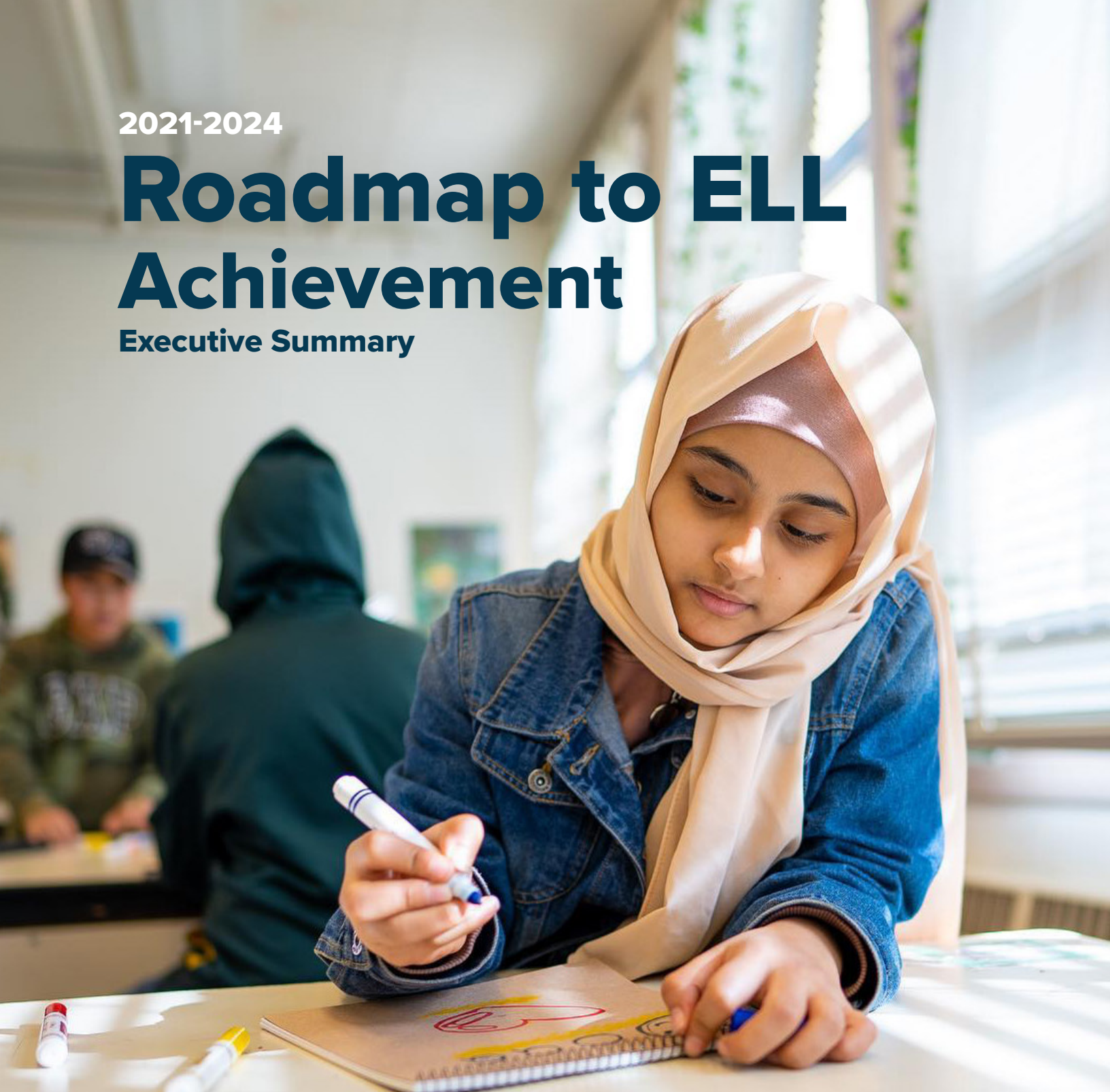


2021-2024

Roadmap to ELL Achievement

Executive Summary



Oakland Unified School District

English Language Learner & Multilingual Achievement
Summary of Progress & Three Year Strategic Plan



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students



Dear Oakland Community,

As ELLMA looks forward to the next three years and enters our second decade as a department, we are eager to refocus and recenter work in support of Multilingual Learners and their families across OUSD. The last three years have been a time of tremendous upheaval in OUSD, with a strike, wildfire interruptions to school, and most importantly the multiple pandemics of COVID, anti-immigration policy and racial injustice. As a result, we have shifted some of our work to respond to the rising needs of the moment. This has led to new opportunities in our work for language equity, but also many challenges.

As we return to full in-person schooling, we look forward to reestablishing baselines and working aggressively to deepen our implementation of supportive structures and empowering instruction. The work ahead is monumental and will require collective effort and ownership across our system and throughout the community. I look forward to continuing this struggle together with all of you.

In partnership,



Nicole Knight

Executive Director

English Language Learner and Multilingual Achievement Office



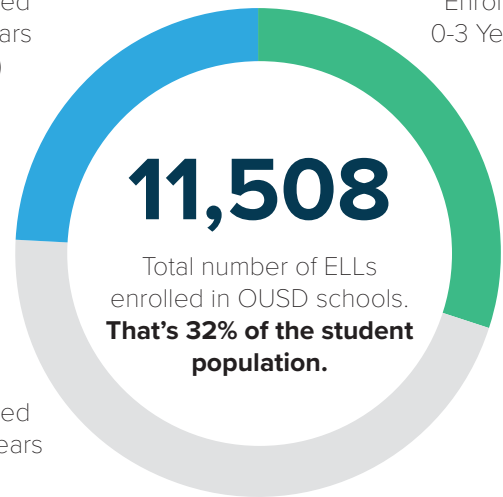
THE
WEST
IS THE
BEST

AT A GLANCE: OUSD ELLs 2020-21 END-OF-YEAR

ELLs ARE A THIRD OF OUSD'S ENROLLMENT

24%
Enrolled
7+ Years
(LTEL)

30%
Enrolled
0-3 Years



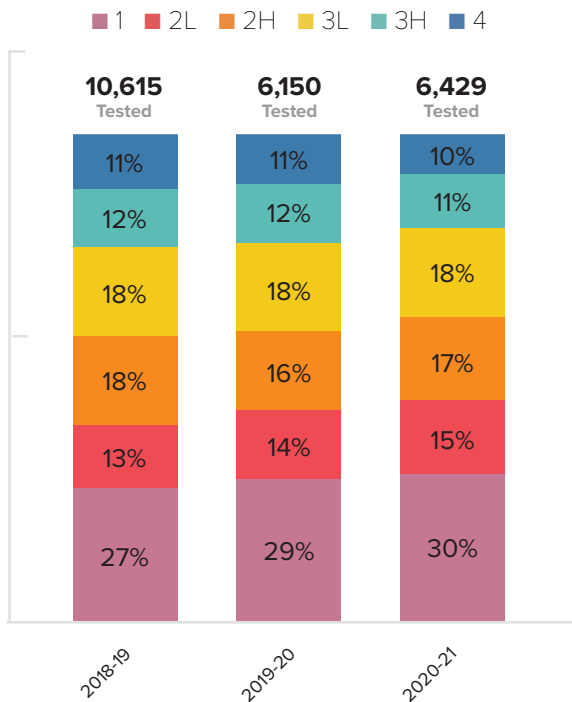
46%
Enrolled
4-6 Years

Elementary Schools
37% 0-3 Years
58% 4-6 Years
5% 7+ Years, LTEL

Secondary Schools
20% 0-3 Years
29% 4-6 Years
52% 7+ Years, LTEL

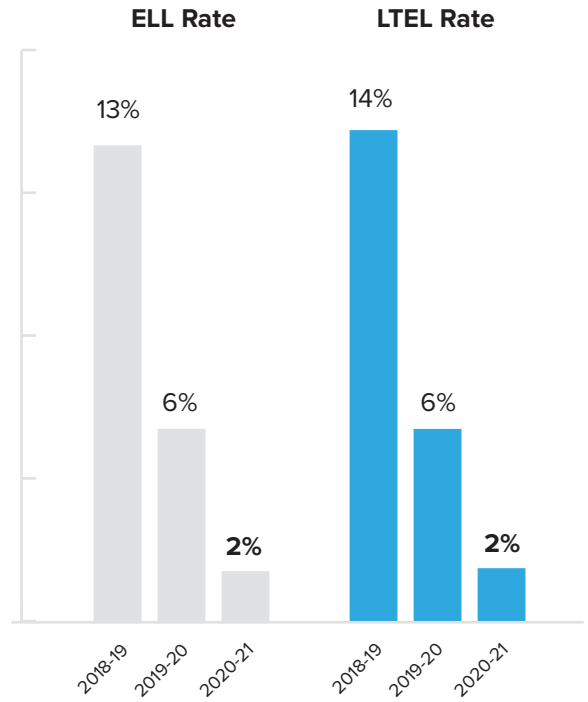
- 0-3 Years**
Enrolled in US schools fewer than 4 years. This includes newcomers and US-born ELLs.
- 4-6 Years**
Enrolled in US schools for 4 to 6 years. We expect most ELLs to reclassify during this time period.
- 7+ Years, LTEL**
Long Term English Learner (LTEL). Enrolled more than 6 years in US schools. Special attention to LTELs is needed to ensure these students reach reclassification criteria as soon as possible.

ELPAC SCORES DISTRIBUTION



COVID-19 Impact:
COVID-19 pandemic disruptions to state and local testing resulted in far fewer students having access to reclassify.

RECLASSIFICATION RATES PLUMMET DURING PANDEMIC

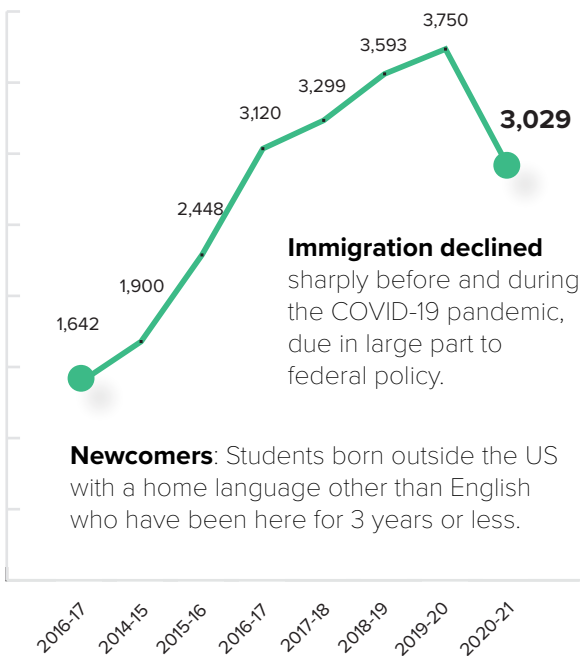




TOP 10 BIRTH COUNTRIES OF STUDENTS WITH A HOME LANGUAGE OTHER THAN ENGLISH



NEWCOMERS ENROLLMENT DECLINE IN 2020-21



TOP 10 HOME LANGUAGES (NOT INCLUDING ENGLISH)

11,770	Spanish
1,359	Cantonese
1,264	Mam
899	Arabic
713	Vietnamese
187	Khmer (Cambodian)
151	Tigrinya
131	Mandarin (Putonghua)
109	Filipino
106	Tongan



93 countries are represented by students with a home language other than English.

At least **57 languages** are spoken in Oakland Unified School District.



A BRIEF HISTORY

ABOUT ELLMA

ELLMA was founded in 2013 to foster collective responsibility for excellent and equity-based instruction and services for our multilingual learners. In our first year, we took stock of the OUSD supports for ELLs and commissioned Stanford University's Understanding Language to review services and provide an evidence base for our strategic plans.

The Stanford Review and roadmap reports to date [can be found online](#).

OUR 3 GUIDING BELIEFS

- 1.** English Language Learners can achieve at high levels with the right supports.
- 2.** The language and cultural resources that students bring are tremendous assets to their learning and that of the community.
- 3.** All educators are responsible for the language development of ELLs, therefore all teachers are teachers of language.





THEORY OF ACTION

OUR 5 ESSENTIAL PRACTICES

The five evidence-based practices are important for all students and critical for ELLs to thrive. Together, they reflect our theory of action for how to ensure excellent and equity-based instruction for our multilingual learners.



1. ACCESS AND RIGOR

Ensure all ELLs have full access to and engagement in the academic demands of Common Core State Standards, Next Generation Science Standards, the History-Social Science Framework and California's 2012 English Language Development Standards.



2. INTEGRATED AND DESIGNATED ELD

Ensure ELLs receive daily Designated ELD and Integrated ELD in every content area.



3. DATA-DRIVEN DECISIONS

Make programmatic, placement, and instructional decisions for English Language Learners that are grounded in regular analysis of evidence.



4. ASSET-BASED APPROACH

Leverage the linguistic and cultural assets of our students and ensure that they are active contributors to their own learning and that of their community.



5. THE WHOLE CHILD

Leverage family and community supports. Activate resources to address the unmet, non-academic needs that hinder ELLs' ability to thrive.

OAKLAND UNIFIED SCHOOL DISTRICT'S

LCAP GOALS

GOAL 1

ALL STUDENTS GRADUATE COLLEGE, CAREER, AND COMMUNITY READY.

LCAP Goal #1 sets metrics for all students in OUSD, with specific goals for English Language Learners and other student groups reflected in Goal #2 below.

- Move from Red (from 2019) to Yellow on California Dashboard in ELA for ELL group.
- Move from Orange (from 2019) to Yellow on California Dashboard in Math for ELL Subgroup.
- Double the number of graduating seniors earning the Seal of Biliteracy from 101 to 200.

GOAL 2

FOCAL STUDENT GROUPS DEMONSTRATE ACCELERATED GROWTH TO CLOSE OUR EQUITY GAP. TARGETED STRATEGIES ARE IMPLEMENTED FOR AFRICAN AMERICAN, ENGLISH LANGUAGE LEARNERS AND UNHOUSED STUDENTS.

- Increase the A-G completion rate with a grade of C or better for ELLs from 42.9% to 48.9% and for newcomers from 48.8% to 54.8%.
- Increase the 4 year cohort graduation rate for ELLs from 56.8% to 62.8%.
- Increase the EL reclassification rate from 5.6% to 14.6% and the LTEL reclassification rate from 5.9% to 20.9%.
- Increase the percentage of ELLs who make progress towards English proficiency as measured by the state English Learner Progress Indicator from 45.8% to 54.8%.

GOAL 3

STUDENTS AND FAMILIES ARE WELCOMED, SAFE, HEALTHY, AND ENGAGED.

- Reduce chronic absenteeism rates for ELLs from 17.3% to 15.8%.
- Increase the percentage of students who feel safe at school from 60% to 66%.
- Increase the number of schools with at least 70% of parents who feel connected to their child's school.

GOAL 4

ALL STAFF ARE HIGH QUALITY, PROVIDING OPTIMAL SERVICE TO OUR STUDENTS, FAMILIES, AND STAFF.

- Increase the percentage of all staff who have participated in foundational professional learning for ELLs and Multilingual Learners (Baseline to be set in 2021-22).
- Increase staff satisfaction on ELLMA-hosted professional development as measured by post-PD surveys on experience and impact on their practice (Baseline to be established in 2021-22).



Farm Fresh To You



LOCAL AND SUSTAINABLE to our

ROOTS

**NOURISHING
& CONNECTING
COMMUNITIES**



FAMILY OWNED

AND OPERATED

YOUR FARM BOY

Our
you'll love it

PRIORITY 1

EMPOWERING INSTRUCTION FOR ELLS

PRIORITY 2

QUALITY LANGUAGE PROGRAMS





PRIORITY 3

THE WHOLE CHILD

PRIORITY 4

CENTRAL SYSTEMS & PRACTICES

EMPOWERING INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

Integrates core content & language development to ensure ELLs are progressing towards college, career and community readiness.

PROFESSIONAL LEARNING



Goals of Professional Development

ELLMA is proud to offer high quality, differentiated professional learning for teachers and leaders appropriate to their grade level, content area, professional experience, and the needs of our diverse student body. These professional learning spaces:

- Develop and deploy culturally and linguistically sustaining practices that set the conditions for ELLs to thrive in the classroom.
- Ensure students receive quality, standards-aligned Integrated and Designated ELD.
- Make use of evidence of adult practice and student data to improve outcomes for ELLs.



Types of Professional Learning

Foundational: These trainings provide quality learning for all teachers of ELLs in OUSD. Our two signature foundational trainings are GLAD (Guided Language Acquisition Design) for elementary teachers and ALLAS (Academic Language and Literacy Acceleration for Secondary) for middle and high school content area teachers.

Curriculum/Pedagogy: These learning opportunities provide time to go deep into particular curricular resources (e.g. Benchmark, EL Education) and related instructional approaches.

Inquiry-Based: These spaces provide teachers an opportunity to go deep with practices and approaches gained from other professional learning contexts, posing their own questions and taking ownership of their own learning. Teachers have engaged in inquiry-based learning on diverse topics such as supporting first-year newcomers, foundational biliteracy in dual language programs, and application of strategies learned in ALLAS or GLAD.

CURRICULUM & PROGRAM



EL Education Designated ELD Units:

Key to transforming outcomes for our ELLs is to center their language needs through powerful and meaningful language development embedded in content area instruction. With the support of teacher leaders from across OUSD, this work is underway for grades K-8 and will yield Designated ELD materials by Oakland teachers for Oakland teachers that fulfill the vision of the California ELA/ELD framework for aligned ELA and ELD materials. In partnership with EL Education, these units will be made available to districts across the country.



Creating Conditions for Long Term English Learner (LTEL) Success:

The 2021-22 school year saw an expansion of LTEL ELD courses across OUSD as a result of new focus on addressing the language development needs of LTELs. This work is enabled by the site administrators and teacher leaders from the vast majority of OUSD middle and high schools who have participated in one of the three cohorts of the Leading for LTELs professional development series since 2018. These leaders have been prepared to lead language-equity focused professional development at their sites, provide additional LTEL support classes, and leverage data-driven practices such as ELL Shadowing and LTEL focal students.



Continuous Improvement:

ELLMA has developed a suite of continuous improvement tools intended to support site teams to understand the student experience (ELL Shadowing), identify areas of instructional strength and growth (ELL Review), and to set programmatic goals to improve services for ELLs (Stages of ELD Implementation). These tools are deployed in a variety of contexts and used independently at school sites, thereby building capacity and alignment across OUSD. ELLMA's tools and processes are highlighted in the state publication "Improving Education for Multilingual and English Learner Students."



PRIORITY 1 GOALS

EMPOWERING INSTRUCTION FOR ELLS

GOAL 1

Teachers provide culturally and linguistically sustaining practices that set the conditions for ELLs to thrive in the classroom.

1.1.1. Asset-based approaches that leverage students' home languages and cultures will be increasingly evident in curriculum and instruction.

1.1.2. All LTELs will receive content and instruction that empower them as active agents in their learning and affirm their multilingual identities.

1.1.3. Teachers will build trust and relationships through learning partnerships with ELL students.

GOAL 2

ELLs receive quality, standards-aligned Integrated & Designated ELD.

1.2.1. All teachers at high ELL-count sites will engage in foundational and sustaining professional development on ELL instruction.

1.2.2. Integrated ELD practices will be evident throughout content-area instruction at all sites.

1.2.3. ELLs will have access to high-quality D-ELD materials and instruction differentiated to meet the diversity of ELL needs.

GOAL 3

A shared MTSS framework guides instructional support for ELLs in addition to Tier I comprehensive ELD.

1.3.1. Sites will implement clear guidance on supporting students in need of both literacy and language development.

1.3.2. ELLs with IEPs will be provided instruction that meets both language development and IEP needs.

GOAL 4

Evidence of adult practice and student data are effectively used to improve outcomes for ELLs.

1.4.1. Site leadership will strengthen implementation of quality comprehensive ELD through continuous improvement processes.

1.4.2. Site-based staff will regularly analyze ELL data to monitor progress and to make informed programmatic and instructional decisions.

1.4.3. LTEL outcomes and experiences will be a priority of data-based continuous improvement.



PRIORITY 2 GOALS

QUALITY MULTILINGUAL PROGRAMS

GOAL 1 - MULTILINGUAL GOALS

USD has a PK-12 multilingual pathway, ensuring every child in USD has the opportunity to become biliterate and bilingual.

2.1.1. Multilingual opportunities will be expanded to include additional languages, diverse program options, and the PK and high school grade levels.

2.1.2. Leaders will engage in ongoing refinement of program design to meet articulated standards of quality.

2.1.3. Instructional materials and assessments will be effectively implemented to support biliteracy beginning in PK.

2.1.4. Student progress towards and attainment of multilingual goals will be monitored and celebrated.

GOAL 2 - NEWCOMER GOALS

USD provides newcomer programming at all grade levels that accelerates language and academic development in a linguistically diverse environment.

2.2.1. A sustainable newcomer instructional and program design at all three tiers of the Multi-Tiered System of Supports (MTSS) pyramid will continue to be articulated and implemented.

2.2.2. Targeted instruction and new programmatic approaches for students with interrupted formal education (SIFE) will accelerate development of basic literacy and numeracy skills.

2.2.3. Improve newcomer-responsive systems and structures in elementary schools through sustaining and supporting the work of ENTLs and those in similar roles.

2.2.4. Newcomer students in secondary schools will be supported to gradually transition to the mainstream environment beginning no later than their 2nd year in US schools.



MULTILINGUAL OAKLAND

THE GLOBAL CALIFORNIA 2030 INITIATIVE

The Global California 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 to meeting the following goals:



50%

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



3x

Tripling the number of graduating seniors earning the California Seal of Biliteracy

WHERE ARE WE IN OUSD?

101 students awarded

In May 2021, OUSD awarded 101 students with the Seal of Biliteracy in **5 languages** (Arabic, Chinese, French, German, and Spanish) despite disruptions in testing due to distance learning.

7 home languages

Number of home languages represented by the Seal awardees

2,833 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 high school graduation, based on the AVANT Spanish language test, including 14 from Lockwood STEAM, 31 from Esperanza, 42 from Global Family, 6 from Greenleaf, 31 from Manzanita SEED, and 96 from MLA.

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, appreciation, and empathy (Cummins, 1986; Adger, 2005).



INSTRUCTIONAL



Elementary Newcomer Teacher Leaders

Following OEA advocacy, the Elementary Newcomer Teacher Leader position was created to support supplemental small group instruction, teacher professional development, and capacity building at elementary schools with 50 or more newcomer students. In 2021-22, 14 elementary and K-8 school sites have an ENTL.



Professional Development and Curriculum Support

ELLMA Language Specialists provide an array of professional learning opportunities, both for teachers new to working with newcomers as well as to those looking to deepen their practice and build connections with colleagues across OUSD. Language specialists also partner with school sites to provide intensive support for school-wide or PLC-level learning support of recent immigrant students.

Secondary Program Development



The growth in newcomer student population in OUSD has required a rapid and ongoing expansion of programs across OUSD. ELLMA works with the middle and high school networks, school principals, and other central departments to plan for and resource new programs and create conditions for newcomer students to succeed.

Early Literacy Support



The grant-supported Newcomer Early Literacy project provided newcomer assistant staffing in ELD 1 classrooms across OUSD high schools from 2018-2021 and is expected to continue following a grant renewal. The project centers the needs of students with limited formal education (SIFE) especially those without literacy skills in any language, and has grown to include supports for teacher PD as well as direct support for students.

WHOLE CHILD

Newcomer Wellness Initiative



In addition to the many assets newcomer students bring to our schools, many have confronted intense obstacles leading to their journey and on their journey to Oakland. Addressing these often traumatic experiences, connecting students and families to community resources, and supporting school-level systems that support newcomers and build intentional community is the work of the 15 site-based social workers that comprise the Newcomer Wellness Initiative.

Refugee and Asylee Student Assistance Program



Housed next to the central enrollment office for OUSD, the Refugee and Asylee Student Assistance Program (RASAP) provide a first point of entry and screening for the vast majority of newcomer students in OUSD. Initial screening identifies needs for legal support, access to vaccinations and health insurance, and referrals to site-based and community resources. This team sustains partnerships with many agencies that provide direct support and enrichment services for newcomer students.

Sanctuary District



OUSD recommitted to its Sanctuary Policy in 2017 and the related education and visibility campaigns are central to ensuring that our schools look, feel, and function as welcoming spaces for immigrant students and families.

OUSD

STRATEGIES TO SUPPORT NEWCOMERS

Recent immigrant students who are learning English are known as newcomers in OUSD and made up nearly 10% of OUSD enrollment before the COVID-19 pandemic.

2020-21	3,029
2019-20	3,750
2018-19	3,593
2017-18	3,299
2016-17	3,120
2015-16	2,448
2014-15	1,900
2013-14	1,642

End-of-Year

NEWCOMER TOTALS





PRIORITY 3 GOALS

THE WHOLE CHILD

GOAL 1

OUSD is an inclusive, safe, and welcoming place for all ELLs and immigrant families.

3.1.1. School sites will purposefully cultivate and sustain inclusive school communities that build upon and value differences in immigration status, language, and/or religion.

3.1.2. The needs and rights of newcomer students will be protected through a responsive and equitable enrollment process, both when entering OUSD and transitioning between schools.



GOAL 2

Families and youth are engaged as authentic partners with teachers, school and district leadership in improving outcomes and experiences for ELLs.

3.2.1. ELL and immigrant student perspectives will shape and inform programming and policy that affects them directly.

3.2.2. Families will have the resources, information and materials needed to become informed and engaged partners in their children's education.

3.2.3. An ELL parent “Bill of Rights” drives increased family engagement in SELLS and DELLS, and other school governance bodies.

GOAL 3

Newcomer students benefit from a range of targeted services that enable them to thrive.

3.3.1. Newcomer students and families' health, wellness, and access to school and community support resources are supported through the work of the Newcomer Wellness Initiative and other providers.

3.1.2. Community partnerships to address needs of recent immigrant students and families will be sustained and expanded.



PRIORITY 4 GOALS

CENTRAL SYSTEMS & PRACTICES

GOAL 1

Enrollment and fiscal policies support high quality and equitable language programs.

4.1.1. Families will be fully informed and provide input on language program options in alignment with Prop 58 requirements.

4.1.2. Dual language enrollment policy will ensure equitable enrollment and appropriate balance of languages according to program specifications.

4.1.3. Projections and aligned fiscal policies for newcomer programs will support program stability and adequate capacity for newcomers arriving throughout the school year.

GOAL 2

Central Office provides clear communication and strong systems to implement and monitor ELL programs and services.

4.2.1. Central Office will implement effective and efficient systems for reclassification and other required activities.

4.2.2. Central Office will effectively monitor ELL programs according to the state and federal requirements.

4.2.3. ELLMA will further develop communication tools to lift up the assets in our community and to share key information and resources.

GOAL 3

High-quality staff are recruited, developed, and retained to serve ELLs and multilingual learner students and their families.

4.3.1. OUSD will increase the number of quality bilingual teachers to serve in multilingual programs through teacher pipelines and visiting programs.

4.3.2. Newcomer programs will be staffed with experienced, highly qualified educators.



EVERY STUDENT THRIVES!