth to close our equity gap.**

## **Actions**

- 2.1 African American Student Achievement
- 2.2 Latino Student Achievement
- 2.3 Arab, Asian & Pacific Islander Student Achievement
- 2.4 Supports for Students with Disabilities
- 2.5 Supports for Low-Income Students
- 2.6 Supports for Unhoused Student & Families
- 2.7 Supports for Foster Youth
- 2.8 English Learner Achievement**
- 2.9 Long-Term English Learner Achievement**
- 2.10 Supports for Newcomers**
- 2.11 Alternative Education
- 2.12 Expanded Learning Opportunities



# Proposed 2024-27 LCAP Goals & Actions

**Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.**

## **Actions**

- 3.1 Safe & Welcoming Schools
- 3.2 Social Emotional Learning & Restorative Practices
- 3.3 Student & Staff Health & Wellness
- 3.4 Behavioral & Mental Health
- 3.5 Attendance Supports
- 3.6 Youth Engagement & Leadership
- 3.7 Community Schools
- 3.8 Quality Learning Environments
- 3.9 Family Partnerships & Language Access**
- 3.10 Enrollment Supports
- 3.11 District Communication

**Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

## **Actions**

- 4.1 Diverse & Stable Staff
- 4.2 Staff Growth & Development
- 4.3 New Teacher Support & Development



# Proposed 2024-27 LCAP Goals & Actions

**New Equity Multiplier Goal 5:** Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.

## **Actions**

- 5.1 Academic Acceleration & Instructional Improvement at KDA
- 5.2 Academic Acceleration & Instructional Improvement at Markham
- 5.3 Academic Acceleration & Instructional Improvement at Prescott

**New Equity Multiplier Goal 6:** Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.

## **Actions**

- 6.1 Academic Acceleration & Instructional Improvement at Castlemont
- 6.2 Social Emotional Supports at Castlemont
- 6.3 Social Emotional Supports at McClymonds
- 6.4 Family Engagement at McClymonds
- 6.5 Social Emotional Supports at Oakland International
- 6.6 Academic Acceleration & Instructional Improvement at Oakland International



# Proposed 2024-27 LCAP Goals & Actions

**New Equity Multiplier Goal 7:** Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.

## **Actions**

- 7.1 Social Emotional Supports at Dewey
- 7.2 Social Emotional Supports at Bunche
- 7.3 Academic Acceleration at Rudsdale
- 7.4 College & Career Supports at Rudsdale
- 7.5 Social Emotional Supports at Rudsdale

**New Equity Multiplier Goal 8:** Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.

## **Actions**

- 8.1 Academic Acceleration at Home & Hospital
- 8.2 Social Emotional Supports at Sojourner Truth
- 8.3 Academic Acceleration & Instructional Improvement at Sojourner Truth
- 8.4 Placeholder for Street
- 8.5 Placeholder for Gateway



# Proposed 2024-27 LCAP Goals & Actions

## New Metrics related to ELL Actions

1.3.2 - Increase the percentage of students in Grades 6–12 who are required to take English Language Development who are also enrolled in an elective class.

1.6.1 - Increase the number of students attaining biliteracy pathway awards in dual language schools.

1.6.2 - Increase the number of students completing the seal of biliteracy annually.

2.4.4 - Increase the reclassification rate for students receiving Special Education services who are English learners.

2.8.1 - Decrease the number of misassignments of teachers of English learners.

2.8.2 - Improve performance on the SBAC state assessment in English Language Arts/Literacy for English learners, as measured by the average distance from standard (points above or below standard) without participation penalty.

2.8.3 - Improve performance on the SBAC state assessment in English Language Arts/Literacy for long-term English learners, as measured by the average distance from standard (points above or below standard) without participation penalty.

2.8.4 - Improve performance on the SBAC state assessment in Mathematics for English learners, as measured by the average distance from standard (points above or below standard) without participation penalty.



# Proposed 2024-27 LCAP Goals & Actions

## New Metrics related to ELL Actions

2.8.5 - Improve performance on the SBAC state assessment in Mathematics for long-term English learners, as measured by the average distance from standard (points above or below standard) without participation penalty.

2.8.6 - Increase the combined four- and five-year graduation rate for English learners.

2.8.7 - Increase the combined four- and five-year graduation rate for long-term English learners.

2.8.8 - Increase the number of graduating English learners completing the seal of biliteracy annually.

2.8.9 - Increase the percentage of English learner Grade 12 students completing A-G requirements with a grade of C or better.

2.8.10 - Increase the percentage of English learners participating in after-school programs.

2.8.11 - Increase the percentage of English learners required to take English Language Development who are enrolled in an ELD class on Census Day.

2.8.12 - Increase the percentage of English learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator.

2.8.13 - Increase the percentage of long-term English learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator.



# Proposed 2024-27 LCAP Goals & Actions

## New Metrics related to ELL Actions

2.8.14 - Increase the percentage of schools with 100% or more of English learners participating in the English Language Proficiency Assessments for California (ELPAC).

2.8.15 - Increase the percentage of English learners who graduate prepared for college and career, as measured by the state College/Career Indicator.

2.8.16 - Increase the percentage of long-term English learners who graduate prepared for college and career, as measured by the state College/Career Indicator.

2.8.17 - Increase the reclassification rate for English learners.

2.8.18 - Reduce the chronic absenteeism rate for English learners.

2.8.19 - Reduce the chronic absenteeism rate for long-term English learners.

2.9.1 - Increase the reclassification rate for long-term English learners.

2.10.1 - Increase the percentage of grade 12 students who are newcomers completing A-G requirements with a grade of "C" or better.

3.9.7 - Increase the percentage of School Site Councils with at least one member who is a parent or caregiver of a child who is an English learner.

3.9.8 - Increase the percentage of schools with 21 or more English learners who establish freestanding Site English Language Learner Subcommittees (SELLS).



# Your Ideas



# Engagement with District ELL Subcommittee (DELLS)

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