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# District-Run Innovation Focus Areas

* Dual Language / Dual Immersion

### Dual Language Program Design

OUSD is excited to support sites interested in exploring and designing quality Dual Language programs. Both research and anecdotal evidence demonstrate that well-planned and implemented Dual Language programs accelerate academic achievement and provide a wealth of cultural and civic skills for both ELLs and native English speakers.

**Who to Contact:**

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Network Superintendent PreK-5 Region 2

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The study, planning and implementation of a Dual Language program is an opportunity that implies significant commitment and effort on the part of the school, the school community and OUSD central staff. As your site considers Dual Language as an option, the opportunities and expectations below should be considered. To explore these points in greater detail, please see the [**Dual Language Program Expansion Proposal**](https://docs.google.com/document/d/1_VHg8J777pm5zgWXO7gRqh5Mm_gLbiTukJqQHNHaVxU/edit) as well as the [**Guiding Principles for Dual Language Education**](https://drive.google.com/open?id=0B5Vu5Twu6gBaRklGUC1CVVlRS0E).

**School Leadership and School Community Engagement:** With leadership from the principal and ILT, and with support from Central specialists and staff, the school will hold multiple engagements to learn about Dual Language models, make decisions around program design, and ensure the broad school community has ample opportunity to contribute during the exploratory, school re-design and implementation processes.

**Identification of a Dual Language Program Model:** As part of their school and community engagement, the school will choose a Dual Language program model, deciding on either a One-Way (Developmental Bilingual program) or a Two-Way Immersion program. The School will also decide between a 50/50 model or a 90/10 model. See [**Dual Language Program Model Descriptions for OUSD**](https://docs.google.com/document/d/1b94__fe5oFxqh8qip9wP8OgYyzTKRqiXRf5yOsvvpMQ/edit) for more information.

**Vision and Goals Focused on Bilingualism, Biliteracy, and Multiculturalism:** The school will develop a cohesive, school-wide vision that supports full biliteracy and multicultural competence, including clear guidelines for language use, goals defining high expectations for achievement in both languages for all students, and an intentional and ongoing inclusion and leveraging of the diverse cultures, languages and resources that make up the school community.

**Curriculum:** With support from central specialists and staff, the school will ensure that the curriculum is Common Core aligned and promotes the development of multicultural competence and full biliteracy for all students. Teachers will plan together and coordinate the development of content knowledge and linguistic skills in both languages within and across grade levels and content areas.

**Professional Development with a Dual Language Focus:** The school will develop and support a cohesive PD plan to ensure teachers and staff collaborate to plan and refine instructional practices grounded in bilingual pedagogy, Common Core and ELD Standards, Balanced Literacy, content-language integration, and the theories and philosophies underlying the Dual Language model.

**Assessment:** The school will employhigh-quality Common Core-aligned assessments in English and the partner language that drive instruction and provide useful data for gauging the effectiveness of the program in promoting full biliteracy.

**Staffing:** The school will work with central partners to ensure adequate bilingual staffing. Each year a new grade level will be rolled out, with staffing adjustments necessary based on the model. Existing Early Exit programs implementing 50/50 programs will likely have sufficient bilingual staff for the first three or four years of their dual language roll out since only half of each grade level team must use the target language.

In OUSD, we are prioritizing schools that meet the following criteria, for proposal consideration:

* An experienced School Leader with at least one year as principal at current school site.
* At least 30% of students speak the partner language at home
* Demonstrate track record of strong language Instruction with ELL students through SRI and CELDT growth, reclassification rates, or other measures of programmatic success
* Evidence of a culturally competent, asset based professional and student culture with a growth mindset orientation
* Demonstrate elements of an inclusive school culture that is able to embrace all home cultures
* Evidence of the Five Quality School Pillars

**Dual Language Program Proposals are being considered for a 2016 Cohort 1 and/or 2017 Cohort 2 Launch Cycles.**

###

**FALL CALL FOR QUALITY SCHOOLS – DUAL LANGUAGE**

**SELF-ASSESSMENT**

In addition to your Letter of Interest, please submit the following “Self-Assessment” to indicate your preparedness in developing a dual language program at your site. The readiness assessment is meant to help your site explore:

* *Is this the right move for your school? After a review of your data, is this the right program to better serve your students?*
* *Is your site prepared to engage in a design process to meet these standards of quality?*
* *Is your site prepared to engage in the demanding process of the Fall Call for Quality Schools (i.e. all workshops, consultancies, and site visits)?*

**OUSD recommends that site leaders complete this self-assessment in partnership with your site’s instructional leadership team.**

**PART A: Dual Language - Criteria for Readiness**

In addition to identifying your site’s existing assets and areas of focus against the Dual Language Program Quality of Standards, derived from the Guiding Principles, please indicate your site’s self-assessed readiness and pieces of evidence for each of the below criteria.

* **Cohort 1: 2016 Launch;** to be submitted by September 17.
* **Cohort 2: 2017 Launch;** to be submitted by September 21, along with Letter of Interest.

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DESCRIPTOR** | **Self-assessed Readiness Scale:** **1 (low) - 5 (high)** | **What is your evidence?**  |
| **School Leadership** | Principal has at least one year of experience at the school site. The leader holds a vision that supports full bi-literacy and multicultural competence for all students.  |  |  |
| **Community Demand and Staff Interest** | Dual language schools will be considered at sites with community interest in at least exploring the option. At least 30% of students speak the partner language at home. Minimum of staff interest is 51%; optimal is 80% or higher.  |  |  |
| **Track Record of Service to Diverse Populations** | Schools should be able to demonstrate a track record of service to:* ELL students as demonstrated through SRI and CELDT growth, reclassification rates
* English-only an English dominant students through SRI and F&P
* Other indicators identified by the school to evidence the above
 |  |  |
| **Inclusive Culture** | Schools should demonstrate an inclusive culture that embraces diverse languages and backgrounds. This includes putting supports in place to extend warm welcomes to ALL students and their families and proactively creating opportunities for parents to be authentic partners in their child’s education.  |  |  |
| **Professional Culture** | Evidence of a culturally competent, asset-based professional culture with a growth mindset orientation. Willingness to participate in professional learning opportunities that support our growing network of dual language schools.  |  |  |
| **Readiness to fully participate in the Call for Quality Schools Process** | Schools should be prepared to commit the time and human capital required (2 full days per month, site planning time, two to three weeks of additional summer professional development & planning, etc.) to complete and meet all deliverables needed as part of the Fall Call for Quality Schools process.  |  |  |

**PART B: Dual Language Program Standards of Quality**

**Guiding Principles for Dual Language Education**

The below strands are derived from the Center for Applied Linguistics’ Guiding Principles for Dual Language Education (Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007).

Grounded in evidence from research and best practices, the guiding principles address critical program issues across several strands that are integral to developing a high-quality Dual Language program. Please use the below form to indicate your site’s existing assets related to each of the listed strands as well as areas that your site may focus on as part of the Call for Quality Schools.

| **Proposal Section(s)** | **Strands** | **Principles** | **Existing Assets Related to this Strand** | **Areas for Design Focus** |
| --- | --- | --- | --- | --- |
| **Section I** | **Family and Community** | * The program has a welcoming and warm environment for parents of all language backgrounds.
* The program has a responsive infrastructure for positive, active, and ongoing relations with students’ families and community.
* The program has parent education and support services that are reflective of the bilingual and multicultural goals of the program.
* The programs views and involves parents a partners and community members as strategic partners.
 |  |  |
| **Section II** | **School Leadership** | * The program has strong, effective, and knowledgeable leadership with at least 1 year of experience at the school that holds the vision for full biliteracy and multicultural competence for all students.
* Program leaders are required to play three major roles: 1) Program advocate and liaison; 2) Supervisor of model development, planning, and coordination; and 3) Facilitator of staff cohesion, collegiality, and development.
 |  |  |
| **Section III** | **Assessment and Accountability** | * The program creates and maintains an infrastructure that supports an accountability process.
* Student assessment in both languages is aligned with state content and language standards, as well as with program goals, and is used for evaluation of the program and instruction.
* The program collects a variety of data, using multiple measures that are used for program accountability and evaluation.
* Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.
* Student progress toward program goals is systematically measured and reported.
* The program communicates with appropriate stakeholders about program outcomes.
 |  |  |
| **Section III** | **Curriculum & Instruction** | * The curriculum is standards-based and promotes the development of bilingual, biliterate, and multicultural competencies for all students, while promoting equal status of both languages.
* The program has a process for developing and revising a high quality curriculum and is fully articulated for all students.
* Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children.
* Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement.
* Instruction is student-centered.
* Teachers create a multi-lingual and multicultural learning environment.
* Teachers have the opportunity to plan together and coordinate the development of linguistic skills in both languages within and across grade levels
 |  |  |
| **Section III** | **Program Structure** | * All aspects of the program work together to achieve the goals of additive bilingualism, biliteracy, and cross-cultural competence, while meeting grade-level academic expectations.
* The program ensures equity for all groups.
* An effective process exists for continual program planning, implementation, and evaluation.
* There is a clear language allocation model that aligns to the school’s vision and is consistently implemented.
 |  |  |
| **Section IV** | **Staff Quality and Professional Development** | * The program recruits and retains high quality dual language staff.
* The program has a quality professional development plan to meet the needs of the school and Dual Language fundamentals (bilingual pedagogy, Balanced Literacy instruction, content-language integration, etc.).
* The program provides adequate resource support for professional development.
* The program collaborates with other groups and institutions to ensure staff quality.
 |  |  |



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#  Engagement Criteria

* **Letter of Interest**
* **Letter of intent**

 **ENGAGEMENT CRITERIA**

**PREAMBLE:** The Oakland Unified School District has experienced its greatest success in ***systematically*** improving the performance of schools when it has undertaken efforts to engage and facilitate school communities in a deep and rigorous school design and planning process over an extended period of time. The goal is to engage the community (families, teachers, admin, partner orgs) in creating a well informed road map for the school program design, grounded in principles of equity as defined by closing the achievement gap for all students, that will guide the school in its first several years of implementation. Empowering and increasing school and community capacity is a central outcome of the school design process.

**All teams are responsible for proactively engaging with the community to develop their proposals in order to generate the support required by statute**. Teams who choose to advance in the process will need to present their proposals to their School Site Council, to other applicable staff and at community meetings to receive input and feedback.

**LETTER OF INTEREST**

All teams considering Cohort 1 to launch newly designed programs in **2016** see ***Letter of Intent*** below.

**NOTE:** Prospective 2016 launch teams are NOT required to submit a Letter of Interest.

All applicants considering Cohort 2 to launch newly designed programs in **2017** will submit a Letter of Interest no later than **September 21, 2015**, prior to being considered for participation in the **Exploratory Phase**. The Letter of Interest provides formal notice to OUSD regarding applicant's’ interest in exploring the relevance of a specific focus area for the re-design of their school. The Letter of Interest submission will be followed by a consultation within 5 working days. A determination letter will be sent to the school by **October 9, 2015** regarding eligibility to receive monetary assistance for the **Exploratory Phase**.

The **Letter of Interest** template is available in the next section.

**LETTER OF INTENT**

**All applicants are required to submit a Letter of Intent.**

* Applicants considering Cohort 1 to launch newly designed programs in **2016** must submit a Letter of Intent by no later than **September 4, 2015**, prior to submitting a complete proposal on **October 30, 2015**.
* Applicants considering Cohort 2 to launch newly designed programs in **2017** must submit a Letter of Intent by no later than **January 15, 2016**, prior to submitting a complete proposal on **April 22, 2016**.

The Letter of Intent provides formal notice to OUSD regarding intentions to submit a district-run proposal focused in a specifically identified Fall Call 2015-16 focus area, or a charter petition.

The **Letter of Intent** template is available in the next section.



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#  Letter Templates

* Letter of Interest District-Run Schools (2017 Launch)
* Letter of Intent District-Run Schools (2016 Launch)



## Letter of Interest District-Run Proposal (2017 Launch)

Submit form to david.montes@ousd.org

**DUE DATE:** **September 21, 2015**

**Please attach** Dual Language Program Criteria Self-Assessment or Newcomer Program Criteria Self-Assessment Form.

This letter of intent (LOI) will provide formal notice to the Office of Post-Secondary Readiness in Oakland Unified School District regarding an applicant’s interest in entering into a district supported Exploration Period of Quality School Practices. This Exploratory Period is to prepare schools to create a school design proposal by April 22, 2016 for consideration and approval to enter the School Design Implementation Planning Cohort 2 in the 2016-2017 school year and a Program Launch in 2017-2018.

*\*The information presented in the LOI is non-binding and subject to change.*

|  |  |
| --- | --- |
| Name of School |  |
| Name of Principal |  |
| # of years Principal at this site |  |
| Level of Staff InterestMinimum staff interest for consideration is 51%. Optimum interest is 80% or higher. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total # | # Interested in this change | % of Staff Interested |
| All Full Time Staff  |  |  |  |
| Full Time Teachers Only |  |  |  |

Date(s) of staff engagement(s): |
| 2015-2016 Priority Initiatives in progress at your school. (i.e. Writer’s Workshop, Blended Learning, etc.) |

|  |  |
| --- | --- |
| List 2015-16 Priority Initiatives | % of DedicatedAnnual PD Time |
|  |  |
|  |  |
|  |  |
|  |  |

 |
| Fall Call 2015-16 Priority Focus Areas of Interest(“X” All that Apply) | **Eligibility Areas**\_\_\_Middle School\_\_\_Dual Language/ Immersion Program\_\_\_Newcomer Program**West Oakland**\_\_\_ Interest in participating in West Oakland Regional Innovation and Feeder Renewal Process. |
| Newcomer Enrollment | Total # Projected 2015-16 Newcomer Enrollment: |
| Dual Language | Percent of Total Projected 2015-16 Partner Language Speaking Enrollment:  |
| Rationale for your interest in the Fall Call |  |
| Describe the **data analysis process** conducted by the school to date that looks specifically at the achievement gaps of student groups with your school. |  |
| Describe the **achievement or performance gap(s)** that exist in your school, which you have identified as a result of your data analysis process to date. |  |
| Key Components of the education program(s) you plan to explore in the call process |  |
| Please list key school design questions that you have entering this process | *
*
*
*
 |
| Primary Contact Person | Name:  |
| Phone: |
| Email: |

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Signature of Principal Date



##  Letter of Intent District-Run Proposal (2016 Launch)

**DUE DATE:** **September 21, 2015**

**Please attach** Dual Language Program Criteria Self-Assessment or Newcomer Program Criteria Self-Assessment Form.

This letter of intent (LOI) will provide formal notice to the Office of Post-Secondary Readiness in Oakland Unified School District regarding an applicant’s intention to submit a Quality School proposal for School Design Implementation Planning in the 2015-2016 school year and a Program Launch in 2016-2017.

*The information presented in the LOI is non-binding and subject to change.*

|  |  |
| --- | --- |
| Name of School |  |
| Name of Principal |  |
| #of years Principal at this site |  |
| Mission of School*(May be emphasis or theme)* |  |
| Rationale for Design Effort |  |
| Level of Staff InterestMinimum staff interest for consideration is 51%. Optimum interest is 80% or higher. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total # | # Interested in this change | % of Staff Interested |
| All Full Time Staff  |  |  |  |
| Full Time Teachers Only |  |  |  |

Date(s) of staff engagement(s): |
| 2015-2016 Priority Initiatives in progress at your school. (i.e. Writer’s Workshop, Blended Learning, etc.) |

|  |  |
| --- | --- |
| List 2015-16 Priority Initiatives | % of DedicatedAnnual PD Time |
|  |  |
|  |  |
|  |  |

 |
| Fall Call 2015-16 Priority Focus Areas of Interest(“X” All that Apply) | **Eligibility Areas**\_\_\_Newcomer Program\_\_\_Dual Language/ Immersion\_\_\_Middle School**West Oakland**\_\_\_ Interest in participating in West Oakland Regional Dialogue. |
| Describe the **data analysis process** conducted by the school to date that looks specifically at the achievement gaps of student groups with your school. |  |
| Describe the **achievement or performance gap(s)** that exist in your school, which you have identified as a result of your data analysis process to date. |  |
| Newcomer Enrollment | Total # Projected 2015-16 Newcomer Enrollment: |
| Dual Language | Percent of Total Projected 2015-16 Partner Language Speaking Enrollment:  |

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Signature of Principal Date