



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

## Dual Language Immersion Listening Campaign Overarching Trends & Recommendations



### *Listening Campaign Team:*

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### **Background Information:**

The OUSD Roadmap to ELL Achievement puts forth a vision to *“eliminate the achievement and opportunity gaps by providing a high quality PK-12 multilingual pathway for ELLs and native English speakers in a mutually supportive, multicultural environment.”* In alignment with this vision, OUSD’s Office of English Language Learner & Multilingual Achievement (ELLMA) applied for the CDE Dual Language Immersion grant (DLIG) and was one of the recipients of the grant.

ELLMA has identified the following goals aligned to the DLIG:

- DLI programs established at four school sites within a PK-8th grade aligned system
- Program Design centers the needs of African-American and Spanish Language Learners students to ensure full access to the benefits of DLI
- Culturally and linguistically affirming practices ensure all students thrive academically and social-emotionally

### **Purpose:**

The Dual Language Immersion listening campaign with families, students, teachers and leaders was an opportunity to gather baseline data on student and family connectedness and belonging and identify culturally responsive strategies currently being used at these schools for improving connectedness, especially for ELL and African-American students and families. This was not an evaluation. The goal was to identify trends and use the information provided by all the stakeholders at the schools to help the school district in serving its ELL and African-American population. The funding for this work came from the Dual Language Immersion Grant that we received through the California Department of Education.

### **Design & Structure:**

During the months of March, April and May 2023 we conducted focus groups at three schools: Esperanza Elementary, Greenleaf Elementary, and International Community School. The focus groups included families, students, teachers and leaders and were offered in English and Spanish. Due to not having enough interviewees and representation from the Mam and Black communities, in January 2024 we also conducted focus groups with Black families at Manzanita SEED and with Mam speaking families at Bridges Academy.

In addition to the interviews, all stakeholders were also invited to fill out a survey. The data from all the focus groups and surveys was then used to identify key takeaways highlighted in this report.

### **Total Number of Students, Families, Teachers and Leaders Interviewed:**

Students: 56 (Across 3 schools)	Families: 63 (Across 5 schools)	Teachers: 14 (Across 4 schools)	Leaders: 3 (Across 3 schools)
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**PRIORITY NEEDS & RECOMMENDATIONS**

**KEY TAKEAWAYS**

<b>PRIORITY NEEDS &amp; RECOMMENDATIONS</b>			
<p><b>Gap Between Vision &amp; Reality:</b> Based on stakeholder responses there seems to be a sense that dual language programs work for Spanish speaking students but not for the Arabic/Pashto/Farsi speakers in the community or the African American students. Leaders and teachers all acknowledged that dual language schools need to provide better support for African-American students and other Spanish Language Learners.</p> <p>We have highlighted some priority needs below, as well as some recommendations for actions the district and sites might take to serve ALL students who are enrolled in dual language programs regardless of their dominant language.</p>			
<b>PRIORITY NEED: CURRICULUM ALIGNMENT &amp; COHESIVENESS</b>			
RECOMMENDATIONS	DISTRICT LEVEL ACTIONS	SITE LEVEL ACTIONS	ACTIONS IN PROGRESS
<b>Strengthening Teacher Professional Learning Communities (PLCs)</b>	Given that dual language schools need more time for planning, it would be helpful for district leaders to provide guidance and resources for school sites on how to structure Teacher PLCs in ways that prioritize teacher planning time and give teachers more time to collaborate across languages in order to ensure greater curricular alignment and cohesiveness.		<b>Biliteracy Planner to Support Teacher Planning/Collaboration:</b> The literacy department and ELLMA are working on providing professional development on the new version of the Benchmark curriculum that includes a <i>Biliteracy Planner</i> , a standards aligned pacing guide, as well as a scope and sequence to help teachers decide which lessons to teach in English and which ones to teach in Spanish. This might ease the feeling in dual language schools of not having the

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		<p>time to teach what needs to be taught in both languages.</p> <p>Additionally, with the <b>Partnership with Sobrato Early Academic Language (SEAL)</b>: school sites will learn how to create thematic units that allows teacher choice of high leverage texts as well as balancing the literacy components to build off each other and promote cross linguistic transfer.</p>
<p><b>Relevant Professional Development to Support Dual Language Implementation:</b>  There is a need for more relevant PD to support teachers, especially new teachers, that will help them develop a deeper understanding of the curriculum and the standards, as well as how to help students master these standards.</p>	<p><b>PD Topics:</b> How might the district / school sites provide and ensure access to more quality PD for dual language educators, such as that provided during the Multilingual Institute, throughout the year?</p> <p>Specific PD topics requested by teachers that would support them in a more cohesive implementation of the dual language curriculum include:</p> <ul style="list-style-type: none"> <li>➤ <i>Cross-linguistic transfer</i> in order to support students in making more explicit and transparent connections between English and Spanish languages <ul style="list-style-type: none"> <li>○ <b>SITE LEVEL:</b> Since several families [especially Black families] and students shared that understanding Math in Spanish is challenging, sites are encouraged to include half an hour a week to focus on transferability across languages in Math so that students can make conceptual and linguistic connections between languages.</li> <li>○ <b>SITE LEVEL:</b> Sign up for the PD offered by ELLMA, Early Literacy and Literacy departments</li> </ul> </li> <li>➤ Research on <i>language acquisition</i> and the <i>science of reading</i> so that teachers can provide students with a good foundation in phonics in both languages with a biliterate, holistic framework</li> </ul>	<p><b>Multilingual Institute:</b> ELLMA offers a Multilingual Institute every summer focused on building the capacity of educators around dual language pedagogy</p> <p><b>Dual Language Summit:</b> On Jan. 8, 2024 staff development day, ELLMA also offered a Dual Language Summit for all dual language sites on applying a holistic lens to biliterate writing.</p> <p><b>PD Through ELLMA:</b> ELLMA is also offering opportunities for professional development around a holistic framework of teaching two languages rather than a compartmentalization of teaching each language separately.</p> <p><b>Partnership with Sobrato Early Academic Language (SEAL):</b> As part of</p>

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	<ul style="list-style-type: none"> <li>➤ Training on how to best <i>support newcomer students</i> throughout the day           <ul style="list-style-type: none"> <li>○ <b>SITE LEVEL:</b> Ensure the Elementary Newcomer Teacher Leader (ENTL), if receiving an allocated position, is able to focus on the newcomer support through small group instruction and works in collaboration with other site leaders to build the capacity of classroom teachers to serve newcomers.</li> </ul> </li> </ul>		<p>this partnership, SEAL will work closely with the three dual language schools. This will include providing comprehensive professional development in dual language pedagogy.</p>
<p><b>Culturally Relevant Texts in Both Languages:</b> Teachers requested having access to more culturally relevant texts that serve their African-American &amp; other Spanish Language Learners.</p>	<p>See “Actions Being Taken” column</p>	<p><b>School &amp; Classroom Libraries:</b> Sites need to ensure that teachers and students have access to culturally relevant books in the school and individual classroom libraries. In particular, libraries need to include...</p> <ul style="list-style-type: none"> <li>➤ authentic texts in Spanish written by native authors from Latin American countries (as opposed to texts translated from English)</li> <li>➤ texts showing indigenous cultures, Afro Latino experiences</li> </ul>	<p><b>New version of Benchmark:</b> OUSD is purchasing the newest version of Benchmark which has texts that are more culturally relevant.</p> <p><b>Partnership with Sobrato Early Academic Language (SEAL):</b> As part of this partnership, SEAL will provide a list of culturally relevant texts aligned to thematic units.</p>
<p><b>Need For a Dual Language Network</b></p>	<p>Currently all the dual language schools are in three different networks. In order to have a more cohesive implementation of the dual language curriculum across schools they need to be in one network or there needs to be a structure to bring them together so that we can build the capacity of all leaders to lead dual language schools.</p>		

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<b>Build Leadership Capacity</b>	ELLMA aspires to plan a dual language series for principals who will not be in the SEAL cohort. The focus will be on dual language pedagogy for all site leaders, as well as, foundational dual language PDs as part of induction for new principals.		<b>Dual Language TSA Collaborative:</b> ELLMA has started a dual language TSA collaborative to focus on dual language pedagogy. Participants have opportunities to look at the curriculum and curriculum embedded assessments with a dual language lens.
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**PRIORITY NEED: PLACING AN INCREASED VALUE & FOCUS ON SPANISH**

Site leaders & several teachers spoke to the need for better resources to support their African-American students and other Spanish Language Learners. Specifically, there is a need for: a **Spanish Language Development & Foundational Literacy curricula**; better **Spanish language assessments**; a greater representation of **native Spanish speakers**; and **dual language opportunities** through high school.

RECOMMENDATIONS	DISTRICT LEVEL ACTIONS	SITE LEVEL ACTIONS	ACTIONS IN PROGRESS
<p><b>Spanish Language Development Curriculum:</b> In order to better support their African-American students and other Spanish Language Learners, all leaders and over 90% of the teachers are interested in a Spanish Language Development curriculum that is rigorous, systematic, culturally relevant, requires low prep and is easy to use.</p>	<p>District &amp; site leaders can encourage the pilot and implementation of the SLD curriculum that is being created by OUSD teachers.</p> <p>In addition, the district can offer a <i>Family Spanish Night</i> where dual language schools can share strategies for parents to use at home to support Spanish language development. In addition, the distinct Family engagement office can support non Spanish speaking families through navigating what to expect from a dual language school experience in a 90-10 vs 50-50 model. With research that supports language acquisition and not at the expense of English.</p>	<p>School sites can also take additional actions to support the Spanish language development of their African-American students and other Spanish Language Learners. For example:</p> <ul style="list-style-type: none"> <li>➤ Sites can ensure robust engagement and celebration of student achievement of the <i>Biliteracy Pathway Awards and Multilingual Writing Contest</i></li> <li>➤ Sites can have a <i>Family Spanish Night</i> where they can share strategies for parents to use at</li> </ul>	<p><b>Teacher Developed SLD Curriculum:</b> Since no publisher offers a Spanish Language Development curriculum, ELLMA has brought together a team of teachers who are creating SLD lessons. All dual language schools will have access to these lessons.</p> <p><b>Step into Spanish (Greenleaf):</b> Greenleaf is implementing <i>Step into Spanish</i> for their African-American Kinders, a 6-week tutoring program to help them gain basic Spanish before integrating them into the regular classroom.</p> <p><b>Biliteracy Pathway Awards and Multilingual Writing Contest:</b> These are</p>

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		<p>home to support Spanish language development</p> <ul style="list-style-type: none"> <li>➤ Sites can utilize their Community School Manager positions to provide personalized support and partnership with African-American families and Arab-American families as they navigate the dual language program.</li> </ul>	<p>organized by ELLMA and are structured to highlight and celebrate achievement in the Spanish language.</p>
<p><b>Research Based Framework for Teaching Foundational Skills in Dual Language</b></p>	<p>There needs to be a research based OUSD framework that guides the instruction and assessment systems for multilingual learners in dual language programs as opposed to having dual language educators implement what's being used in monolingual schools.</p>	<p>Site leaders can ensure that both Spanish and English foundational literacy skills are systematically taught and teachers have the training required for quality implementation.</p>	<p><b>Spanish Foundational Literacy Curriculum:</b> After a pilot of two curricula, OUSD has selected Benchmark to support teachers with teaching foundational literacy skills in Spanish due to ease of implementation with the rest of the content areas.</p> <p><b>English Foundational Literacy Curriculum:</b> SIPPS is currently being used as a Tier 1 curriculum for teaching phonics in English and is being implemented in schools with the support of the Early Literacy Department. Other Tier 1 curricula are being evaluated and the committee will share a recommendation by end 24-25.</p> <p><b>Professional Development:</b> ELLMA and the Early Literacy department are offering professional learning</p>

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			opportunities to schools on biliteracy foundational skills.
<b>Spanish Language Goals &amp; Assessments:</b> Leaders and teachers are also interested in a reliable Spanish reading assessment that will support them in progress monitoring their students' growth in Spanish so that they can differentiate instruction accordingly to meet student needs.	Just as district departments set robust goals in English, they also need to set robust goals for Spanish reading. Additionally, progress on these goals need to be monitored and reported.	<ul style="list-style-type: none"> <li>➤ Sites can better inform the goals or grade level expectations for students in Spanish and use data to show families how students are progressing</li> <li>➤ While teachers have access to ASR, it is not fully developed in Spanish and doesn't provide them with adequate information regarding student progress. Sites will have access to Amplify's mCLASS assessment, which has a suite of research based and reliable English and Spanish assessments. While it is not required, it is an option assessment sites are highly recommended to utilize by taking up the opportunities for training offered by ELLMA and the Early Literacy department.</li> </ul>	Various district departments are collaborating with ELLMA to rethink their assessment calendar so that assessing student progress in Spanish is prioritized along with assessing progress in English.
<b>Representation of Native Spanish Speakers</b>	Human resources is encouraged to find creative ways to recruit, hire and retain a higher number of native Spanish speaking teachers and staff for all dual language schools to better support families and students.	<b>Partnership with Sobrato Early Academic Language (SEAL):</b> SEAL has invited OUSD to be a part of their application for a CDE grant. It's likely that SEAL will receive this grant. As part	

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			of this grant, SEAL will help dual language schools create a pipeline for bilingual dual language teachers. SEAL will also support these teachers in getting their bilingual credential.
<b>High Demand for Dual Language Development Through High School</b>	<p>Given that 100% of the families interviewed expressed interest in having their children continue their education in Spanish through high school, district leaders need to think about:</p> <ul style="list-style-type: none"> <li>➤ how to assess for language levels of advanced courses</li> <li>➤ provide students with access to more advanced language courses / opportunities so that they can continue to develop in Spanish through middle and high school. For example, offering work based learning and internships to language experiences, integrating interpretation certificates, etc.</li> </ul>		<p><b>Español Para Hispano Hablantes (EPHH):</b> Some middle and high schools are offering EPHH, a program that is designed for Spanish native and heritage speakers. This could be opened up in other middle and high schools as well.</p> <p><b>Seal of Biliteracy:</b> Currently OUSD students receive a seal of biliteracy that recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.</p>
<b>PRIORITY NEED: REBUILDING FAMILY PARTNERSHIPS</b>			
<p>Several stakeholders spoke about families feeling disconnected from school, especially post- pandemic.</p> <p>Below are some recommendations for how the district / school sites might <i>re-welcome families back to campus and increase family involvement</i>, particularly that of Black/African-American families.</p>			
RECOMMENDATIONS	DISTRICT LEVEL ACTIONS	SITE LEVEL ACTIONS	ACTIONS IN PROGRESS

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<b>Reopening Campuses &amp; Welcoming Families Back</b>	District leaders can provide clear guidance to schools regarding how they can open up their sites to families and what safety measures they would need to keep in mind.	Site leaders need to revisit pre-pandemic protocols and reimagine how they might make the school and classrooms more accessible to families.	
<b>Bilingual Communication</b>	Considering the significant number of families in OUSD who are not English or Spanish dominant, multiple stakeholders emphasized the importance of having a Spanish bilingual principal, and Mam speaking staff or interpreters who can communicate with and provide guidance and support to parents who don't speak either language.		
<b>Cross-racial Community Building</b>		<p>Based on the interest expressed by multiple families in after work cross racial gatherings, sites must make an intentional effort to provide opportunities for parents across languages and races to authentically connect and work together to build community and support the school. For example, a Saturday morning event at a nearby park or in the school yard, etc.</p> <p>In addition, sites need to be mindful of participation patterns. Frequently school events are planned and executed by a small majority of parents (from one language group) with little input from other families. While it sometimes feels hard to bring them in, with support from school personnel, CSMs, and other family navigators, the</p>	

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		bridging could happen.	
<b>Family Workshops</b>	Since over 90% of families expressed interest in learning Spanish / English and participating in games or language practice activities at home with their child, this could be a strategy for how the district / school sites might invest in rebuilding family partnerships.		

**PRIORITY NEED: ANTI-BLACKNESS & BULLYING BASED ON RACE, LANGUAGE AND/OR CULTURE**

All stakeholders shared multiple examples of how anti-blackness and bullying are playing out at all sites and emphasized the need for opportunities where they can recognize and reflect on biases, racism, etc.

RECOMMENDATIONS	DISTRICT LEVEL ACTIONS	SITE LEVEL ACTIONS	ACTIONS IN PROGRESS
<b>Providing Training For All Educators</b>	In addition to providing foundational professional development, there is a need for specific district departments to consult with and/or train school staff with regards to proactive measures staff can take to prevent anti-blackness/bullying at their sites, as well be better equipped to address incidents of anti-blackness and bullying when they do happen.	<p><b>Ongoing PD:</b> Culture &amp; Climate teams and/or ILTs are encouraged to take up the work of building on the training being provided by Quetzal Education Consulting to ensure this work is ongoing and responsive to the needs of the students and families at their sites.</p> <p><b>Equity Audits:</b> Sites need to systematically examine qualitative and quantitative data to understand where there might be equity gaps with regards to student learning and experience. In order to see which students are under and overrepresented, the data needs to be disaggregated by ethnicity, language, gender, etc.</p>	<p><b>Quetzal Education Consulting Training:</b> The DLIG grant has already started to invest in relevant PD to support educators in interrupting anti-Blackness at their sites.</p> <p><b>Training &amp; PD (ICS):</b> In addition to having their staff attend the training through Quetzal Education in January, ICS had all their staff engage in a follow-up PD in April. In addition, the site leader has also encouraged the staff to attend the Quetzal Education training in June.</p> <p><b>Office of Equity:</b> Offers PDs that are accessible to schools. Members of the Equity Office are also available to provide school based PD.</p>

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		<p><b>Self Reflection:</b> Additionally, sites need to have a systematized way of having staff engage in self reflection (for eg, using a tool for disrupting anti-blackness) in order for them to see their own biases and blind spots.</p>	<p>An <b>Outreach Toolkit</b> has been created on the ELLMA Central google site where the Enrollment office as well as school sites can access brochures, videos and a dual language information booklet to support diverse families in understanding dual language programming and messaging that all families are welcome to our dual language schools regardless of background.</p>
<b>Representation of Diverse Cultures/Ethnicities</b>	<p>African-American/Afro-Latino families would like to see more representation of staff who identify as African-American/Afro-Latino to guide and support them and their children, as well as ensure that their and their children's voices and needs are heard and addressed.</p>		
		<p>Considering the plurality of different cultures at dual language sites (including students from various Central American countries, Arabic speaking students, etc), site leaders and teachers need to be more intentional about how these diverse cultures are being represented - both, physically in their building (for example, posters in hallways, country flags, etc), as well as in the curriculum.</p>	<p><b>Partnership with Sobrato Early Academic Language (SEAL):</b> As part of this partnership, SEAL will provide a Welcoming, Affirming and Celebrating unit that is focused on students' multilingual identities.</p>
<b>Affinity Spaces for Students</b>		<p>Schools are encouraged to find ways to offer affinity spaces for students, especially for students who belong to</p>	<p><b>Lunch Bunch (Esperanza):</b> One example of creating affinity spaces for students is <i>Lunch Bunch</i> at Esperanza where Black</p>

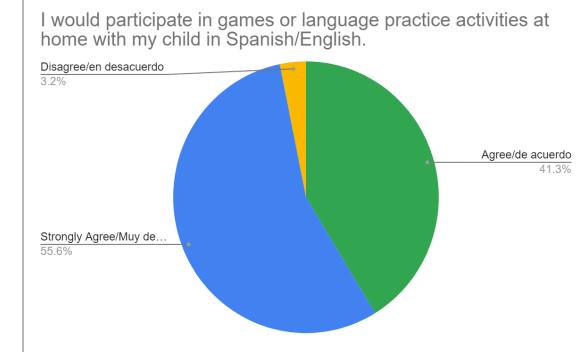
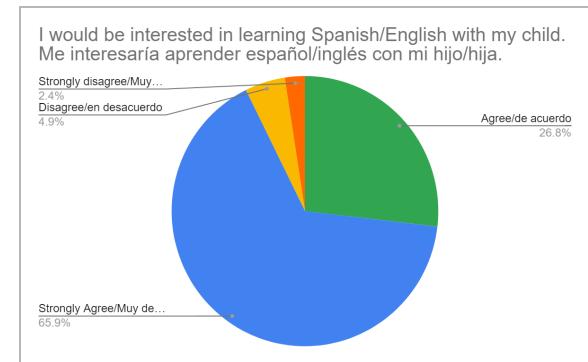
		minority groups on their campus.	students have an opportunity to connect with an adult and other Black students at the site during lunch.
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## KEY TAKEAWAYS

### Value of Biliteracy/Bilingualism/Dual Language

*All stakeholders spoke to the value of biliteracy, bilingualism and dual language.*

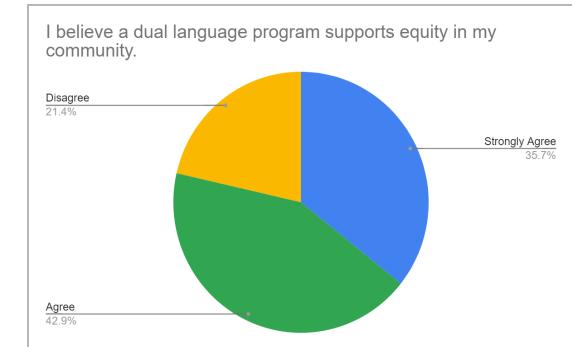
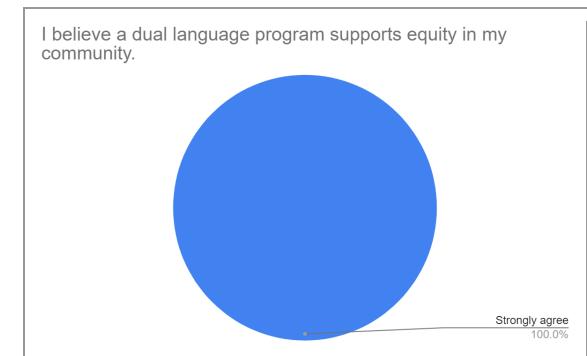
- ❖ Several students shared that their families recognize the importance of learning two languages. *Several Latinx students shared that their families wanted them to learn Spanish so they could communicate with family members* with one student saying, *“My dad has a Mexican side of the family and they want me to speak Spanish so I can speak to my grandma.”* Several students expressed a sense of pride in being able to communicate in their home language and expressed some frustration about English being prioritized in the U.S. One student shared, *“Here in the U.S. they only speak English...but there are also many Latinos.”* Some Arabic and Pashto speaking students also questioned why the school only offered Spanish and not Arabic and Pashto classes.
- ❖ Several parents named that the bilingual program was an important part of the school selection process for them. Some parents were also able to speak to both the process and the importance of reclassification. One parent shared, *“Thanks to the fact that she [her daughter] was able to learn Spanish, that they helped her learn English and in second grade she’s already reclassified. She can also speak better at home with us in Spanish.”* In addition 93% of the families surveyed strongly agreed/agreed that they would be interested in learning Spanish/English with their child and 97% strongly agreed/agreed that they would participate in games or language practice activities at home with their child in Spanish/English. *Almost all families interviewed expressed an interest in having a dual language pathway through high school.*
- ❖ Teachers and leaders shared similar sentiments. One teacher spoke about her school’s goal saying, *“The school really makes biliteracy a goal. Not just speaking & listening but also reading & writing...Our students come out strongly bilingual. I want*



*that for all of my students. Having fluency in two languages is such a gift.” One of the leaders emphasized the importance of biliteracy/bilingualism when living in a monolingual society saying, “All our students leave [school] biliterate/bilingual...Always thinking about our choices to get to this mission...how we’re balancing both languages & trying not to be super focused on English because we live in a monolingual society that values English?”*

- ❖ **100%** of the leaders and **79%** of teachers also believe that a dual language program supports equity in their community. One leader shared, “*Our school system is an inequitable system within an inequitable society. A dual language program is one way to provide access to disadvantaged and students of color. A dual language program is an additive model of schooling. For students whose home language is Spanish it supports building strong literacy skills in their 1st language and supporting their cultural identity as students who have an amazing asset and skill. We believe our students walk into the doors with tremendous amounts of knowledge and we want to grow that knowledge, not take away from that. We believe language is capital and supporting students to be bilingual and biliterate is increasing their capital within this system.*” Similarly, a teacher said, “*For our Spanish speaking students they are able to keep/enrich their home language while learning English. Bilingual education in general will give our students more options in the future.*”

However, while a majority of the teachers agreed that a dual language program supports equity, several teachers shared that the dual language program at their school doesn't serve all students equitably. One teacher stated, “*I feel our dual language program works for the children who speak the dominant languages but not for the Arabic/Pashto/Farsi speakers in our community or our African American students.*” In the words of another teacher, “*...I don't feel African-American [students] feel included. They just don't feel welcomed. Also our Middle Eastern families. Gap between what we say we want to accomplish & what's happening - so vision is not being fulfilled yet. Staff are willing to do whatever to support the vision but don't have the resources.*”



## School/Dual Language Program Satisfaction

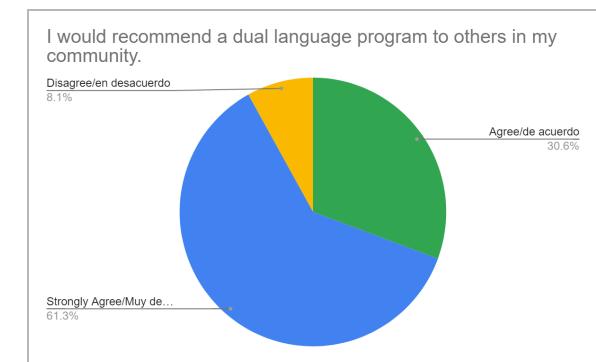
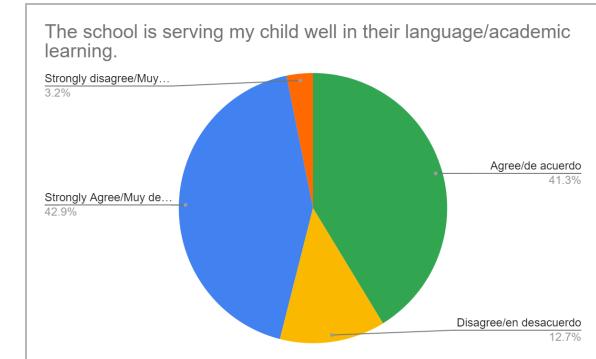
- ❖ During the listening campaign, **100% of the families across all five schools expressed their intention to have their children stay at their current school.** 84% of the families also strongly agreed/agreed that the dual language schools are serving their children well. One Latinx parent shared, *“The teacher adapts the reading to my son’s level and I see that he is making much better progress than before. Other children do very well but my son has a hard time in Spanish. That’s why I chose this school.”* Another Black parent mentioned, *“His last report card I was very impressed. I felt the school was serving him well. He gave a presentation...I don’t know if that was standard across the board but I was blown away and a portion of it was in Spanish. I could see his strengths, opportunities, it was impressive. Made me believe he’s getting something out of this - proof was right there for me - he’s learning and taking it in...”* However, the parent added, *“As it pertains to dual language it would be really cool if there would be opportunities for them to be in real life situations where they could apply their learning, for example, turn the library into a restaurant, supermarket or bank and do a whole role play.”*

- ❖ When asked if they would recommend the dual language program to others in their community, **92% of families strongly agreed/agreed** that they would recommend a dual language program to others in their community. One parent stated, *“absolutely [recommend DL]! I was researching before she was born! Wish we could change the hearts and minds of people in the community. Other countries have been doing this for years - you learn multiple languages.”*

However, several Black families shared that although they would have recommended a dual language program in the past, they would be hesitant in recommending it currently because they feel their children are not receiving the necessary Spanish support. In the words of one parent:

*“Right now, I would say probably not because we’re not getting the Spanish support we need.*

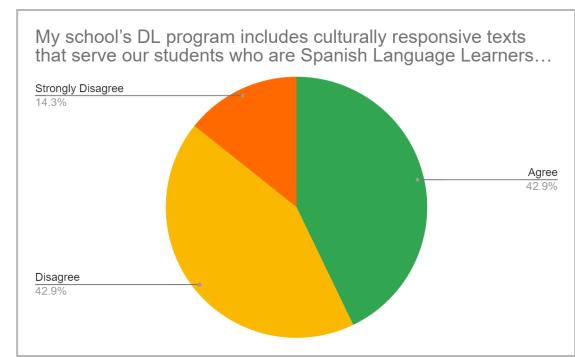
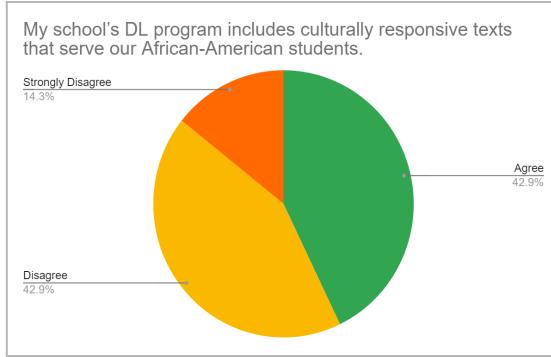
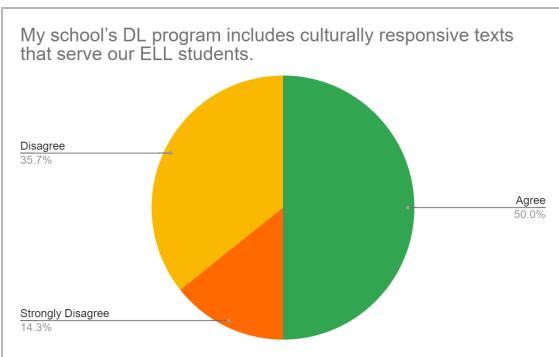
*Maybe in the next year or two. Back when my older daughter was here I would have said yes. There was more support then and my older daughter was more able to understand and interact in Spanish. I can’t tell exactly what was different. I just don’t see it in my younger daughter.”* Another parent mentioned that they would recommend a dual language program to Spanish-speaking families but questioned the efficacy of recommending it to native English speakers. Families mentioned the loss of foundational Spanish during the pandemic, and challenges in language development as contributing factors.



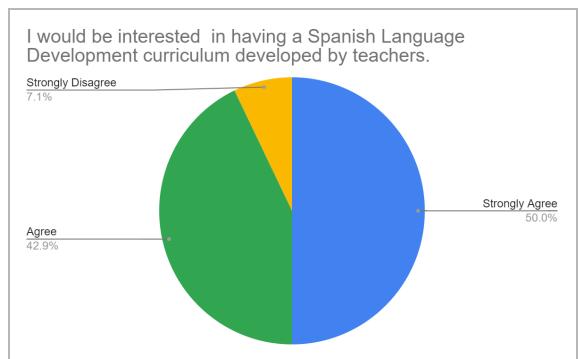
### Dual Language Program

- ❖ **Culturally Responsive Practices:** While several teachers and leaders shared several examples of culturally responsive practices at their sites (such as GLAD strategies, home visits, multicultural celebrations, recognizing the multiple identities that students bring to their classrooms, cultivating a positive

classroom culture, making learning relevant to students by connecting to topics that are of high student interest, highlighting and celebrating different heritage months, inviting parents to share their celebrations and cultural artifacts, using food as a way to bring in new cultures and community identities into the learning experience were also uplifted and strategies such as call & response, choral responses and repetition), only 50% of teachers agreed that the dual language program at their sites includes culturally responsive texts that serve their ELL students and only 43% of teachers agreed that dual language program includes culturally responsive texts that serve their African-American & other Spanish Language Learners.



- ❖ **Spanish Language Development:** All the leaders and **93%** of teachers strongly agreed/agreed that they would be interested in having a Spanish Language Development curriculum developed by teachers. One teacher stated, *“If we want the program to become more diverse, we need to focus on SLD and establish a good foundation in Spanish.”* While some teachers agreed that the data is showing that students are picking up Spanish, they feel they don't have the resources to fully implement the vision saying, *“Spanish Language Learners are further behind because we don't have the resources to provide Spanish Language Development for these kids.”* When asked, What would be helpful in an SLD Curriculum, leaders and teachers named having a curriculum that:
  - is rigorous, systematic, culturally relevant, including texts that reflect our students
  - is low prep and is easy to use
  - provides differentiation in the materials
  - is aligned with and can be used in conjunction with the Benchmark curriculum
  - includes strong vocabulary instruction
  - offers clear opportunities for oral practice and authentic opportunities for students to use language



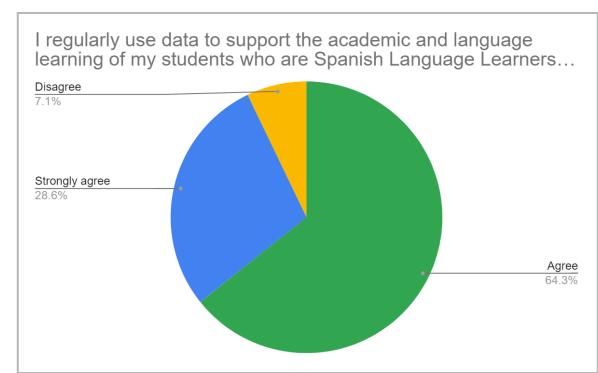
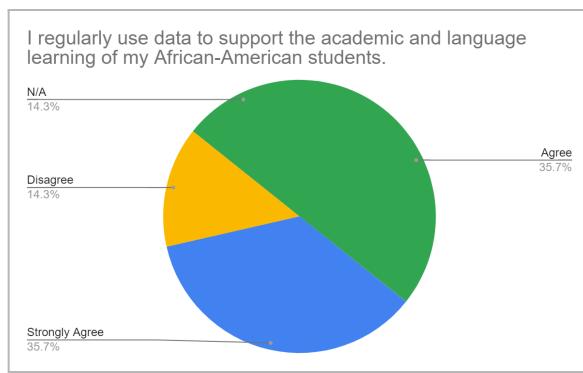
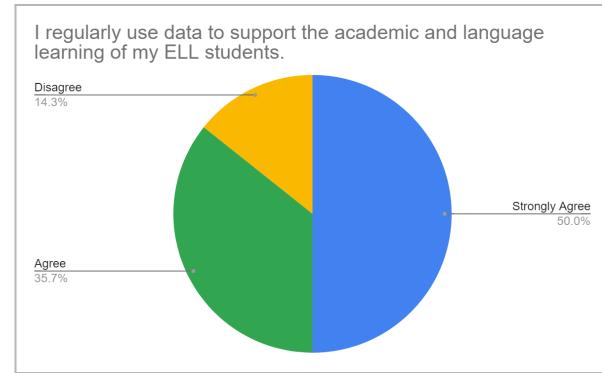
- Several teachers expressed concern regarding a **lack of vertical alignment across grade levels and a cohesive way in which the dual language curriculum is implemented**. One teacher shared, *"There is no real alignment around literacy instruction & people pick & choose...my partner & I get through 7 units of Benchmark/Adelante & we cannot do all the lessons...we agree on what we should focus on but we still feel like we fell short."* Some teachers also mentioned that there are still "holes" in the curriculum and there's a lot that they still need to develop such as homework assignments and that some of them resort to creating their own materials.
- Some teachers also named **teacher turnover** as an issue which impacts the consistency of implementation. One teacher shared, *"All the years I've been here I've never had the same team of teachers so I feel it's on me to be the support. Teacher turnover leaves it up to individual teachers to support new teachers."*
- In addition, teachers shared that a lot of children are unable to access the grade level complex texts provided by Benchmark/Adelante due to a **lack of foundational skills**. As one teacher put it, *"I want a program that meets the students where they are, that will support me teaching comprehension strategies and provides texts at their level since the complex texts provided by benchmark/Adelante are not accessible to students."* Another teacher shared, *"We don't get enough support in Spanish. I need to develop something myself. I can't keep dumping grade level complex text...no joy, no motivation..."*

❖ **Time Constraints & Lack of Resources:**

- Teachers talked about **time constraints associated with dual language programs** as a significant concern. They expressed feeling stretched thin and rushed, which affects the implementation of a sound curriculum. **Developing engaging and relevant materials takes time, and integrating strategies like GLAD requires thoughtfulness and effort.** one teacher saying, *"With DLI there isn't enough time to implement a sound curriculum - everything feels rushed & then we find all these gaps...We are stretched thin for time & it has a huge impact on the school community...Also trying to fluff up our curriculum so it's relevant to students' lives so it's interesting - takes time."*
- The **lack of support and resources for dual language programs** was also a recurring theme. Teachers expressed a need for additional support, especially in accommodating diverse learners, including newcomer students, as well as other students with limited English or Spanish proficiency and those in Special Education.
- In addition, some teachers and school leaders named the **need for more adult native speakers of Spanish**, especially in the upper grades where more academic Spanish is needed. One teacher shared, *"At our school we've been hiring teachers for whom Spanish is their 2nd language and are more comfortable in English."*

❖ **Data Drive Instruction:**

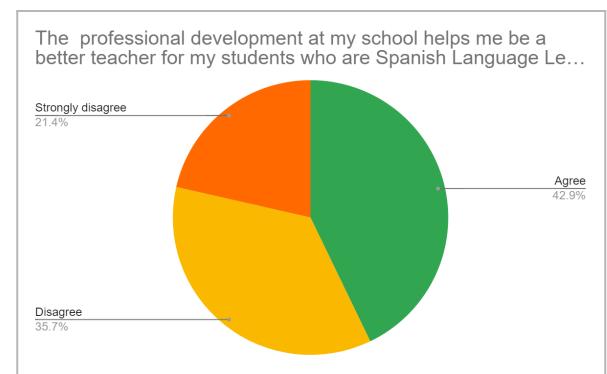
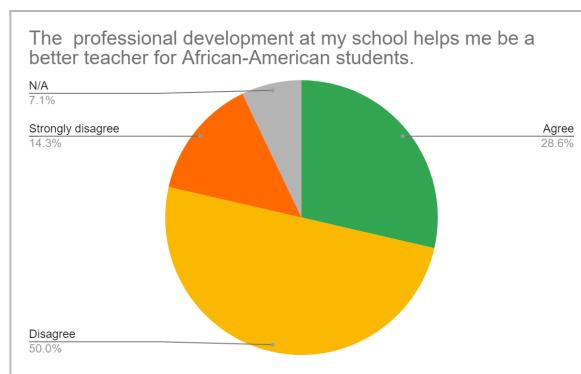
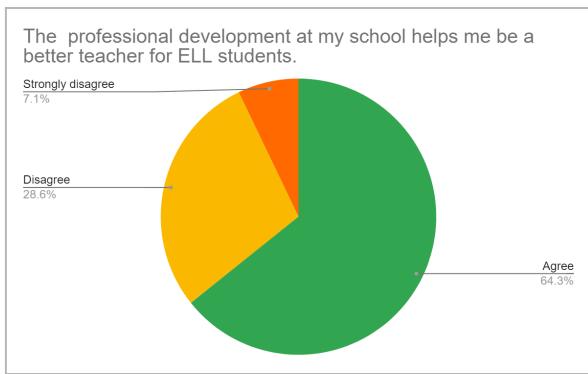
- Majority of the teachers surveyed and interviewed shared that they regularly use data to support the academic and language learning of their students.



- However, leaders and several teachers also spoke to the need for Spanish language assessments. One leader expressed her frustration saying, *“Language assessments are one of the things missing which makes it hard to have consistency. How will we progress monitor? How do we know students got it, that they made growth? We don’t.”* Similarly, one of the teachers stated, *“Serious lack of useful assessments in Spanish makes it hard to progress monitor in Spanish.”* Another teacher added, *“I need an assessment that will tell me what my students know. I need timely feedback so I can group my students...”* Teachers see this as an equity issue with one teacher stating, *“...the decisions are based on English data...we’re not going by what is done in Spanish except as an afterthought... they [students] are fine if English data is ok.”*

#### Professional Development to Support Dual Language Implementation

- ❖ While **64%** of teachers agreed that PD at their school helps them be a better teacher for their ELL students, **only 43% of teachers agreed that PD at their school helps them be a better teacher for their Spanish Language Learners** and **only 29% of teachers agreed that PD at their school helps them be a better teacher for their African-American students.** One teacher shared, *“The quality of our PD should be responsive to how DL works. I have been here for 7-8 years and still have questions, it needs to be led by someone who has experience in DL.”*



- ❖ Teachers named that one of their biggest needs is to **have a curriculum that's relevant to their students** saying that it takes a lot of work to make the current curriculum engaging and accessible for students. Teachers also named the need for **more prep time** since dual language requires more careful and intensive planning for more students. Teachers recognize the need to make cross-linguistic transfer more explicit and transparent for students to facilitate connections between English and Spanish languages. According to one teacher, "*PDs are not strong about it. Despite working here for a while it's still not clear to me.*" Another teacher said, "[We] need to improve on how we support our teachers, especially new teachers, understanding what they're teaching, why they're teaching [it], the standards, and how our kids are moving towards them."
- ❖ Teachers also spoke to the need for PD around specific topics. One teacher spoke to the **need for learning more about language acquisition** saying, "*We aren't learning about research on language acquisition, science of reading, etc. I have to break it down, make sense of it on my own...I have been here for 7-8 years and still have questions...[I] have 4th and 5th graders who can't read because they weren't taught how to read, don't have a good foundation in phonics.*" Another teacher said, "*We need more development with transferability across languages.* PDs are not strong about it. Despite working here for a while it's still not clear to me."
- ❖ Leaders and several teachers spoke to the need for placing an increased value & focus on Spanish. One teacher stated, "*...the decisions are based on English data...we're not going by what is done in Spanish except as an afterthought... they [students] are fine if English data is ok.*" Similarly, another teacher shared, "*If we want their Spanish to improve we need more professional PD in SLD - why are we not doing PDs in Spanish - 90% of us speak Spanish, so value it in adult culture as well...Spanish is used to push English along but not really valued.*"

#### Better Language Support for African American as well as Mam and Arabic/Pashto/Farsi Dominant Students and Families

*All stakeholders spoke to the need for providing better support for African-American students and other Spanish language learners.*

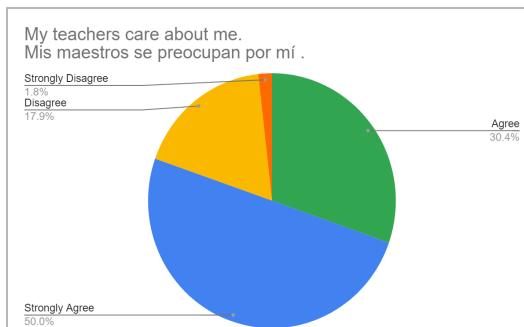
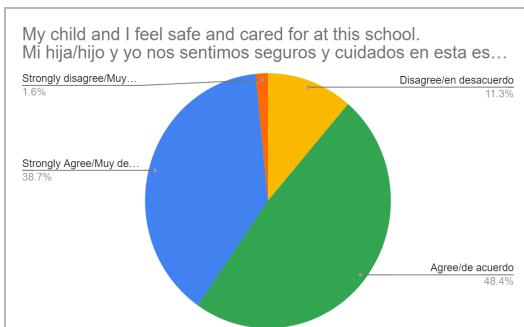
- ❖ Some of the **African-American and Arabic and Pashto speaking students** said that learning at their school was hard for them. One student shared that while it's cool to learn Spanish it can be boring saying, "*Even when you are listening you don't know what they are saying. It's frustrating sometimes.*"

Another student shared that they don't like doing **Math in Spanish** saying, *"Learning Math in Spanish I don't like. They call your name to come to the board to work the Math problem and I get so scared...kinda of scared...I don't get the Math..I don't know that much Spanish."* Similarly an African-American student shared, *"Sometimes I get mad because I don't really understand. I want to ask the question, but I don't want to consistently be asking questions cuz it makes me feel stupid."*

- ❖ Several Mam speaking families who do not speak Spanish or English highlighted the **challenge of language barriers when it comes to communicating with school staff**, including in some cases the principal. Considering the significant number of families in OUSD who speak this language, families suggested the **importance of having a Spanish bilingual principal, and Mam speaking staff or interpreters** who can communicate with parents who only speak Mam.
- ❖ Teachers and leaders also expressed the need for more support. With regards to support for Mam families, one teacher said, *"We have a lot of parents who don't speak Spanish or English. It took several months to get an interpreter for my Mam speaking parents."* Another teacher spoke to the need for better supporting African-American and Arabic dominant students saying, *"I think we struggle with retention and recruitment of African-American/ Black students and perhaps because we do not yet offer enough support to them. We also have a small population of Arabic speaking students so I don't think we have enough space/time to focus on their specific needs."* Speaking about her Arabic dominant families, one leader said, *"We had some Arabic families asking where are we reflected in this school?..."*

#### Majority of Students & Families Feel Safe & Cared For

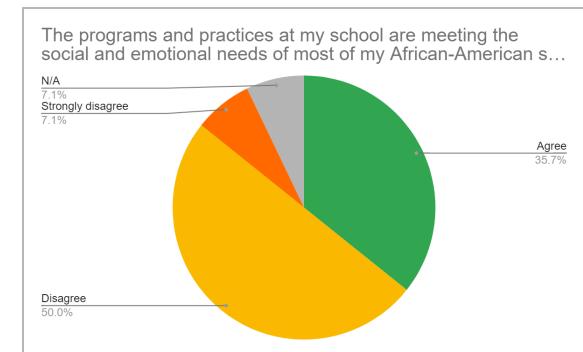
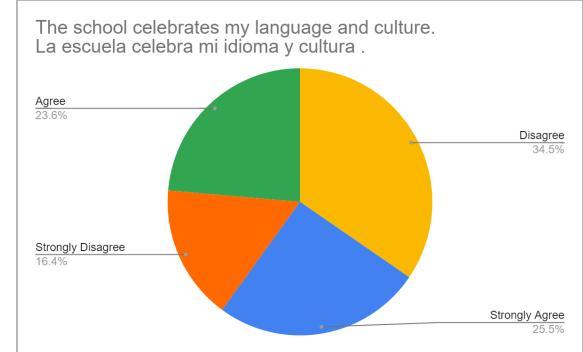
- ❖ **87%** of families strongly agreed/agreed that they and their child feel safe and cared for at their school. One parent stated, *"I like how this school handles certain disciplinary situations. They try to work with you, meet you where you are and understand the why. There was a time when my son was having a hard time and I appreciated how the school handled it in a way that doesn't make him feel like he's a bad kid."*
- ❖ **80%** of students strongly agreed/agreed that their teachers care about them. As one student shared, *"My teachers care about me. They say just try. When I tried. They take care of me. That I am safe. I always obey them because they are doing it for me..they treat me like their child."*



### Focus on Equity & Addressing Bullying Based on Race, Language and/or Culture

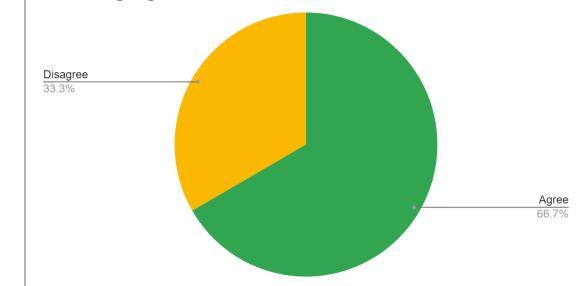
Several stakeholders shared examples of anti-blackness and bullying based on race, language and/or culture at their schools.

- ❖ Majority of the students surveyed strongly disagreed/disagreed that they experience bullying at their sites. However, during the interview multiple students shared examples of being called the “N” word:
  - “Sometimes they say ‘N’ word I don’t want to snitch. so I say nothing. The whole class is racist.”
  - “this girl called me the ‘N’ word. I responded but I do not snitch.”
  - “Sometimes kids are racist. They say the ‘N’ word. They say “la caca skin”
  - “Some kids call us ‘black monkeys’...People are racist”
- ❖ In addition, 51% of the students who took the survey strongly disagreed/disagreed that their school celebrates their language and culture. One Mam speaking student shared, “[I’m] not comfortable speaking Mam in the school...They only celebrate Spanish and English but not other languages or cultures.” Expressing a similar sentiment, one of the Mam speaking parents shared that their child tried to help two children who recently arrived from Guatemala by speaking to them in Mam. However, other kids started questioning and laughing at her when she spoke Mam. As a result of the negative reactions from other children, the parent notes that their child became afraid of speaking Mam.
- ❖ Several teachers also spoke to the presence of anti-Blackness and anti-Asian sentiments amongst the staff. One teacher talked about “Anti-blackness and Anti-Asian, colorism, body shaming, biases among the adults...we don’t hear comments but definitely microaggressions. In our PD we constantly need to reflect on /recognize biases, racism. Especially since there are so many white people on staff.” Another teacher shared that there is also some bullying along racial lines with Latinx kids talking about Black kids in hurtful ways saying, “If I was Black I wouldn’t want my child in this school.” Only 36% of the teachers strongly agreed/agreed that the programs and practices at their schools are meeting the social-emotional needs of African-American students. They expressed the need for more training on skills to deal with issues of racial bullying.



- ❖ Two out of the three site leaders surveyed agreed that African-American students experience bullying at their site. One leader raised a **concern about African-American students potentially feeling isolated** saying, *“African-American students are having success academically but I wonder about the social aspect since there are so few African-American students at the school.”* Another site leader also shared concerns about the **prevalence of anti-Blackness amongst other parents**...*“There’s anti Blackness amongst adult Latinos and it comes out in students. Anti gay slurs...More around parents. Yes, certainly in middle school...Kids don’t readily report it. But when reported we address it immediately.”*
- ❖ Parents and teachers across different schools emphasized the need for talking about the diversity of Afro-Latino indigenous cultures and celebrating and honoring the home culture, and language of Mam and Arabic speaking students. Teachers shared the importance of having conversations with students and educating students on how expressing biases or making racist comments can cause harm. They want this to be an explicit part of the school culture so that students are able to graduate more capable of confronting racism and creating a racially just world.

African-American students experience bullying based on their race, language and/or culture at this school.



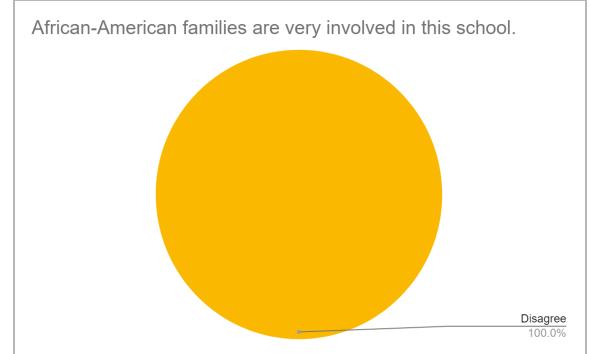
race

#### Families Feel Disconnected as a Result of the Pandemic & Other Safety Measures

Several stakeholders spoke about families feeling disconnected from school.

- ❖ One parent shared, *“It’s harder to stay connected to school - I feel disconnected...Covid has made this more of a challenge...Requirements for volunteering in the classroom are roadblocks for our families. It’s so much harder to stay for breakfast and read with kids.”* Another parent said, *“Pandemic changed things....I used to be in classrooms a lot...I used to help the teacher organize papers, check homework, clean the classroom...hopefully in next year things will be more normalized and more flexible.”*
- ❖ **All three of the site leaders surveyed disagreed that African-American families are involved in the school.** Leaders and teachers shared their thoughts on why schools don’t feel welcoming to families. One leader stated, *“We’ve got a lot of feedback that [school] has not been a very welcoming place this year - we ask parents to leave right after drop off, lock everything. Not just pandemic...fear of gun violence, etc...Specifically with our African-American/Black families, it’s very difficult. It’s part of the learning we need to do... if our African-American families don’t trust our institutions historically we need to be aware of these issues.”* Similarly, a teacher shared, *“Covid changed everything - before classrooms were open to everyone but now there are more requirements (TB test, fingerprints) so some parents don’t feel welcome.”*

African-American families are very involved in this school.



**DLI Listening Campaign**  
Overarching Trends & Recommendations