EXECUTIVE SUMMARY

English Language Learner Quick Facts

- 31.4% of all OUSD students are ELLs
- ELLs are categorized as:
  - Newcomers: arrived within 12 months
  - Recently enrolled: 0-3 years in US schools
  - Progressing: 3-6 years as an ELL and progressing toward reclassification within 6 years
  - At-risk: 3-6 years as an ELL and indicating risk factors of becoming an LTE
  - Long-term English Learner: 6+ years as an ELL without being reclassified
- 122% increase in the number of newcomers entering OUSD over the past two years; Alameda County is the second highest recipient of unaccompanied minors in California
- 77.4% of ELLs were born in the US
- 64% of Gr. 6-12th ELLs are Long-term English Learners or ELLs who have not reclassified within 6 years; 44% of Gr. 3-5th ELLs are “at-risk” of becoming LTE
- ELL Balanced Scorecard Metrics:
  - In 2012-13, the ELL cohort graduation rate was 49.3%, while the cohort dropout rate was 32.6%
  - In 2012-13, 21.3% completed A-G course requirements, and 10.7% passed the California High School Exit Exam
  - 15.4% ELLs reclassified in AY2014-15; 21% LTE reclassified in AY 2014-15

English Language Learners (ELLs) comprise close to one-third of Oakland Unified School District’s (OUSD) student population. While we have pockets of success in many of our schools where our ELLs thrive, our district-wide data indicates we need to do much better for our students. ELLs are persistently one of the lowest performing subgroups on nearly all academic performance indicators. Addressing the needs of this population is a compelling and urgent issue for the education community. It is imperative that we focus attention on the needs of our ELLs and ensure their success is central to our mission as a district.

Mission and Vision

The English Language Learner and Multilingual Achievement (ELLMA) Office was founded in 2013. We work collaboratively with all stakeholders to provide ELLs with equity and access to an excellent education, and to ensure all ELLs achieve at high levels and ultimately graduate from OUSD schools college, career and community ready. We are guided by three strong beliefs about our ELLs:

- We believe, that given the right supports, our English Language Learners can achieve at high levels and graduate college, career, and community ready.
- We believe that students’ home language and culture are tremendous assets that we must leverage for their own learning and that of their community.
- We believe that all educators in our system are responsible for our English Language Learners, and therefore all teachers are language teachers.
**Roadmap to ELL Achievement: Priorities and Goals**

*OUSD’s 3-year Roadmap to English Language Learner Achievement* builds upon these beliefs to identify priorities and goals that will dramatically accelerate outcomes for ELLs. Over the next three years, we will focus on the following four strategic priorities and their related goals.

**Priority #1: Advance Quality Instruction**
- ELLs have full access to and engagement in the academic demands of the new Common Core, Next Generation Science, and CA English Language Development Standards.
- ELLs receive Integrated ELD in all content areas in addition to daily Designated ELD.
- Teachers of ELLs provide instruction that is grounded in regular analysis of data, builds on students’ cultural and linguistic assets, and ensures ELLs are active contributors to their learning.
- ELLs with special needs are provided comprehensive services and instruction.

**Priority #2: Meet the Needs of the Whole Child**
- School is an inclusive and welcoming place for ELLs of all backgrounds.
- Families increase their capacity to support their students and make informed decisions about their children’s education.

**Priority #3: Expand and Enhance Robust Language Programs**
- OUSD has a PK-12 Dual Language Pathway, including two-way immersion and developmental bilingual programs, that ensures every child in OUSD has the opportunity to become biliterate and bilingual.
- OUSD has high-quality Newcomer programs at all school levels that meet the demographic demand.
- OUSD expands Long-term English Learner (LTEL) Courses in secondary schools to accelerate student outcomes for Long-term English Learners.

**Priority #4: Align Policies and Practices Across Central Office Departments**
- ELL policies are refined to better serve ELLs and are effectively communicated to all stakeholders.
- The district and schools conduct inquiry using actionable data and tools to continuously improve ELL programs and instruction.
- High-quality staff are recruited and supported to serve all ELLs at the district and site-level.
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“Language is learned, not because we want to talk or read or write about language, but because we want to talk and read and write about the world.”

Courtney Cazden, Professor Emerita, Harvard Graduate School of Education
FROM OUR EXECUTIVE DIRECTOR

Dear Oakland Community,

I have had the honor to serve OUSD’s English Language Learners and their families for over 16 years in the capacity of elementary and middle school teacher, teacher coach, literacy and ELL specialist and most recently as Executive Director of the English Language Learner and Multilingual Achievement (ELLMA) Office. There is no greater inspiration to me than our students themselves; their resilience and dreams for a better future remind me of my commitment to do all in my power to provide our English Language Learners with their right to the highest quality education we can offer.

Fifty percent of our student body speak a language other than English at home and thirty percent are designated English Language Learners. What a wonderful opportunity we have to leverage the cultural and linguistic resources of our multilingual student body to prepare all students for a global society! At the same time, we recognize the challenge of preparing our educators to meet the varied needs of our diverse language learners, including students with strong educational backgrounds in their first language, refugees fleeing violence in their homelands, and Unaccompanied Minors with interrupted formal schooling. If we are to be successful as a district in ensuring every student thrives, we must focus attention on the needs of this population and make the success of ELLs central to our mission.

The Three-Year Roadmap represents our unwavering commitment to support every English Language Learner to develop the language skills, academic competencies, and habits of mind to achieve his or her dreams.

Over the past two years, I have had the privilege to oversee a series of initiatives that contributed to a significant increase in our reclassification rates. We have more than tripled the number of Long-term ELLs who have now reached Fluent English Proficiency, putting them solidly on the path to graduation and post-secondary success. We are on the cusp of new opportunities to dramatically improve the experience and outcomes of all English Language Learners. I am excited to partner with the community in this effort because our work has only just begun.

In partnership,

Nicole Knight
Executive Director,
English Language Learner and Multilingual Achievement Office
The 3-Year Roadmap to English Language Learner Achievement is the result of significant collaboration with and input from over 65 OUSD students, 80 families, 20 principals, 70 teachers, central office staff, and community partners. We are especially grateful to the following for their contribution, feedback and enthusiastic support:

- Superintendent, Antwan Wilson, and Chief Academic Officer, Dr. Devin Dillon, for their support and commitment to equity
- Maria Santos, former Deputy Superintendent of Instruction and Equity-in-Action, for making the bold move of opening the ELLMA Office and pushing the team to develop a comprehensive instructional plan
- Stanford University’s Understanding Language Initiative for the development of the “Review of Services for English Language Learner in Oakland Unified School District,” with special thanks to Kenji Hakuta, Martha Castellon and the rest of the research team
- The ELLMA Office: Jennifer Kaufman, Jody Talkington, Kristine Leunig, Emma Matela, Michael Ray, Dale Rogers-Eilers and Brett Wilson
- Special thanks to Data Analyst, Rattana Yeang, for his dedication to better understanding and meeting the needs of our ELLs and to Jessica Riady, who has demonstrated leadership and grace while project-managing the development of this Roadmap

**Oakland Community**

- Superintendent’s Strategic Plan Quality Community Schools Committee and ELL Subcommittee, especially Greg Klein, Anne Okahara, Edgar Rodriguez-Ramirez, and Yolanda Schonbrun
- Friends of the Quality Community Schools ELL Subcommittee, especially Kathleen Arnold, Ray Bermudez, Patricia Ceja, Moyra Contreras, Emma Roos, Veronica Garcia, Beatrice Martinez, Dante Ruiz, Paulette Smith and Mariko White
- Local Control Accountability Plan’s English Language Learner Parent Advisory Committee
- Oakland Community Organization and Parent Leaders
- Latino Education Network
- Newcomer Task Force and Leadership Team, especially Carmelita Reyes, Nathaniel Dunstan, Lauren Markham, and Ariana Flores

**OUSD Departments**

- Family Engagement
- Linked Learning Office
- Programs for Exceptional Children
- Research, Assessment and Data
- Social Emotional Learning and Leadership
- Talent Development Division
- Teaching and Learning
- Student Assignment Center
Our Changing Demographics

At the national level, the population of K-12 ELLs grew by 60% in the last decade, while the general student population grew by only 7%. There are now 5.3 million ELLs enrolled in United States K-12 schools, comprising 11% of the student population.

This percentage is almost twice as high in California, with ELLs making up 22.7% of total student enrollment. In Oakland, 31% are English Language Learners, and 50% speak a language other than English at home, with over 50 different languages spoken in our families’ homes.

ELLs in OUSD are categorized as:

- Newcomers (arrived within 12 months),
- Recently enrolled (0-3 years in US schools)
- Progressing (3-6 years as an ELL and progressing toward reclassification within 6 years)
- At-risk (3-6 years as an ELL and indicating early warning signs of becoming an LTEL)
- Long-term English Learner (LTEL; 6+ years as an ELL)

31% of OUSD students are ELLs

50 Languages are spoken in OUSD homes

50% of students speak a language other than English at home

77% of ELLs were born in the United States
Highlight on ELL Subgroups

Over the past two years, OUSD has seen a 122% increase in the number of newcomers, and US government officials expect this influx to continue over next few years. The most recent wave of students includes significant numbers of refugee students and Unaccompanied Minors, many of whom are fleeing violence or persecution in their home country and have arrived after enduring an arduous and traumatic journey to the United States. The need for significant and specialized academic, social-emotional, and mental health supports requires a system-wide response.

While the attention to our newcomers is clearly needed, the vast majority of OUSD’s ELLs have spent most or all of their educational career in US schools. In fact, 77.4% of all ELLs were born in the United States. 64% of 6-12th grade ELLs fall under the classification of Long-term English Learners (more than six years in US schools), and 44% of 3-5th grade ELLs are at risk of becoming LTELs. The longer an LTEL persists in ELL status, the worse they tend to perform academically. LTELs are among the least likely in our schools to graduate, to complete A-G, and to read on grade-level. However, where we have put structures, programs and quality instruction in place, we see a rapid reversal of this trend. Our work must be not only to provide intervention to LTELs and middle and high school, but also to provide language-rich instruction in the early years to prevent students from falling into LTEL status.
Teaching and Learning

- Approximately 75% of classrooms either do not have clear language instruction or acknowledgement of language.
- In 42% of classrooms, there is no evidence of scaffolding.
- ELLs, especially newcomers and students with interrupted formal education, lack consistent access to A-G courses.
- There is insufficient attention paid to ELLs in special education.

Social and Emotional Learning

- ELLs express pride in bilingualism.
- Bullying is a salient theme for students, but school staff rarely recognize it as a problem.
- Students at half of the visited schools report that they feel uncomfortable participating and asking teachers questions.
- Positive teacher and student relationships correlate with educators’ initiative to take the time to understand students’ culture, language and background.

To better understand the quality of ELL programs and instruction throughout the district, ELLMA commissioned a study from Stanford’s Understanding Language Initiative. Published on February 11, 2015, “The Review of Services for English Language Learners in OUSD,” includes details of analysis, findings and recommendations for next steps in five different categories: teaching and learning, social and emotional learning, family engagement, staffing and resources, and policy and leadership. The high-level findings are detailed here, and the full report can be found at http://www.ousd.org/Page/12714.

The Roadmap to ELL Achievement is built upon and inspired by the findings and recommendations from the Stanford Review. A crosswalk of the two can be found in the References section (pg. 31).
OF ELL SERVICES IN OUSD

Family Engagement
- Families and staff express a need for improved translation and interpretation services.
- There is high interest in English as a Second Language classes for families to improve communication between staff and families.
- Parental engagement in School Site Councils, English Language Advisory Committees, and the District Language Advisory Committee meetings is uneven and dependent on engagement of school leadership.
- Parents are not adequately engaged in making informed decisions on language program options.

Staffing and Resources
- Teachers feel unprepared to provide language instruction to their ELLs and call for increased professional development.
- There are insufficient bilingual staff (teachers, leaders, and office staff).
- English Language Development teachers are found to be among the newest and least experienced teachers.

Policy and Leadership
- Identification and reclassification processes have been improved, but the district needs better systems to meet initial identification timelines and to track the progress of ELLs.
- Schools would benefit from a consistent approach to bilingual education.
- There is no bilingual program offered in secondary.
- In classrooms of all types (Structured English Immersion, newcomer and bilingual), the home language is underutilized.
OUSD is primed for an expansion of services and increased investment in order to dramatically accelerate outcomes for ELLs.

In order to prioritize efforts to increase educational opportunities for ELLs, OUSD established the Office of English Language Learner and Multilingual Achievement (ELLMA) Office in 2013. Since our founding, we have focused on understanding the diverse needs of ELL students and families and amplifying these findings in order to advocate for the resources and structures needed to support students. Over the past two years, we have made significant strides in the following areas.

1. Focusing attention on the needs of ELLs in OUSD

The ELLMA Office is well positioned to work across stakeholder groups in the district to elevate the unique needs of ELLs. Our charge reaches beyond compliance and English Language Development implementation, the work streams traditionally associated with ELL Offices in other districts. It extends to fostering collective responsibility for accelerating language and academic outcomes for all ELLs across all content areas.
2. Leveraging data to better understand ELLs and their needs

Working in collaboration with the Research, Assessment and Data Office, the ELLMA Office worked to disaggregate data into ELL sub-groups in order to better identify ELLs and differentiate strategies that accelerate learning of our diverse populations. In addition, we have focused on creating and distributing user-friendly dashboards and rosters that support schools to better understand their ELL populations, inform instruction and program, and set goals with students. For example, by uncovering the large percentage of LTEls in OUSD, we were able to increase awareness of these students’ needs at both the district and site levels. This directly resulted in the development and implementation of practices and programs designed to reverse the trend of language and academic stagnation we see among our LTEls, such as the ELL Shadowing observation protocol and LTEl Courses.

3. Focusing on instructional quality for all students

Inherent in the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) are significant language demands that must be addressed for all students to meet new content expectations. The 2012 ELD standards are designed to amplify the language demands of the CCSS and to provide supports necessary for ELLs to engage in the new content standards.

The ELLMA Office is leading the charge to ensure that OUSD is proactively addressing these demands through a focus on integrated language instruction. For example, we are fostering a system-wide focus on high-impact language practices, such as academic discussion, to increase engagement and authentic language in all content areas for our diverse language learners.
The English Language Learner and Multilingual Achievement (ELLMA) Office was founded in 2013. It works collaboratively with all stakeholders to provide ELLs with equity and access to an excellent education, and to ensure all ELLs achieve at high levels and ultimately graduate from OUSD schools college, career and community ready.

We are guided by three strong beliefs about ELLs.
All educators in our system are responsible for our English Language Learners, and therefore all teachers are language teachers.

ELLs can achieve at high levels and graduate college, career, and community ready.

Students’ home language and culture are tremendous assets that we must leverage for their own learning and that of their community.
Our Theory of Change is built upon the ELLMA Office’s *Essential Practices for ELL Achievement*, OUSD’s research-driven blueprint for ELL success. Guided and informed by Stanford University’s Understanding Language’s *Six Key Principles for ELL Instruction* and New York State’s *Blueprint for ELL Success*, these practices were carefully developed and refined for Oakland’s context in order to develop a framework that guides and helps administrators, school sites, and the community understand the systems and supports necessary for ELL achievement.

If we work collectively and relentlessly to enact these practices, then ELLs in OUSD will graduate college, career and community ready.
ACCESS AND RIGOR
Ensure all English Language Learners have full access to and engagement in the academic demands of Common Core State Standards, Next Generation Science Standards, and California’s 2012 English Language Development Proficiency Standards.

INTEGRATED AND DESIGNATED ELD
Ensure all ELLs receive Integrated ELD in all content area instruction and daily Designated ELD.

DATA DRIVEN DECISIONS
Make programmatic, placement, and instructional decisions for ELLs that are grounded in regular analysis of evidence.

STUDENT ENGAGEMENT
Provide instruction that ensures all ELLs are active and productive contributors to their learning and to that of their community.

ASSET BASED
Recognize that bilingualism and biliteracy are assets, and provide opportunities for students to work toward earning the California State Seal of Biliteracy upon high school graduation.

WHOLE CHILD
Leverage family and community supports and activate resources to address the nonacademic needs that hinder ELLs’ ability to thrive in school.
In order to achieve our mission and vision and bring the Essential Practices for ELL Achievement to life, all educators across Oakland Unified School District must take collective responsibility for the academic, linguistic, and social emotional needs of our English Language Learners. To that end, over the next three years, we will focus on four priorities.

1. We will continue to advance quality instruction through high-quality differentiated materials and ongoing professional development that allow teachers to hone their craft and better meet the needs of our diverse language learners.

2. We will meet the needs of the whole child by leveraging social and emotional learning and restorative practices and by collaborating with OUSD and community partners to increase family engagement.

3. We will expand and enhance language programs for students and families to support the specific and diverse needs of all ELLs.

4. We will develop and align central office policies and practices to enable schools to effectively serve their ELLs.
By focusing on these priorities, we will ensure all ELLs in OUSD are given the supports and opportunities to thrive, and thus be well on our way to fulfilling the goals set forth in the Superintendent’s Strategic Plan, *Pathway to Excellence*. 
Summary
In the current context of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the 2012 California English Language Development (ELD) Standards, ELLs are expected to meet the same academic demands as their peers, with a new emphasis on using sophisticated language to articulate thinking and reasoning in ways that are specific to each subject area. Robust academic instruction with a focus on content and language integration is the primary lever to ensure English Language Learners are making the progressive and sustained academic gains needed to be college, career and community ready. Research is clear that ELLs’ academic and language development will accelerate when they receive both daily Designated ELD, a protected time in which teachers zoom in on focused language study connected to grade-level content, and Integrated ELD, which supports students’ development of disciplinary academic language across all content areas.

The challenges are great, but so are the opportunities.

Over the next three years, OUSD will focus on advancing quality instruction for all ELLs through high-quality standards-aligned materials and ongoing professional development that allows teachers to hone their craft and better meet the needs of our diverse language learners. 

Goals
ELLs have full access to and engagement in the academic demands of the new Common Core, Next Generation Science, and CA English Language Development Standards.

- Develop a sequence of benchmarks to monitor progress of language and academic development for all ELL subgroups.
- Build teachers’ capacity to provide instruction that addresses the language demands of text and tasks through on-going professional learning and collaboration opportunities.
- Provide standards-aligned instructional materials to all ELLs.
- Implement course sequences that ensure high school ELL students have full access to A-G credit bearing classes and increase meaningful participation in Linked Learning Pathways.

ELLs receive Integrated ELD in all content area instruction and daily Designated ELD.

- Provide ongoing professional learning that builds the capacity of teachers to provide Integrated and Designated ELD.
- Provide clarity on the expected instructional time allocation, role and design of Designated ELD for all grade levels.
- Purchase state-adopted curriculum and develop high-quality Designated ELD materials.
- Leverage the Oakland Effective Teaching Framework (OETF) to engage, support, and hold teachers accountable for providing integrated language instruction to ELLs.
Teachers of ELLs provide instruction that is grounded in regular analysis of data, builds on students’ cultural and linguistic assets and ensures that ELLs are active contributors to their learning.

- Provide professional learning that builds teachers’ capacity to increase student interaction, engagement, and collaboration and to leverage students’ cultural and linguistic assets.
- Ground practice in regular analysis of data at all levels of the system through a collection of accessible, accurate and timely reports and protocols to support cycles of inquiry; communicate progress with students and families.

**ELLs with Special Needs are provided comprehensive services and instruction.**

- Provide professional learning that surfaces distinctions between language and special learning needs, including the development of language objective components in support of IEP goals.
- Collaborate with Programs for Exceptional Children to develop clear processes and differentiated assessments (referral, identification, reclassification) as well as instructional practices that support dual-identified students.

## Success Metrics

**In Academic Year 2017-2018**:

- 65% of ELLs graduate with their cohort (within 4 years)
- 70% of ELLs graduate within 6 years
- 45% of ELLs meet four-year university or college requirements
- 60% of high school ELLs participate in Linked Learning Pathways
- 24% of 2nd-12th grade ELLs reclassified as Fluent English Proficient
- 39% of Long-term ELLs reclassified as Fluent English Proficient
- 10% of ELLs with disabilities are reclassified as Fluent English Proficient

Teachers evaluated under the Oakland Effective Teaching Framework make progress toward proficiency or above in the following standards:

- 1B.1 Establishing Content-Language Outcomes
- 1C.1 Planning for Meaningful Tasks that Require Student Ownership
- 2A Promotes an Environment of Respect and Rapport
- 3A Communicating Content-Language Objectives
- 3C Employs Equitable Teaching Practices

*Benchmark data can be found in the Appendix section.*
Summary

English Language Learners and their families face potential marginalization due to socio-economic status, linguistic barriers and unfamiliarity with a culturally-distinct educational system. As a full-service community district, Oakland Unified School District is committed to fully supporting our English Language Learners and their families. We recognize that family and community supports are inherently connected with each student’s achievement as well as their physical, mental, social and emotional well-being. Therefore, we will work to activate resources and engage families to address the unmet, non-academic needs that hinder ELLs’ ability to thrive in school.

Over the next three years, OUSD seeks to ensure school is a safe and inclusive environment, and to engage students, families, and the community to become authentic partners through the following goals and strategies.

Goals

School is an inclusive and welcoming place for ELLs of all backgrounds.

- Collaborate with Community Schools and Student Services to continue to integrate social and emotional learning approaches that address the SEL standards and to ensure these meet the needs of all ELL students.
- Collaborate with the Behavioral Health Unit to enhance conditions for learning by providing easily accessible emotional and behavioral support.
- Leverage Tier I Restorative Justice strategies to build safe and inclusive learning environments for ELLs.
- Ensure ELLs have access to expanded learning and enrichment programs that accelerate language and academic outcomes and work to develop the health and well-being of each child.
Families increase their capacity to support their students and make informed decisions about their children’s education.

- Create and offer resources and trainings that treat parents as equal partners in the education of their child and increase the capacity of parents to improve student outcomes.
- Empower families to take part in family representative groups or meetings to influence policy, practice and program decisions that affect students and families.
- Collaborate with Community Schools and Student Services to document and ensure equitable access to full-service community school resources.
- Leverage translation and interpretations services to promote and enhance family engagement and ensure equitable access to information and resources.

Success Metrics

In Academic Year 2017-2018:

- ELLs have access to standards-aligned SEL programs that are developmentally, culturally and linguistically appropriate.
- ELLs have access to extended learning and enrichment programs to accelerate learning.
- ELLs and their families are equipped with the information needed to make informed decisions on:
  - Language program options
  - Reclassification
  - Identification
  - Supporting students’ learning
- An OUSD calendar of site-based community engagements
- A set of OUSD accessible tools and avenues for consistent communication with parents to actively engage them in school activities and opportunities to get involved.
Summary

The ELLMA Office has identified different sub-groups of ELLs, each of which require specific supports in order to succeed. Over the next three years, OUSD will continue to expand and support newcomer, Dual Language (including two-way immersion and developmental bilingual) and LTEL language programs in order to meet the unique needs of each of our ELL sub-groups.

OUSD has seen an influx of new immigrant students with large numbers of Unaccompanied Minors and refugees over the past two years, and this trend is expected to continue. To support our newest arrivals, OUSD will expand our Newcomer programs to ensure every newcomer has the instructional, community and social emotional supports necessary to thrive.

OUSD will also expand its Dual Language program offerings to support the cognitive, academic and language development of all students and fulfill our families’ and district’s goals of bilingualism and biliteracy. Research shows rigorous additive bilingual programs curb the trend and creation of academic LTEls and result in the best long-term outcomes for students of all language backgrounds.

Finally, we will work to increase the number of LTEL courses offered at secondary schools to accelerate outcomes for Long-term English Language Learners.

Goals

OUSD has a PK-12 Dual Language Pathway, including two-way immersion and developmental bilingual programs, that ensures every child in OUSD has the opportunity to become biliterate and bilingual.

- Engage the community in the efforts to expand Dual Language programs to additional elementary schools, a middle school and a high school.
- Provide culturally and linguistically relevant resources and professional development to existing and emerging Dual Language schools.
- Develop and implement a strong Dual Language school design process and common guidelines for existing and emerging Dual Language schools.
- Recognize students who have demonstrated high levels of bilingualism and biliteracy through OUSD’s Biliteracy Pathway Awards.
- Align central office systems to support the success of Dual Language programming.
ROBUST LANGUAGE PROGRAMS

OUSD has high-quality Newcomer programs at all school levels that meet the demographic demand.

- Provide quality Newcomer programs that proactively meet the demands of increasing newcomer enrollment.
- Provide research-based newcomer-specific resources and professional development to newcomer teachers and leaders.
- Establish and recognize Newcomer programs as specialized programs with aligned central policies and resources.
- Ensure access to culturally sensitive mental health, health, legal services and other social services for newcomer students and their families.

OUSD expands LTEL Courses in secondary schools to accelerate student outcomes for Long-term English Learners.

- Expand Long-term English Learner Courses to at least 75% of OUSD secondary schools with high-LTEL populations.
- Develop and support research-driven common guidelines for OUSD LTEL Courses.
- Identify recommended curriculum and materials for LTEL Courses.

Success Metrics

In Academic Year 2017-2018:

- OUSD offers emerging, developing or fully articulated TK-5 or TK-8 Dual Language programs, an emerging multilingual middle school and an emerging multilingual high school to Oakland students and families.
- 100% of Dual Language schools participate in recognizing students for their achievements through OUSD’s Biliteracy Pathway Awards Program.
- OUSD increases the number of high school graduates who receive the state Seal of Biliteracy by 25% each year.
- 75% of newcomers have access to specialized newcomer services.
- Newcomer programs are established and resourced as specialized programs.
- 75% of secondary schools with high-LTEL populations offer LTEL courses to accelerate learning for this population.
Summary

By streamlining and documenting central policies and processes, proactively communicating with and engaging all stakeholders, leveraging data to make critical and actionable decisions, and increasing capacity at sites through the recruitment and retention of high-quality staff, OUSD will be better positioned to comprehensively serve ELLs and their families.

Goals

ELL policies are reviewed and refined to better serve ELLs and are effectively communicated to all stakeholders.

- Develop and secure Board approval of an updated ELL Master Plan that provides guidance on ELL programs, policies and practices for all stakeholders.
- Continue to refine the reclassification process. Ensure it is clearly articulated to all stakeholders and implemented in a timely manner.
- Streamline the student identification and intake process to clarify site and central responsibilities and ensure proper placement of students.
- Develop and implement an ELLMA Office Communication Plan to strategically engage and inform all ELL stakeholders on policies, practices, and programs supported by our vision.
- Improve professional translation and interpretation services offered to support the majority of home languages represented in the district.
The District and schools conduct inquiry using actionable data and tools to continuously improve ELL programs and instruction.

- Regularly convene ELL stakeholders to hold OUSD accountable for implementation of the ELL Roadmap and to foster shared accountability for accelerated outcomes for ELLs.
- Engage in the Essential Practices for ELL Achievement to highlight best practices for improving outcomes for ELLs.
- Create a collection of accessible, timely reports and tools to drive district-level and site-level decision-making on instruction, programs, and placement and to communicate student progress with families.

High-quality staff are recruited, hired and retained to serve all ELLs at the district and site-level.

- Address the need for bilingual educators in OUSD by developing a pipeline of bilingual and bicultural Oakland-grown teachers, leaders and support staff and continuing visa sponsorship.
- Provide strategic staffing guidance to principals to ensure the highest-capacity teachers serve the highest-need populations.
- Collaborate with the Talent Development Division and OEA to recruit, hire and place high quality teachers in specialized programs in accordance with Articles 26, 27 and 28 in the OEA-OUSD contract.

Success Metrics

- A Board-approved updated ELL Master Plan
- An implemented comprehensive communication plan that proactively informs all stakeholders on issues of importance to ELLs and their families
- Annual Roadmap progress monitoring report
- Bi-annual ELL stakeholder convening
- 75% of schools with high-ELL populations incorporate OUSD’s collection of reports and tools into cycles of inquiry
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<tr>
<td><strong>Academic Discussion</strong></td>
<td>Academic Discussion is a purposeful, sustained conversation about content, anchored in grade-level texts and tasks that require students to work together to co-construct knowledge and negotiate meaning in order to attain high levels of thinking and deep understanding about a topic or text. It is characterized by high student engagement, as students discuss relevant topics that allow for multiple and diverse perspectives.</td>
</tr>
<tr>
<td><strong>A-G Credit Bearing Classes</strong></td>
<td>A-G credit bearing classes are approved classes that allow and facilitate student entry into university. In order to be admitted to the University of California or California State University system, students must receive a total of 150 A-G credits: 40 credits in English, 30 credits in math, 20 credits in history, 20 credits in science, 20 credits in foreign language, and 10 credits in visual and performing arts.</td>
</tr>
<tr>
<td><strong>Bilingual Education</strong></td>
<td>Broadly, bilingual education refers to any use of two languages in school for a variety of social and pedagogical purposes. Specifically, it refers to approaches in the classroom that use the home languages of ELLs for instruction.</td>
</tr>
<tr>
<td><strong>Cycle of Inquiry</strong></td>
<td>A cycle of inquiry is a framework designed to support professional growth and student achievement. It generally includes the following steps: data analysis and goal setting; planning; implementation and evidence collection; analysis of evidence; and reflection and adjustments. The framework can be used multiple times to reach the desired goal.</td>
</tr>
<tr>
<td><strong>Cultural Competence</strong></td>
<td>Cultural competence refers to the ability to understand, honor, and leverage the beliefs, language, interpersonal styles and behaviors of individuals and families receiving services, as well as staff who are providing such services.</td>
</tr>
<tr>
<td><strong>Dual Identified Students</strong></td>
<td>A dual-identified student qualifies for both ELD and Special education services. ELLs who have IEPs are legally entitled to ELD in order to advance their English language proficiency and Special Education services and instruction that address their IEP goals and objectives.</td>
</tr>
</tbody>
</table>
| **Dual Language Program**           | Dual Language is an additive bilingual education model that is designed to support English Language Learners, emergent bilinguals, and/or English dominant students to become biliterate and bilingual. At least 50% of the content instruction is taught in the target language. Under the Dual Language umbrella, there are two often cited models:  
  - **One-way**: Students from one language group become fully bilingual, bicultural, and biliterate. For example, students whose primary language is Spanish would learn English and Spanish. All One-way programs must include daily, content-based integration time with students in an English-only/SEI strand to avoid linguistic isolation and to ensure that peer language models and integration of students is a built-in feature of the program. One-way programs are also known as Developmental, Maintenance, or Heritage language programs.  
  - **Two-way**: Balanced numbers of students from two language groups become fully bilingual, bicultural, and biliterate. For example, an equal number of Spanish-speaking and English-speaking students learn content in both languages. |
**English Language Development (ELD)**

English Language Development is specialized instruction designed to advance the English language proficiency levels of ELLs. Typically, it is provided to students until they acquire the social and academic English needed to be successful in the mainstream environment. In California, ELLs are required to receive daily ELD until they reclassify as Fluent English Proficient. The new California ELA/ELD framework divides ELD into two different modes of English Language Development:

- **Designated ELD**: A protected time in which teachers can zoom in on language instruction (How English Works) targeted to the students’ proficiency levels (emerging, developing, bridging).
- **Integrated ELD**: English Language Development that is embedded in core content instruction across the day and focuses on expanding students’ disciplinary academic language.

**English Language Learner (ELL)**

English Language Learners are students who speak a language other than English at home and who have not yet met the language and literacy skills needed to succeed in the school’s regular instructional programs without additional support.

**English Language Learner Master Plan**

The ELL Master Plan is a policy and compliance document that provides guidance and direction to administrators, teachers, family and community on the programs and services available to ELLs.

**Fluent English Proficient**

Fluent English Proficient students are students whose primary language is not English who have met the criteria for English language proficiency either upon initial identification or through reclassification.

**Identification**

Identification refers to the system the District uses to assess and report the language proficiency of all students with a home language other than English. At the time of enrollment, a parent completes a Home Language Survey (HLS). If the response to items 1, 2, and 3 is “English,” the child is classified English-only (EO). If, however, the parent indicates that the child first learned and/or communicates in a language other than English, the English proficiency of the child is assessed. Each student whose home language is not English is assessed on the state-designated California English-Language Development Test (CELDT) within 30 calendar days of enrollment. If the assessment results show they are fluent in English, they are designated as IFEP (Initially Fluent English Proficient). If the assessment results show they are not fluent in English, they are designated as ELLs.

**Individualized Education Plan (IEP)**

An IEP is a legal document that describes an identified special education student’s present levels of performance, learning goals, school placement, and services.

**Long-term English Learners (LTEL)**

Long-term English Learners or LTEls are English Language Learners who have been enrolled in U.S. schools for at least 6 years but have not met the language or literacy competencies needed to reclassify as Fluent English Proficient.
**APPENDIX: GLOSSARY**

<table>
<thead>
<tr>
<th>Glossary Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>LTEL Courses</td>
<td>LTEL courses are classes designed to explicitly address the language and literacy gaps that impede academic success for LTELs. LTEL courses focus on academic language and literacy development and emphasize student engagement, expository text, goal setting, and empowering pedagogy.</td>
</tr>
<tr>
<td>Linked Learning</td>
<td>Linked Learning is an educational approach that integrates rigorous academics with career-based learning and real world workplace experiences. Linked Learning seeks to ignite high school students’ passions by creating meaningful learning experiences through career-oriented pathways in fields such as engineering, health care, performing arts, law, and more.</td>
</tr>
<tr>
<td>Newcomers</td>
<td>Newcomers are students who have recently immigrated to the U.S. and have been enrolled in U.S. schools for less than 12 months. Newcomers include refugees, asylees, unaccompanied minors and students with interrupted formal education. These students often require significant and specialized academic, social-emotional, and mental health supports.</td>
</tr>
<tr>
<td>Oakland Education Association (OEA)</td>
<td>The Oakland Education Association is the bargaining agent for teachers, counselors, nurses, psychologists, librarians, speech pathologists, social workers and substitute teachers in K-12, Early Childhood and Adult Education in the Oakland Unified School District. It is committed to improving wages, working conditions, and professional standards for all of our unit members.</td>
</tr>
<tr>
<td>Oakland Effective Teaching Framework</td>
<td>The Oakland Effective Teaching Framework (OETF) serves as the foundation for the Teacher Growth and Development System evaluation process. It provides a shared understanding of the effective teaching practices that have the greatest potential to transform student learning across Oakland, and it is a reflection of the Oakland context and the needs of our students.</td>
</tr>
<tr>
<td>Reclassification</td>
<td>Reclassification is the process for determining that an English Language Learner has become Fluent English Proficient. Per state guidelines, reclassification criteria must include: Language proficiency as measured by CELDT; assessment of performance in basic skills; teacher evaluation; and parent consultation. ELLs who reclassify by 5th grade or within 6 years in US schools have better long-term academic outcomes.</td>
</tr>
<tr>
<td>Restorative Justice</td>
<td>Restorative justice is a theory of justice that emphasizes repairing the damage caused or revealed by harmful behavior. It is best accomplished through cooperative processes that include all stakeholders.</td>
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<tr>
<td>Seal of Biliteracy</td>
<td>The Seal of Biliteracy is a state award affixed to a student’s diploma in recognition of proficiency in two or more languages by high school graduation. It encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.</td>
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</table>
### Social and Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults develop the skills and competencies to be in positive relationship with self and others. These competencies include self-awareness, self-management, social awareness, relationship skill, and responsible decision-making. OUSD recognizes that SEL is critical for providing the conditions for learning.

### Structured English Immersion

Structured English Immersion is a program in which ELL students are enrolled in an English-immersion environment with structured supports and explicit English language instruction.
APPENDIX: STANFORD REVIEW AND 
Crosswalk of Stanford University’s “Review of Services for English Language Learners in OUSD” and the Roadmap to ELL Achievement

The priorities, goals and strategies outlined in OUSD’s 3-year Roadmap to ELL Achievement are inspired and heavily rooted in our data narrative, OUSD’s Essential Practices for ELL Achievement, and Stanford University’s “Review of Services for English Language Learners in OUSD.” The below table summarizes the stated priorities, goals and strategies listed in the Roadmap in correlation with the major findings and recommendations from Stanford’s Review.

<table>
<thead>
<tr>
<th>OUSD’s 3-year Roadmap to ELL Achievement Goals and Strategies</th>
<th>Stanford University’s Recommendations</th>
<th>Stanford University’s Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELLs have full access to and engagement in the academic demands of the new Common Core, Next Generation Science, and CA English Language Development Standards.</td>
<td><strong>Teaching and Learning</strong>&lt;br&gt;• Develop a framework for the integration of content and language development aligned to the CCSS, NGSS, and ELD Standards.&lt;br&gt;• Build a comprehensive professional learning program to help all educators deliver instruction that integrates language development and content.</td>
<td><strong>Teaching and Learning</strong>&lt;br&gt;• ELLs, especially newcomers and students with interrupted formal education, lack consistent access to A-G courses and Linked Learning Pathways.&lt;br&gt;• In 42% of classrooms, there is no evidence of scaffolding.&lt;br&gt;• A sizeable proportion of both elementary (78%) and mid/high classrooms (63%) had either no checks for understanding or only IRE-type checks for understanding.</td>
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<td>• Develop a sequence of benchmarks to monitor progress of language and academic development for all ELL subgroups.</td>
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<td>• Build teachers’ capacity to provide instruction that addresses the language demands of text and tasks through on-going professional learning and collaboration opportunities.</td>
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<td>• Provide standards-aligned instructional materials to all ELLs.</td>
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<td>• Implement course sequences that ensure high school ELL students have full access to A-G credit bearing classes and increase meaningful participation in Linked Learning Pathways.</td>
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<tr>
<td>ELLs receive Integrated ELD in all content area instruction and daily Designated ELD.</td>
<td><strong>Teaching and Learning</strong>&lt;br&gt;• Employ a Designated and Integrated English Language Development program&lt;br&gt;• Invest in materials and professional development for bilingual programs.</td>
<td><strong>Teaching and Learning</strong>&lt;br&gt;• Implementation of Academic Discussion across the district is inconsistent.&lt;br&gt;• Approximately 75% of classrooms either do not have clear language instruction or even an acknowledgement of language.</td>
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<tr>
<td>• Provide ongoing professional learning that builds the capacity of teachers to provide Integrated and Designated ELD.</td>
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<td>• Provide clarity on the expected instructional time allocation, role and design of Designated ELD for all grade levels.</td>
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<tr>
<td>• Purchase state-adopted curriculum and develop high-quality Designated ELD materials.</td>
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<tr>
<td>• Leverage the Oakland Effective Teaching Framework (OETF) to engage, support, and hold teachers accountable for providing integrated language instruction to ELLs.</td>
<td><strong>Staffing and Resources</strong>&lt;br&gt;• Integrate best practices for ELLs in the Teacher Effectiveness Framework and Leadership Dimensions.</td>
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</table>
## OUSD’s 3-year Roadmap to ELL Achievement Goals and Strategies

<table>
<thead>
<tr>
<th>Priority 1: Advance Quality Instruction</th>
<th>Stanford University's Recommendations</th>
<th>Stanford University's Findings</th>
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<tbody>
<tr>
<td><strong>Teachers of ELLs provide instruction that is grounded in regular analysis of data, builds on students’ cultural and linguistic assets and ensures that ELLs are active contributors to their learning.</strong>&lt;br&gt;• Provide professional learning that builds teachers’ capacity to increase student interaction, engagement, and collaboration and to leverage students’ cultural and linguistic assets.&lt;br&gt;• Ground practice in regular analysis of data at all levels of the system through a collection of accessible, timely reports and tools to support cycles of inquiry; communicate progress with students and families.</td>
<td><strong>Social and Emotional Learning</strong>&lt;br&gt;• Provide professional development on how to develop a safe and inclusive learning environment that recognize and respect the languages and cultures of students.&lt;br&gt;• Raise awareness on how diverse ELLs are experiencing school. <strong>Policy and Leadership</strong>&lt;br&gt;• Design continuous improvement structures to support students to achieve measurable and ambitious goals.</td>
<td><strong>Social and Emotional Learning</strong>&lt;br&gt;• Students at half of the visited schools report that they feel uncomfortable participating and asking teachers questions.&lt;br&gt;• Positive teacher and student relationships correlate with educators’ initiative to take the time to understand students’ culture, language and background.</td>
</tr>
<tr>
<td><strong>ELLs with Special Needs are provided comprehensive services and instruction.</strong>&lt;br&gt;• Provide professional learning that surfaces distinctions between language and special learning needs, including the development of language objective components in support of IEP goals.&lt;br&gt;• Collaborate with Programs for Exceptional Children to develop clear processes and differentiated assessments (referral, identification, reclassification) as well as instructional practices that support dual-identified students.</td>
<td><strong>Teaching and Learning</strong>&lt;br&gt;• Increase collaboration between ELLMA and Programs for Exceptional Children. <strong>Staffing and Resources</strong>&lt;br&gt;• Support SPED teachers of ELLs to better meet their needs.</td>
<td><strong>Teaching and Learning</strong>&lt;br&gt;• There is insufficient attention paid to ELLs in special education.</td>
</tr>
</tbody>
</table>
## OUSD's 3-year Roadmap to ELL Achievement Goals and Strategies

<table>
<thead>
<tr>
<th>Priority 2: Meet the needs of the Whole Child</th>
<th>Stanford University’s Recommendations</th>
<th>Stanford University’s Findings</th>
</tr>
</thead>
</table>
| **School is an inclusive and welcoming place for ELLs of all backgrounds.**  
- Collaborate with Community Schools and Student Services to continue to integrate social and emotional learning approaches that address the SEL standards and to ensure these meet the needs of all ELL students.  
- Collaborate with the Behavioral Health Unit to enhance the conditions for learning by providing easily accessible emotional and behavioral support.  
- Leverage Tier I Restorative Justice strategies to build safe and inclusive learning environments for ELLs.  
- Ensure ELLs have access to extended learning and enrichment programs that accelerate language and academic outcomes. | **Social and Emotional Learning**  
- Raise awareness on how diverse ELLs are experiencing school.  
- Provide professional development on how to develop a safe and inclusive learning environment that recognize and respect the languages and cultures of students.  
- Require strategic actions and plans for continuous improvement to create cultures of high expectations and respect for ELLs with significant attention to bullying.  
- Establish structures for collaboration with school staff and CBOs to address needs of ELLs. | **Social and Emotional Learning**  
- ELLs express pride in bilingualism.  
- Bullying is a salient theme for students, but school staff rarely recognize it as a problem.  
- Students at half of the visited schools report that they feel uncomfortable participating and asking teachers questions.  
- Positive teacher and student relationships correlate with educators’ initiative to take the time to understand students’ culture, language and background. |
| **Families increase their capacity to support their students and make informed decisions about their children’s education.**  
- Create and offer resources and trainings that treat parents as equal partners in the education of their child and increase the capacity of parents to improve student outcomes.  
- Empower families to take part in family representative groups or meetings to influence policy, practice and program decisions that affect students and families.  
- Collaborate with Community Schools and Student Services to document and ensure equitable access to full-service community school resources.  
- Leverage translation and interpretations services to promote and enhance family engagement and ensure equitable access to information and resources. | **Family Engagement**  
- Ensure schools hire staff who can bridge cultures and support communication in students’ home language.  
- Create multiple resources and family learning opportunities to increase parents’ capacity to support their students and make informed decisions about program placement.  
- Create structures and opportunities for parents to be active participants in district and school decisions.  
- Leverage families as cultural liaisons to their communities. | **Family Engagement**  
- Parental engagement in School Site Councils, English Language Advisory Committees, and the District Language Advisory Committee meetings is uneven and dependent on engagement of school leadership.  
- Parents are not adequately engaged in making informed decisions on language program options.  
- Families and staff express a need for improved translation and interpretation services.  
- There is high interest in ESL classes for families to improve communication between staff and families. |
## THE ELL ROADMAP

<table>
<thead>
<tr>
<th>OUSD’s 3-year Roadmap to ELL Achievement Goals and Strategies</th>
<th>Stanford University’s Recommendations</th>
<th>Stanford University’s Findings</th>
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<tbody>
<tr>
<td>Priority #3: Expand and Enhance Robust Language Programs</td>
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</tbody>
</table>
| **OUSD has a PK-12 Dual Language Pathway, including two-way immersion and developmental bilingual programs, that ensures every child in OUSD has the opportunity to become biliterate and bilingual.**  
  - Engage the community in the efforts to expand Dual Language programs to additional elementary schools, 1 middle school and 1 high school.  
  - Provide culturally and linguistically relevant resources and professional development to existing and emerging Dual Language schools.  
  - Develop and implement a strong Dual Language school design process and common guidelines for existing and emerging Dual Language schools.  
  - Recognize students who have demonstrated high levels of bilingualism and biliteracy though OUSD’s Biliteracy Pathway Awards.  
  - Align central office systems to support the success of Dual Language programming. | **Policy and Leadership**  
  - Recognize that bilingualism and biliteracy are assets and adopt research-informed policies that support the use of home language.  
  - Offer coherent and continuous pre-K-12 bilingual programming. | **Policy and Leadership**  
  - Schools would benefit from a consistent approach to bilingual education.  
  - There is no bilingual program offered in secondary.  
  - In classrooms of all types (Structured English Immersion, newcomer and bilingual), the home language is underutilized. |
| **OUSD has high-quality Newcomer programs at all school levels that respond to shifting demographics.**  
  - Provide quality Newcomer programs that proactively meet the demands of increasing newcomer enrollment.  
  - Provide research-based newcomer-specific resources and professional development to newcomer teachers and leaders.  
  - Establish and recognize Newcomer programs as specialized programs with aligned central policies and resources.  
  - Ensure access to culturally sensitive mental health, health, legal services and other social services for newcomer students and their families. | **Policy and Leadership**  
  - Design and finance differentiated supports for all ELL subgroups.  
  - Invest in materials and professional development for bilingual programs.  
  - Provide professional development on how to differentiate instruction and supports for all ELL subgroups. | **Policy and Leadership**  
  - Design and finance differentiated supports for all ELL subgroups.  
  - In classrooms of all types (Structured English Immersion, newcomer and bilingual), the home language is underutilized. |
### OUSD’s 3-year Roadmap to ELL Achievement Goals and Strategies

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<thead>
<tr>
<th>Priority #3: Expand and Enhance Robust Language Programs</th>
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</thead>
<tbody>
<tr>
<td><strong>OUSD expands LTEL Courses in secondary schools to accelerate student outcomes for Long-term English Learners.</strong></td>
</tr>
<tr>
<td>• Expand Long-term English Learner Courses to at least 75% of OUSD secondary schools with high-LTEL populations.</td>
</tr>
<tr>
<td>• Develop and support research-driven common guidelines for OUSD LTEL Courses.</td>
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<tr>
<td>• Identify recommended curriculum and materials for LTEL Courses.</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
</tr>
<tr>
<td>• Design and finance differentiated supports for all ELL subgroups.</td>
</tr>
<tr>
<td>• Invest in materials and professional development for bilingual programs.</td>
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<tr>
<td>• Provide professional development on how to differentiate instruction and supports for all ELL subgroups.</td>
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</table>

### Priority 4: Align Central Office Practices and Policies

<table>
<thead>
<tr>
<th>ELL policies are reviewed and refined to better serve ELLs and are effectively communicated to all stakeholders.</th>
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<tbody>
<tr>
<td>• Develop and secure Board approval of an updated ELL Master Plan that provides guidance on ELL programs, policies and practices for all stakeholders.</td>
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<tr>
<td>• Continue to refine the reclassification process. Ensure it is clearly articulated to all stakeholders and implemented in a timely manner.</td>
</tr>
<tr>
<td>• Streamline the student identification and intake process to clarify site and central responsibilities and ensure proper placement of students.</td>
</tr>
<tr>
<td>• Develop and implement an ELLMA Office Communication Plan to strategically engage and inform all ELL stakeholders on policies, practices, and programs supported by our vision.</td>
</tr>
<tr>
<td>• Improve professional translation and interpretation services offered to support the majority of home languages represented in the district.</td>
</tr>
<tr>
<td><strong>Policy and Leadership</strong></td>
</tr>
<tr>
<td>• Establish a clear vision for ELL success; support this vision with a purposeful plan.</td>
</tr>
<tr>
<td>• Establish ELL identification and reclassification procedures and hold schools accountable for timely implementation.</td>
</tr>
<tr>
<td>• Align fiscal and human resources to support the complex and diverse needs of current and former ELLs.</td>
</tr>
<tr>
<td><strong>Policy and Leadership</strong></td>
</tr>
<tr>
<td>• Identification and reclassification processes have been improved, but the district needs better systems to meet initial identification timelines and to track the progress of ELLs.</td>
</tr>
<tr>
<td>• There are currently no systems in place to monitor the academic progress of RFEPs.</td>
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</tbody>
</table>
### OUSD’s 3-year Roadmap to ELL Achievement Goals and Strategies

<table>
<thead>
<tr>
<th>Priority 4: Align Central Office Practices and Policies</th>
<th>Stanford University’s Recommendations</th>
<th>Stanford University’s Findings</th>
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</thead>
</table>
| The District and schools conduct inquiry using actionable data and tools to continuously improve ELL programs and instruction.  
- Regularly convene ELL stakeholders to hold OUSD accountable for implementation of the ELL Roadmap and to foster shared accountability for accelerated outcomes for ELLs.  
- Engage in the Essential Practices for ELL Achievement to highlight best practices for improving outcomes for ELLs.  
- Create a collection of accessible, timely reports and tools to drive district-level and site-level decision-making on instruction, programs, and placement and to communicate student progress with families. | Policy and Leadership  
- Review and refine ELLMA’s *Essential Practices for ELL Achievement.*  
- Develop a comprehensive data management system to highlight needs of ELL subgroups. |  |
| High-quality staff are recruited, hired and retained to serve all ELLs at the district and site-level.  
- Address the need for bilingual educators in OUSD by developing a pipeline of bilingual and bicultural Oakland-grown teachers, leaders and support staff and continuing visa sponsorship.  
- Provide strategic staffing guidance to principals to ensure the highest-capacity teachers serve the highest-need populations.  
- Collaborate with the Talent Development Division and OEA to recruit, hire and place high quality teachers in specialized programs in accordance with Articles 26, 27 and 28 in the OEA-OUSD contract. | Staffing and Resources  
- Recruit and hire bilingual and bicultural teachers, leaders, and support staff.  
- Establish the quality of educational and support services ELLs receive as the responsibility of all teachers and leaders.  
- Establish site-based ELL specialist positions. | Staffing and Resources  
- There are insufficient bilingual staff (teachers, leaders, and office staff).  
- English Language Development teachers are found to be among the newest and least experienced teachers.  
- Teachers feel unprepared to provide language instruction to their ELLs and call for increased professional development. |

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APPENDIX: ESSENTIAL PRACTICES FOR

Essential Practices for ELL Achievement

The mission and vision of the Office of English Language Learner and Multilingual Achievement (ELLMA) is to work collaboratively with all stakeholders to provide English Language Learners (ELLs) with equity and access to an excellent education, ensuring that all ELLs achieve at high levels in one or more languages and graduate college, career and community ready.

OUSD provides two pathways for our ELLs to reach this goal:

- A PK-12 Bilingual / Dual Language Pathway supporting students to develop academic and linguistic proficiency in two or more languages and earn the California Seal of Biliteracy upon high school graduation.
- Integrated English Pathway: A Language-rich core curriculum plus content-integrated English Language Development courses

In the current context of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), our ELLs are expected to meet the same academic demands as their peers, with a new emphasis on using sophisticated language to articulate thinking and reasoning in ways that are specific to each subject area. The challenges are great, but so are the opportunities. The following essential practices are designed to both guide and hold accountable all OUSD educators as we take collective responsibility for the academic, linguistic, and socio-emotional needs of our ELLs.

1. ACCESS & RIGOR: Ensure all English Language Learners have full access to and engagement in the academic demands of Common Core State Standards, Next Generation Science Standards, and California’s 2012 English Language Development Proficiency Standards.
   - Ensure instruction for all ELLs is aligned to grade-level standards in all content areas.

   • Provide complex texts and tasks for ELLs in all content areas. Enrich and amplify instruction so that all students are supported with appropriate levels of scaffolding and rich, multiple entry points into a curriculum that emphasizes depth over breadth.
   • Ensure ELLs receive both English Language Arts and English Language Development.
   • Use the English Language Development (ELD) standards and the ELA/ELD Framework to inform Designated and Integrated ELD instruction.
   • Minimize isolation of ELLs; maximize inclusion in mixed fluency-level settings.
   • At the high school level, ensure ELLs have full access to A-G credit bearing classes.
   • Provide high-quality instructional and support services to ELLs with disabilities in alignment with their IEPs.

2. DESIGNATED AND INTEGRATED ELD: Ensure ELLs receive daily Designated ELD and Integrated ELD in every content area.
   • Provide Integrated ELD that:
     o has clear articulation, instruction, and assessment of content and language objectives.
     o provides students appropriate levels of language-focused scaffolds in content area instruction.
     o intentionally develops students’ development of academic language and literacies specific to that discipline (language of math, science, history, etc.).
     o requires ample oral and written production of language.
   • Provide daily Designated English Language Development that:
     o is aligned to the new ELD standards.
     o is embedded in or explicitly connected to grade-level content or topics.
     o emphasizes Focused Language Study to help students understand how language works in meaningful contexts.
     o includes systematic development of academic vocabulary.
3. DATA-DRIVEN DECISIONS: Make programmatic, placement, and instructional decisions for English Language Learners that are grounded in regular analysis of evidence.

- Ensure ELLs are placed in courses based on multiple factors – including CELDT, SRI, years in US schools, and ELL subgroup (newcomer, at-risk, progressing, Long-term ELL).
- Establish clear entrance and exit criteria for ELD or intervention courses and use data to make ongoing, flexible placement decisions.
- Offer courses that reflect the specific needs of subgroups of English Language Learners such as Academic Language and Literacy for LTEls, Intensive language and literacy for newcomers, and Foundational literacy for Students with Interrupted Formal Education (SIFE).
- Engage all ELLs and their families in reflection and goal-setting using the ELL Student Snapshot at least 2x/year.
- Monitor progress of ELLs and recently reclassified students (within last two years) to ensure they are on-track to college and career readiness. Provide targeted support and intervention as appropriate.
- Partner with Resource Specialists and psychologists to ensure timely and accurate identification of student with disabilities.

4. ASSET-BASED: Recognize that bilingualism and biliteracy are assets, and provide opportunities for students to work toward earning a California Seal of Biliteracy upon high school graduation.

- Provide opportunities to use and develop academic language and content knowledge in both English and the home language.
- Provide rigorous bilingual education programs for ELLs aimed at fostering biliteracy (e.g., One-way or Two-way Dual Language).
- Provide alternate pathways to bilingualism and biliteracy for those students not enrolled in a bilingual program (e.g., afterschool enrichment, internships utilizing bilingual skills).
- Educate the community on the merits of and criteria for the California Seal of Biliteracy. Encourage ELLs to set a goal for the attainment of the Seal of Biliteracy (e.g. 9th grade plan). Award students who meet the benchmark criteria of the OUSD Biliteracy Pathway Awards.
- Increase offerings of World Language Advanced Placement (AP) courses. Offer heritage language classes such as EPH (Español para Hispanos) as a bridge to AP courses.
- Foster the teaching community’s awareness of the linguistic and cultural assets students bring and use these to inform instructional delivery (e.g., tapping into prior knowledge and experiences, making explicit connections between material and students’ home cultures).
- Provide high school pathway options that leverage and develop students’ bilingual and biliteracy skills (e.g., Bilingual Education Pathway, Bilingual Health Pathway).
- Leverage and utilize students’ home language as an educational resource to support content and language learning.
5. STUDENT ENGAGEMENT: Provide Instruction that ensures all ELLs are active and productive contributors to their own learning and that of their classroom community.

- Incorporate collaborative group work and academic discussion into daily instruction.
- Assess level of school-wide or individual of teacher practice by using the Academic Discussion Continuum of Teacher Practice. Identify one or two school-wide strategies to foster academic discussion.
- Provide ongoing and high quality professional learning and coaching on fostering student interaction, designing meaningful prompts and tasks, ensuring equitable participation, and using appropriate levels of scaffolding.
- Use student-focused observation protocols such as the 5x8 cards or ELL Shadowing to monitor engagement, participation and language use of ELLs.
- Ensure instruction allows students to be instructional resources for each other.
- Provide explicit instruction on goal setting and the study skills that will support students in reaching their goals.
- Ensure ELLs have access to Personalized and Linked Learning and, at the high school level, are enrolled in a Pathway.
- Message repeatedly that postsecondary success is attainable for every ELL, and engage ELLs in first-hand experiences that make the path to college and career tangible and achievable.

6. WHOLE CHILD: Leverage family and community supports. Activate resources to address the unmet, nonacademic needs that hinder ELLs’ ability to thrive in school.

- Ensure there is a welcoming and nurturing environment that builds inclusiveness and encourages risk-taking.
- Address issues of bullying and exclusion on the basis of language and culture through anti-bullying curriculum and Restorative Justice practices.
- Partner with social service and mental-health organizations to integrate school and community-based support for Long-term and newcomer ELLs and their families. Ensure services are culturally sensitive.
- Engage families as active participants, contributors and cultural liaisons to the school community.
- Provide families accessible and thorough information and engage them in making informed decisions about program options for their children.
- Ensure families are aware of district and community-based resources available to them and are connected with the Family Resource Centers at the site and district-level.
- Support newcomer families in understanding the US school system and in becoming advocates for their children.
- Utilize the after school program to provide extended learning and increased opportunities for student engagement and language development.
FOR ELL ACHIEVEMENT
OUUSD’s 3-YEAR ROADMAP TO ELL ACHIEVEMENT: GOALS, STRATEGIES AND HIGH-IMPACT PRACTICES

PRIORITY #1: ADVANCE QUALITY INSTRUCTION

Goal 1: ELLs have full access to and engagement in the academic demands of the new Common Core, Next Generation Science, and CA English Language Development Standards.

1.1.1: Develop a sequence of benchmarks to monitor progress of language and academic development for: Long-term English Language Learners and At-Risk ELLs; Newcomers (including Unaccompanied Minors and Students with Interrupted Formal Education); and Students in Dual Language programs.

- Research and document best assessment practices for ELL subgroups.
- Create a guidance document that clearly outlines expected growth for ELL subgroups.
- Purchase high quality language development and academic content assessments in English and in students’ home languages when available.

1.1.2: Provide and develop standards-aligned materials that require and support ELLs to engage in complex tasks and texts.

- Use the Council of Great City School’s criteria for high quality instructional materials in A Framework for Raising Expectations and Instructional Rigor for ELLs to select and develop instructional ELA and ELD materials.

1.1.3: Provide site-level, centrally supported on-going professional learning and collaboration that:

- Helps content-area and multiple subject teachers unpack the language demands of their text and tasks in alignment with the 2014 California ELA/ELD Framework.
- Builds teachers’ capacity to give students high challenge tasks and materials with appropriate levels of scaffolding.

1.1.4: Develop and implement course sequences that ensure high school ELL students have full access to A-G credit bearing classes.

- Create and consistently implement new ELD course descriptions and recommended materials.
- Conduct annual audits to assess equitable access to A-G.
- Ensure ELLs, especially newcomers, receive regular guidance counseling.

1.1.5: Increase meaningful participation in Linked Learning pathways.

- Collaborate with the Linked Learning office to identify schools with high potential for bilingual pathways.
- Increase the number of “F” approved courses within Linked Learning pathways (e.g., medical Spanish).
- Increase the number of work-based learning opportunities (ECCO Curriculum) available to newcomers and students in ELD courses.
- Actively recruit ELLs to participate in Linked Learning pathways beginning in middle school.
- Embed language rich instructional practices into professional learning for Linked Learning pathway coaches and teachers.
ATEGIES AND HIGH IMPACT PRACTICES

Goal 2: ELLs receive Integrated ELD in all content area instruction and daily Designated ELD.

1.2.1: Purchase and develop high quality Designated ELD materials that:
  - are aligned to new ELD standards, the California ELA/ELD Framework and the Common Core
  - are connected to grade-level content
  - include systematic development of academic vocabulary
  - require students to spend at least 50% of instructional time producing oral and written language

• Pilot newly released Designated ELD materials.
• Establish a selection committee that includes teachers, principals, and specialists.
• Create instructional guidance materials and collaborative planning opportunities for teachers to develop their own Designated ELD units and lessons that are connected to grade-level content.
• Provide site-level and cross-site professional learning and collaboration to build capacity in ELD instruction.

1.2.2: Leverage the Oakland Effective Teaching Framework (OETF) to engage, support, and hold teachers accountable for providing integrated language instruction to ELLs.

• Collaborate with HR partners to ensure the OETF provides clear expectations for instruction of ELLs.
• Build capacity of teacher evaluators and coaches to provide strong observation and feedback of teachers of ELLs.

1.2.3: Integrate the ELA/ELD Framework, the ELD standards, and the English Language Proficiency Development Framework into content area professional development modules and curriculum with a focus on content-language objectives.

• Provide content-area specialists and teachers professional learning on using the California ELA/ELD Framework, ELPD Framework and ELD standards to write strong content-language objectives and use these to guide instruction and assessment.

• Provide opportunities for regular collaboration between Teaching and Learning content areas and the ELLMA Office.

1.2.4: Provide ongoing professional learning that builds capacity of teachers to provide Integrated and Designated ELD.

• Provide clarity on the expected instructional time allocation, role and design of Designated ELD for all proficiency levels within each grade levels.
• Build capacity of site-Based Common Core Teacher Leaders and TSAs to improve instruction for ELLs at their sites.
• Use Teaching Channel Teams Platform to facilitate online professional learning communities.
• Provide teacher evaluators and coaches observation and feedback protocols to support teacher practice in Designated and Integrated ELD.
• Provide guidance and support to leaders to build master schedules and collaborative structures that support high-quality implementation of Designated and Integrated ELD.

Goal 3: Teachers of ELLs provide instruction that is grounded in research and utilizes regular analysis of data, builds on students’ cultural and linguistic assets, and ensures student engagement so that ELLs are active contributors to their own and their classroom’s learning.

1.3.1: Ground practice in regular analysis of data at all levels of the system.

• Create a collection of accessible, accurate and timely reports to drive district-level and site-level decision-making on instruction, placement and program.
• Create a calendar for site-level progress monitoring of ELLs that is aligned to the overall cycles of inquiry.
• Support implementation and follow-up of ELL Shadowing or other protocols for qualitative data collection.
• Provide guidance and tools on the use of the ELL Snapshot in student-level conferences to engage ELLs in reflection and goal-setting on their progress toward reclassification.

1.3.2: Promote instruction that recognizes and builds on students’ cultural and linguistic assets.
• Develop district recommendations and guidelines to effectively leverage student’s home language in the classroom.
• Provide instructional tools and video exemplars that illustrate how to leverage home languages during instruction in all settings (regardless of language program).
• Incorporate cultural competency into professional learning plans.
• Ensure instructional materials and classroom libraries reflect the home languages and cultures of the student body.
• Provide social and emotional learning resources and strategies that build social awareness and relationship skills that support active student engagement within a trusted school community.

1.3.3: Provide professional learning that builds teachers’ capacity to increase student interaction, student engagement, and collaboration.
• Teachers participate in professional learning to develop and strengthen their bank of social and emotional learning-based academic engagement strategies.
• Use Teaching Channel Teams Platform to document video exemplars of academic discussion and to facilitate online professional learning communities to support other teachers to increase the quality of discussion.
• Continue to implement student-focused observation protocols to examine engagement levels of ELLs and understand the student experience for ELLs (e.g., Instructional Rounds, ELL Shadowing, lesson study).

Goal 4: ELLs with Special Needs are provided comprehensive services and instruction.

1.4.1: Develop clear processes and criteria for SPED identification of ELLs.
• In collaboration with Programs for Exceptional Children, identify research-based best practices to surface differences between language and special learning needs.
• Support PEC-led cross-departmental collaborative to create multi-tier system of support in order to develop clear processes for identification and referral of ELLs.
• Provide professional learning for teachers, school counselors and testing coordinators that unpacks the referral process, especially for ELLs and identifies the difference between language needs and special learning needs.
• Hire bilingual testing coordinators for SPED assessments.

1.4.2: Modify reclassification criteria to ensure SPED students are not precluded from reclassification due to their disability.
• Choose and administer alternate assessments that measure oral language production and differentiate language needs from special learning needs.
• Identify adaptations or provisions for state language test requirements for ELL-SPED students.
• Link info systems between SPED, SAC and ELLMA so data on ELL students with IEPs can be accessed by all groups (including the SBAC).

1.4.3: Ensure SPED-ELLS are provided both the language development and SPED services they need to thrive.
• Monitor provision of strong language and content instruction and other Tier 1 and Tier 2 support services for SPED-ELLS.
• Attach language objective components to all stated IEP goals.
• Ensure access to language models through full-inclusion of SPED students in mainstream education classes and ELLs in core content classes.
• Provide professional learning opportunities for SPED teachers & Resource Specialists of ELLs that support the development of language components in support of IEP goals and identifies instructional practices for dual identified (ELL and SPED) students.
PRIORITY #2: MEET THE NEEDS OF THE WHOLE CHILD

Goal 1: School is an inclusive, safe and welcoming place for all ELLs of all backgrounds.

2.1.1: Collaborate with Community Schools and Student Services to address the social and emotional learning needs of all ELL students.

- Develop a plan in partnership with Social Emotional Learning and Leadership to support the social and emotional learning needs of all ELL students.
- Engage staff in understanding how diverse ELLs are experiencing classroom instruction, school culture and support services to build a strong awareness of ELL needs.
- Implement a professional learning plan that helps teachers and staff build capacity to develop and demonstrate SEL’s Anchor Standards (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) with an emphasis on:
  - Recognizing and respecting the languages and cultures of students as assets;
  - Supporting staff in relating to students and families from different backgrounds;
  - Building cultural competence among staff, especially around bullying.
- Explore and pilot SEL Curriculums to build cultural competence and target the specific SEL needs of ELLs (i.e. Roots of Empathy, Caring School Community, etc.).
- Develop parent communication that emphasizes the interconnectedness of ELLs’ social and emotional well-being and academic engagement, preferably in families’ home languages.

2.1.2: Collaborate with the Behavioral Health Unit to enhance the conditions for learning by providing easily accessible emotional and behavioral support.

- Ensure access to mental health consultation and support to teachers and families.
- Reduce student distress that interferes with learning.
- Facilitate and acknowledge positive attendance, behavior and achievement.
- Foster supporting, caring relationships among student and with adults.
- Leverage Positive Behavior and Intervention Support (PBIS) at PBIS cohort sites to build a culturally responsive and positively reinforcing school culture.

2.1.3: Leverage Tier I Restorative Justice (RJ) strategies to build safe and inclusive learning environments for ELLs.

- Use Restorative Conversations to support ELLs.
- Support and train teachers to identify micro-aggressions or bullying behavior that targets ELLs and use RJ strategies to prevent and respond to this type of aggression.
- Use the circle practice to engage in dialogues that allow the culture, language and background of ELLs to be present in the classroom.

2.1.4: Ensure ELLs have access to expanded learning and enrichment programs that accelerate language and academic outcomes.

- Collaborate with after-school program leads to create and enhance opportunities for students to develop and apply language in authentic and meaningful contexts.
Goal 2: Families increase their capacity to support their students and have opportunities to make informed decisions about their child’s education.

2.2.1: Create and offer resources and trainings that treat parents as equal partners in the education of their child and increase the capacity of parents to improve student outcomes.

- Produce multilingual toolkits for families of ELLs to clarify district or site-level policies, practices and programs. Topics may include supporting students academically, reclassification, identification, language program options and benefits, social and emotional learning, etc.
- Leverage a train-the-trainer model that empowers family-liaisons to host relevant workshops for ELL communities.
- Develop best practices for school sites to empower parents to build regular, two-way, meaningful communication about student learning.
- Develop an annual calendar of orientations and family engagement workshops that follow the reclassification cycle.
- Continue implementation and advocacy of the National Family Literacy Model through ESL Family Literacy Classes to increase the capacity of parents to improve student outcomes.

2.2.2: Collaborate with Community Schools and Student Services to document and ensure equitable access to full-service community school resources.

- Equip family resource centers with knowledge about and resources to navigate the US school system and address health, legal and other needed social services.
- Support site-based staff to become familiar with available resources and processes for referral.
- Continue to build community partnerships to expand access to resources for ELL families.

2.2.3: Empower families to take part in family representative groups or meetings to influence policy, practice and program decisions that affect students and families.

- Provide and advertise district and site-level opportunities for authentic parent engagement (i.e., School Site Councils, ELL Subcommittees under School Site Councils, LCAP ELL Parent Advisory Committee, family engagement coordination meetings, site parent representative meetings, etc.).
- Identify and encourage parents with strong commitment to serve on councils or act as cultural and family liaisons.

Goal 1: OUSD has a PK-12 Dual Language Pathway, including two-way immersion and developmental bilingual programs, that ensures every child in OUSD has the opportunity to become biliterate and bilingual.

3.1.1: Engage the community in the efforts to expand Dual Language programs to additional elementary schools, 1 middle school and 1 high school.

- Engage communities at existing early exit programs to explore the possibility of building out a fully articulated Dual Language program.
- Create an advisory board to support the advocacy, community engagement and implementation of Dual Language expansion.
- Identify design teams for potential new dual language elementary, middle and high schools to open over the next 4 years.
- Connect with Peralta and other community colleges to seek out dual enrollment for technical language and interpretation courses (e.g., medical Spanish, health interpretation) as part of Linked Learning.

3.1.2: Develop and implement a strong Dual Language school design process and common guidelines and standards of quality for existing and emerging Dual Language schools.

- Use the Center for Applied Linguistics Guiding Principles for Dual Language Education and other tools to provide clear articulation of:
  - OUSD Dual Language Models (i.e. 90/10 and 50/50).
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- Language allocation at each grade-level (what language is used for each content area).
- Grade-level language and literacy targets in both languages.
- Standards of quality.
- Full service community school supports, including after school and extended learning opportunities.
  - Develop and implement design team protocols and processes such as site visits, assessment of conditions needed, site-level strategic planning, etc.
  - Host annual OUSD Dual Language conference.
  - Develop an OUSD Dual Language certification process to hold schools to high standards of quality based on the Guiding Principles.

3.1.3: Provide culturally and linguistically relevant resources and professional development to existing and emerging Dual Language schools.

- Perform an inventory of resources to identify what is currently available and what is needed at existing Dual Language sites.
- Provide professional learning for Dual Language teachers and leaders to address the specific skills needed in a Dual Language environment (program design, bilingual transfer, contrastive analysis, content-language integration).
- Structure central professional development offerings to maximize collaboration time among Dual Language educators (e.g., DL–science cohort, BAL in the DL school).
- Integrate Personalized Learning approaches in Dual Language programs to support the language and literacy development of both ELLs and target language learners (e.g., Spanish Language Learners).
- Support schools to provide inclusive environment that lifts up the cultures and home languages of all students.
- Develop a Dual Language Snapshot to engage students and families in goal setting around biliteracy and bilingualism.

3.1.4: Recognize students who have demonstrated high levels of bilingualism and biliteracy at key grade levels (K, 3rd, 5th, 8th, 10th) through OUSD’s Biliteracy Pathway Awards.

- Provide broad communication to teachers, students, and families about the value of biliteracy and the Pathway Awards.

- Host a Biliteracy Award Celebration once a year.

3.1.5: Align central office systems to support the success of Dual Language programming.

- Collaborate with the Talent Development Division to recruit and hire bilingual educators and to uphold the Memorandum of Understanding with OEA that allows Dual Language schools to hire teachers qualified to teach in a Dual Language context.
- Collaborate with Research, Assessment and Data to create an assessment and accountability system that examines achievement and growth in English and the target language for all students in Dual Language programs.
- Collaborate with Student Assignment Center to ensure:
  - language background of students fits the program needs;
  - neighborhood students are actively recruited to participate in dual language programs;
  - Dual Language elementary school students get priority enrollment in multilingual middle and high schools.
- Ensure accurate distribution of instructional materials by language to Dual Language schools.
- Collaborate with the OUSD Communications Team and community partners to develop a robust communication and outreach plan for families on Dual Language options.

Goal 2: OUSD provides high-quality Newcomer programs at all grade levels that respond to shifting demographics.

3.2.1: Provide quality Newcomer programs that proactively meet increasing newcomer enrollment.

- Monitor influx of newcomer students throughout the school year to inform program need (e.g., newcomer counts 3x/year).
- Identify schools with high potential for new or expanded Newcomer programs based on trend data and Strategic Regional Analysis.
- Develop a plan for a consolidation of the four high school Newcomer programs into Oakland International and Newcomer East high school.
• Develop clear guidance and articulation of:
  - criteria for effective Newcomer programs;
  - instructional models for elementary, middle and high school;
  - annual language and literacy targets for newcomers and SIFE;
  - high school course sequence that ensures A-G completion for newcomers;
  - after school, summer and other extended learning opportunities.
• Support incubation of new or expanded program by developing and supporting a site-based implementation plan.
  - Formalize OUSD’s sponsored Newcomer programs in elementary, middle and high school.
  - Provide a design process for emerging Newcomer programs.
• Work with the Intensive Support Schools with newcomer populations to design a strong program (e.g., Fremont and Castlemont).

3.2.2: Provide research-based newcomer-specific resources and professional development to newcomer teachers and leaders.
• Develop recommendations for newcomer-specific instructional program (curriculum, assessment, instructional strategies) for all grade levels.
  - Identify district-approved supplementary materials that provide intervention and acceleration for newcomers.
  - Identify entry and exit criteria for student participation in Newcomer programs.
  - Develop internal capacity of sites to lead the work via TSAs and Common Core Teacher Leaders of newcomer sites.
• Develop a newcomer professional learning cohort to provide input on best practices (i.e. scaffolding and classroom management) and build a collaborative space to share learning.
• Establish and utilize Oakland International and Urban Promise Academy as ELL/newcomer lab schools.

3.2.3: Establish and recognize Newcomer programs as specialized programs with aligned central policies and resources.
• Define clear roles and responsibilities for the central and site intake process (assessment and placement), and standardize practices.
• Establish funding sources that account for additional students enrolling in Newcomer programs after initial 20 days and provide quality services for newcomers (e.g., lower class size, TSAs for 100+ cohort size, supplementary materials).
• Develop centralized system to flag newly enrolled newcomers in need of support services.
• Update OUSD data systems to include all newcomer groups (SIFE, UAC, Refugee) and time in country (Y1, Y2, Y3).
• Develop a differentiated assessment and accountability system for newcomer sites (e.g., disaggregating newcomer and mainstream population in data reports).

3.2.4: Ensure access to culturally sensitive mental health, health, legal services and other social services for newcomer students and their families.
• Create and implement orientation programs for newcomer students and families to disseminate resources and information (possibly led by parent leaders).
• Develop resources and systems to provide access to health and mental services:
  - Health and mental health resource guide (incl. access to health centers, immunizations, mental health screenings, etc.)
  - An intake and screener system for newcomer families to receive or get referred to services
• Develop training plan for site-based stakeholder groups (e.g. school nurses, health services including: front office staff, community school managers, school-based health center staff, etc.).
• Identify resources to finance bus passes for newcomer students.

Goal 3: LTEL Courses accelerate academic outcomes and reverse current trend data of Long-term ELLs.

3.3.1: OUSD expands LTEL courses in secondary schools to accelerate student outcomes for Long-term English Learners.
• Use data to identify schools with high potential and need for a new or expanded LTEL Course.
• Support incubation of new or existing LTEL Courses.
• Use ELL Shadowing to engage sites in developing LTEL Courses and to monitor progress of LTELs.
3.3.2: Develop and support research-driven common guidelines for OUSD LTEL Courses.
- Develop research-driven guidance and articulation of:
  - OUSD LTEL Course Models;
  - Criteria and best practices for effective LTEL Courses;
    (identification of students, class size, master scheduling, data-driven improvement, LTEL coursework);
  - Language and literacy development targets and expected ongoing progress monitoring.

3.3.3: Identify recommended curriculum and materials for LTEL Courses.
- Continue to research and pilot materials focused on accelerating language and literacy outcomes for LTELs.
- Support site-based TSAs on implementation of recommended materials and curriculum.
- Provide on-going professional development for teachers of LTEL courses.

PRIORITY #4: ALIGN POLICIES AND PRACTICES ACROSS CENTRAL OFFICE

Goal 1: ELL policies are reviewed and refined to better serve ELLs and are effectively communicated to all stakeholders.

4.1.1: Develop and secure Board approval of an updated ELL Master Plan that provides guidance on ELL programs, policies and practices for all stakeholders.
- Perform assessment of 2008 OUSD EL Master Plan to identify programs, policies or practices that require updating.
- Clarify and simplify, as needed, guidance on policies or programs to strengthen and streamline the ELL Master Plan.

4.1.2: Continue to refine the reclassification process. Ensure it is clearly articulated to all stakeholders and implemented in a timely manner.
- Implement Reclassification at least twice annually as close to testing windows (CELDT, SRI, etc.) as possible.
- Develop and implement process improvements to streamline implementation lift for ELLMA and schools sites.
- Engage schools sites and the community on the significance of reclassification and important levers to ensure ELLs are reclassified within 6 years.

4.1.3: Streamline the student identification and intake process to clarify site and central responsibilities and ensure proper placement of students.
- Provide orientation on ELL language program options as part of the central intake process.
- Increase collaboration between Student Assignment Center and ELLMA in order to clarify program options for families and recommended school pathways for ELLs.

4.1.4: Develop and implement ELLMA Office Communication Plan to strategically engage and inform all ELL stakeholders.
- Develop a comprehensive communication plan and calendar that incorporates all communication to stakeholders both internally and externally.
- Develop messaging for all major ELLMA Office initiatives.
- Leverage a diversity of communication mediums to reach target audiences.

4.1.5: Improve translation and interpretation services offered by professionals to support the majority of native languages represented in the district.
- Explore low-cost, alternative methods for translation (i.e. online mediums, phone translation, etc.), especially for sites with no bilingual staff.
Goal 2: Central Office and schools engage in collaborative inquiry to improve outcomes for ELLs.

4.2.1: Convene ELL stakeholders to foster shared accountability for accelerating outcomes for ELLs.
- Host bi-annual ELL summits with OUSD senior leadership to increase collaboration and accountability across departments.
- Convene community advisory group (students, parents, community leaders) bi-annually to identify priority areas and hold OUSD accountable for implementation of the ELL Strategic Plan.
- Engage in Local Control Accountability Plan meetings to share updates on progress toward LCAP goals.
- Create an OEA joint-committee on services for ELLs in OUSD.

4.2.2: Engage in and leverage the Essential Practices for ELL Achievement to identify best practices for improving outcomes for ELLs.
- Develop a site-level “Essential Practices for ELL Achievement” self-assessment to help schools identify focus areas to better serve ELLs.
- Support language program lab schools in completing self-assessment to identify areas of strength and high-impact practices for ELLs that can be shared with the broader community.
- Embed the self-assessment into existing cycle of inquiry.

4.2.3: Create a collection of accessible, timely reports and tools that are leveraged to drive district-level and site-level decision making on instruction, programs, and placement and communicates student progress with families.
- Continue to partner with Research, Assessment and Data to develop, produce and update user-friendly reports and dashboards in a timely manner.
- Create a calendar of progress monitoring for ELLs and students reclassified within the last two years (recently reclassified).
- Widely advertise the collection of reports and dashboards to principals and teachers for increased uptake of resources; consider best practices to get data into the hands of parents and families.
- Develop guidance and best practices around leveraging dashboards and reports to drive site-level decision making.

Goal 3: High-quality staff are recruited, hired and retained to serve all ELLs at the district and site-level.

4.3.1: Address the need for bilingual educators in OUSD by developing a pipeline of bilingual and bicultural Oakland-grown teachers, leaders and support staff and continuing visa sponsorship.
- Increase collaboration with Talent Development Division to identify and gain common understanding of required skill sets and competencies needed to serve ELLs.
- Explore potential avenues to recruit and retain more bilingual teachers.
  - Leverage existing teacher pre-service pipelines.
  - Explore incentives for teachers to obtain their BCLAD and use it in bilingual instructional settings.
  - Enhance Visiting Teachers Program and continue visa sponsorship programs.

4.3.2: Provide strategic staffing guidance to encourage the highest-capacity teachers serve the highest-need populations.

4.3.3: Collaborate with Talent Development Division and OEA to recruit, hire and place high quality teachers in specialized programs in accordance with Articles 26, 27 and 28 in the OEA-OUSD contract.
ATEGIES AND HIGH IMPACT PRACTICES
## Appendix: Baseline Data

### 2013 – 2014 OUSD Balanced Scorecard Indicators by Subgroup

<table>
<thead>
<tr>
<th></th>
<th>Cohort Graduation</th>
<th>Cohort Dropout</th>
<th>A-G Completion</th>
<th>CAHSEE Pass Rate</th>
<th>Pathway Participation</th>
<th>SRI Gr. 3</th>
<th>SRI Gr. 6</th>
<th>SRI Gr. 9</th>
<th>EL Reclassification</th>
<th>LTEL Reclassification</th>
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<tr>
<td><strong>All</strong></td>
<td>66.8%</td>
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<td>43.3%</td>
<td>49.9%</td>
<td>42.3%</td>
<td>37.9%</td>
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<td><strong>English Language Learners</strong></td>
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<td>10.7%</td>
<td>37.5%</td>
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<td>55.8%</td>
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<td><strong>African American Male</strong></td>
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<td>28.0%</td>
<td>28.9%</td>
<td>36.5%</td>
<td>20.2%</td>
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</tr>
<tr>
<td><strong>African American</strong></td>
<td>57.1%</td>
<td>23.7%</td>
<td>28.0%</td>
<td>42.1%</td>
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<td>21.1%</td>
<td>17.8%</td>
<td>10.0%</td>
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<tr>
<td><strong>Latino</strong></td>
<td>59.1%</td>
<td>25.2%</td>
<td>41.7%</td>
<td>43.1%</td>
<td>44.8%</td>
<td>21.3%</td>
<td>40.6%</td>
<td>20.9%</td>
<td>10.1%</td>
<td>6.6%</td>
</tr>
<tr>
<td><strong>Native American</strong></td>
<td>40.0%</td>
<td>40.0%</td>
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<tr>
<td><strong>White</strong></td>
<td>76.9%</td>
<td>13.6%</td>
<td>71.3%</td>
<td>83.1%</td>
<td>50.2%</td>
<td>77.9%</td>
<td>83.3%</td>
<td>7.6%</td>
<td>14.2%</td>
<td>9.5%</td>
</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
<td>53.7%</td>
<td>26.8%</td>
<td>39.1%</td>
<td>61.3%</td>
<td>44.4%</td>
<td>31.7%</td>
<td>43.9%</td>
<td>25.0%</td>
<td>10.8%</td>
<td>11.1%</td>
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<tr>
<td><strong>Low Income</strong></td>
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<tr>
<td><strong>Foster</strong></td>
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</tr>
<tr>
<td><strong>Students with Disabilities</strong></td>
<td>51.4%</td>
<td>24.5%</td>
<td>8.6%</td>
<td>10.1%</td>
<td>31.9%</td>
<td>9.9%</td>
<td>11.7%</td>
<td>4.6%</td>
<td>1.7%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
REFERENCES

1. Oakland Unified School District, Comprehensive Student Data Roster, October 2014.
2. OUSD’s 3-year Roadmap to English Language Learner Achievement is grounded in stakeholder and community engagement that took place from 2013-2015. The numbers of stakeholders listed here, include interviews and focus groups performed by Stanford University’s Understanding Language Initiative for their “Review of Services for English Language Learners in OUSD” as well as the community engagement performed by the English Language Learner throughout in support of the Roadmap throughout this time period.
5. Oakland Unified School District, Comprehensive Student Data Roster, October 2014.
6. Oakland Unified School District, Comprehensive Student Data Roster, October 2014.
8. Oakland Unified School District, Comprehensive Student Data Roster, March 2015.