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Board Cover Memorandum

To Board of Education

From Sondra Aguilera, Acting Superintendent
Nicole Knight, Executive Director, English Language Learner and
Multilingual Achievement (ELLMA)

Meeting Date November 30, 2022

Subject Approval Dual Language Immersion Grant

Ask of the Board ☒ Approve
☐ Ratify

Background and Recommendation California Department of Education Supporting will provide funding to support the development of two way dual language programming, focusing on enrollment practices, affirming practices for ELs and African-American families, and professional development.

Term Start Date: 10/01/2022 End Date: 6/30/25

Not-To-Exceed Amount \$400,000

Competitively Bid N/A

In-Kind Contributions None

Funding Source(s) Grant for OUSD in an amount not to exceed \$400,000

Attachment(s)

- Grants Management Face Sheet
- Grant Award Notification
- OUSD Letter of Commitment
- Grant Application
- Demographic Data Table Version A
- Demographic Data Table Version B
- Current Dual Language Immersion Classroom Ratios
- SUPPLEMENT A: Proposed Goals & Outcomes
- SUPPLEMENT B: Detailed Timeline
- 2021-2024 Roadmap to ELL Achievement
- Budget - Applicant Information
 - Proposed Budget
 - Professional Development Budget
 - Instructional Materials Budget
 - Outreach Budget
 - Curriculum & Materials Budget
 - Teacher Recruitment Budget

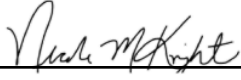
OUSD Grants Management Face Sheet

Title of Grant: Dual Language Immersion Grant	Funding Cycle Dates: 10-01-2022 to 06-30-2025
Grant's Fiscal Agent: <small>(contact's name, address, phone number, email address)</small> California Department of Education 1430 N Street, Suite 2204 Sacramento, CA 95814-5901 916-319-0845 dlig@cde.ca.gov	Grant Amount for Full Funding Cycle: \$400,000.00
Funding Agency: California Department of Education	Grant Focus: Supporting development of two way dual language programming, focusing on enrollment practices, affirming practices for ELs and African-American families, and professional development.
List all School(s) or Department(s) to be Served: Frick United Academy of Language, International Community School, Esperanza Academy, Greenleaf	


Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Strong two way dual language programming has been shown to provide academic and cognitive benefits for students and is aligned with CA priorities to expand access to dual language programming. Expanded programming also supports OUSD and CA goals related to increasing the number of students in receipt of the State Seal of Biliteracy.
How will this grant be evaluated for impact upon student achievement? <small>(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.22% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)</small>	Student assessment data on the ELPAC, Avant, i-Ready Spanish will all be evaluated to understand impact of programming upon student achievement. Grant includes required ongoing review of student outcome data.
Does the grant require any resources from the school(s) or district? If so, describe.	No
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? <small>(If yes, include the district's indirect rate of 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</small>	Services are being paid through an OUSD contract or MOU

Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Name/Title: Nicole Knight, Executive Director Site: 954 Address: 1000 Broadway Suite 440, 94601 Phone: (510) 551-8945 Email: nicole.knight@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Nicole Knight		10/28/22
Chief Academic Officer			

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Superintendent	Kyla Johnson-Trammell		12-1-2022

Grant Award Notification

GRANTEE NAME AND ADDRESS Kyla Johnson-Trammel, Superintendent Oakland Unified School District 1000 Broadway, Suite 300 Oakland, CA 94602				CDE GRANT NUMBER			
				FY	PCA	Vendor Number	Suffix
				22	25598	6125	00
Attention Nicole Knight, Executive Director				STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office English Language Learner, Multilingual Achievement				Resource Code	Revenue Object Code		01
Telephone 510-551-8945				7810	8590		INDEX
Name of Grant Program Dual Language Immersion Grant							0645
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date	
	\$400,000		\$400,000		10/1/2022	6/30/2025	
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency		
N/A	N/A	N/A			N/A		
<p>I am pleased to inform you that you have been funded for the Dual Language Immersion Grant, authorized by the Education Omnibus Budget Trailer Bill Act of 2021, Assembly Bill 130, Chapter 44, Section 158 of the Statutes of 2021.</p> <p>This award is made contingent upon the availability of funds. If the Legislature acts to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) to:</p> <p style="text-align: center;">Lorrie Kelling, Education Programs Consultant Language Policy and Leadership Office California Department of Education 1430 N Street, Suite 2204 Sacramento, CA 95814-5901</p>							
California Department of Education Contact				Job Title			
Lorrie Kelling				Education Programs Consultant			
E-mail Address					Telephone		
DLIG@cde.ca.gov					916-319-0386		
Signature of the State Superintendent of Public Instruction or Designee					Date		
					October 14, 2022		
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS							
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i>							
Printed Name of Authorized Agent				Title			
Gary Yee				President, Board of Education			
E-mail Address					Telephone		
Signature					Date		
					12-1-2022		

Grant Award Notification (Continued)

The grantee will expand or establish dual language immersion (DLI) programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

The Dual Language Immersion Grant (DLIG) funds shall be used for activities that directly support the development of DLI programs in elementary and secondary schools, grades TK-12, including: instructional materials and resources, professional development for teachers and school administrators, teacher recruitment, development of instructional materials, development of curriculum, and/or family and student outreach.

Funds provided under this grant may not be used for supplanting of existing funding and efforts; classroom teacher salaries (stipends for supplemental work beyond the contract day are allowable); administrator salaries; acquisition of equipment for administrative or personal use; acquisition of furniture (e.g., bookcases, chairs, desks, file cabinets, tables); food services, refreshments, banquets, meals; purchase of space; payment for memberships in professional organizations; purchase of promotional favors, such as bumper stickers, pencils, pens, or T-shirts; rental of venue for providing professional development; subscriptions to journals or magazines; or travel to states included in Prohibition on State-Funded and State-Sponsored Travel to States with Discriminatory Laws (*Government Code*, Section 11139.8) list found at the Office of the Attorney General web page at <https://oag.ca.gov/ab1887>.

The grantees may use grant funds to enter into subcontracts with one or more educational service providers to assist in conducting the activities outlined in the purposes of this grant.

DLIG Reporting Requirements

Ongoing communication with the California Department of Education (CDE) is an integral part of the reporting requirements. The grantees will participate in an orientation meeting and at least one meeting for each grant year, to be convened by the CDE. The CDE may provide opportunities for technical assistance during additional meetings.

Additionally, the following regular reporting will be completed and submitted by each grantee:

- A semi-annual fiscal activity report;
- A semi-annual narrative progress report that includes a description of accomplishments, challenges, identified resources, effective practices, and next steps to be developed; and
- An annual program report including data on the implementation of the goals and activities described in the proposed plan.

If the required reports are not provided, program activities are not completed, or there is a lack of participation in meetings, the CDE may halt funding to the grantee.

Terms and Conditions

No extensions of this grant will be allowed. Grantees are not to make any significant changes to the budget without prior CDE approval.

Assurances and Certifications

The individual acting as the authorized agent must agree to:

- Appendix C of the Request for Applications, DLIG Project Statement of Assurances, and the
- General Assurances and Certifications - <https://www.cde.ca.gov/fq/fo/fm/ff.asp>

Applicants do not need to sign and return the Project Statement of Assurances and General Assurances and Certifications. Instead, applicants must download the current year General Assurances and Certifications to keep on file and make available for compliance reviews, complaint investigations, or audits. The signature on the Grant Award Notice acknowledges the grantee is committed to comply with the assurances and certifications associated with the grant.



CONTINUOUS SCHOOL IMPROVEMENT DIVISION

March 9, 2022

To whom it may concern:

Please accept this letter of commitment in regard to OUSD's application to the Dual Language Immersion Grant (DLIG) on behalf of four of our school sites. Providing pathways to bilingualism and biliteracy for our English Language Learners and English Only students is a high priority in OUSD and the requested funds would significantly support our work to advance this vision. Specifically, the requested funds would support our efforts to build two-way Dual Language programming that is inclusive of the African-American communities in which the four named schools are located.

In OUSD, our work with English Language Learners is grounded in three beliefs which are consistent with the goals of DLIG and our application:

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

OUSD is also working to address the impact of structural societal racism over many generations on our African-American families, and providing access to the strong Dual Language Immersion programming holds the promise not only of the cognitive benefits of multilingual education, but also of increasing the representation of African-American students receiving the State Seal of Biliteracy, a key indicator in our pursuits in alignment with the CA Ed.G.E. Initiative.

Our English Language Learner and Multilingual Achievement (ELLMA) department has been building capacity and systems for years to enable strategic investments in our multilingual programming, and is poised to leverage these resources to significant impact on our programs and for our students and families. Please consider OUSD's grant with my strong endorsement.

Sincerely,

Sondra Aguilera
Chief Academic Officer

[Accessible Version](#)**Application**

Dual Language Immersion Grant

Multilingual Support Division

This application allows eligible entities to apply for the Dual Language Immersion Grant (DLIG). Before completing this application, review the DLIG Request for Application (RFA) document found on the [California Department of Education \(CDE\) DLIG web page](#).

The applicant must select the **Save Responses** button if they do not intend to complete the form in one session. Once the applicant selects the **Save Responses** button, a web page will appear with a unique URL (web address) that asks for the applicant's email address. As best practice, copy the unique URL from this page. The applicant will receive the same unique URL at the email address provided. Use this unique URL to return to the saved DLIG Application.

All fields in the application are required unless otherwise noted. The applicant must adhere to the character limits for each of the fields.

Inquiries regarding this grant can be submitted to the Language Policy and Leadership Office by email at DLIG@cde.ca.gov.

Applicants must complete and submit the application through this online system. The Multilingual Support Division (MSD) must receive online submissions on or before **4 p.m. on March 18, 2022**.

Applicant Information

Project Director Information:

Project Director First Name:

Nicole

Project Director Last Name:

Knight

Project Director Title:

Executive Director

Office:

English Language Learner, Multilingual Achievement

Project Director Telephone: (999-999-9999)

510-551-8945

Project Director Telephone Extension:
(optional)

Project Director Email Address:

nicole.knight@ousd.org

Type of Eligible Entity Applying:

- ☐ School
- ☒ District
- ☐ County Office of Education
- ☐ Charter School
- ☐ Consortium

Name of Entity Applying: (complete spelling; do not use acronyms)

Nicole Knight

Mailing Address:

Street Address:

1000 Broadway, suite 440

Street Address 2: (optional)

City:

Oakland

State:

CA

Zip Code:

94607

Fiscal Agent Information: (optional)

Fiscal Agent First Name:

Fiscal Agent Last Name:

Fiscal Agent Title:

Fiscal Agent Telephone Number: (999-999-9999)

Fiscal Agent Telephone Extension:

Fiscal Agent Email Address:

Target School(s) and Current Dual Language Immersion (DLI) Program Status: (? of 500 characters maximum)

Provide the name(s) of the target schools and current DLI program status (new, expanding):

4 NEW programs at the following sites: International Community School (K-5), Esperanza (TK-5) Greenleaf (TK-8) The 3 sites above are currently one-way developmental bilingual programs. Greenleaf is still growing as a one-way program, currently in TK-4th with plans to expand through 8th. Frick United Academy of Language (FUAL), 6-8. Currently a middle school with a language enrichment program, this grant would establish a DLI strand for one cohort.

Consortium Members: (if applicable; if not applicable use 'N/A'; ? of 500 characters maximum)

If applying as a consortium, provide the name of each participating member:

N/A

Student Language Profile Data: (? of 1,000 characters maximum)

Provide demographic data for potential participating students' language profiles. Include the number of English learners (EL), initially fluent English proficient (IFEP), reclassified fluent English proficient (RFEP), and English only (EO) students in each grade level. Use the Demographic Data Table Template found on the [CDE DLIG RFA web page](#):

See documents in zip file entitled "Demographic Data Table Version A" and "Demographic Data Table Version B". Version A provides expected numbers through the grant period. Version B provides expected numbers once the DLI programs are fully articulated with the expectation that the program is growing one grade-level per year. The grant would expand the opportunity for DLI program enrollment to more than 1800 additional students and would allow us to integrate our historically linguistically and racially segregated schools, with a strong focus on serving English Learners and low-income African American students.

Current Classroom Language Profile Ratios: (if applicable; if not applicable use 'N/A'; ? of 3,000 characters maximum)

Describe student language profile (EL, IFEP, RFEP, EO) classroom ratios (percentage) for the current DLI program (if applicable). Use the Classroom Language Profile Ratios Template found on the [CDE DLIG RFA web page](#):

See document attached in zip file entitled "OUSD DLI Classroom Ratios March 2022". The data comes from our two existing DLI programs: Melrose Leadership Academy, a TK-8, and Manzanita Seed, a TK-5. It is important to note that a DLI enrollment policy was Board adopted and instituted 3 years ago once we began to see large demand for these schools among English-only and middle/upper class families. Once implemented, language balance stabilized and we are close to a 50-50 language as well as SES balance. This enrollment policy will be applied to new programs that are currently one-way bilingual once they reach the threshold of 33% enrollment of English speakers.

Application Narrative

Provide a narrative that clearly and concisely describes the applicant's plan to expand a current or establish a new DLI program. Address the prompts for the sections below within the narrative. The evaluation rubric in Appendix A of the DLIG RFA describes how the responses will be evaluated.

The Context

1. **The Context: (? of 1,500 characters maximum)**
 Describe the applicant's location and local demographics.
 Describe how the applicant has already assessed community interest in DLI programs and how the needs assessment was conducted.
 Describe why the applicant is applying for the DLIG:

OUSD is located in the 4th most diverse city in the US (World Population Review). Of 34,248 students currently enrolled, 45% are Latino, 21% African American, 11% Asian and 11% White. Over 50% speak a LOTE, with close to 33% EL. As an urban hub, OUSD outpaces other districts in enrollment of newly arrived immigrants; many are children of migrant families seeking asylum from Central America, with the largest group from Guatemala, speakers of Mayan Mam. 73% of students qualify for free and reduced lunch. We gauge family interest in DLI through the annual school choice process. Existing Dual Language programs are among the schools in highest demand, consistently receiving 2x the number of 1st choice applications compared to neighboring schools. The current waitlist for fall 2022 at our 2 DLI programs is over 400, even while enrollment declines district-wide. We engage families through forums such as LCAP parent advisory, DELAC, as well as local school communities and find that multilingual programming is consistently named as a priority, among both ML and EO families. We are applying for this grant as a key strategy to address the equity and opportunity gaps across our system and to realize our vision of a PK-12 grade multilingual pathway. Currently 1040 students are enrolled in DLI and 1730 in 1-way developmental programs. This grant will give over 2860 students the opportunity to enroll in 2-way DLI programs when fully articulated.

The Context (part 2): (*? of 1,500 characters maximum*)

Describe the available resources (funding, staff support for DLI, family and community support for DLI, the current number of bilingual teachers by grade level that are authorized to teach in a DLI program, etc.)

Describe related programs in and beyond the school (i.e. preschool with primary language instruction/home language support, expanded learning opportunities, etc.) and how these are articulated with the proposed DLI program:

Because the development of a PK-12th multilingual pathway has been a key priority for over 10 years, we have established robust systems and ongoing investments to support multilingual instruction, such as dedicated central staff including 3 ML specialists, an adopted Dual Language Arts curriculum and assessment program, targeted recruitment efforts of bilingual teachers, plans for a bilingual teacher residency program, and an enrollment policy that ensures language balance in DLI programs. We currently have 93 teachers with bilingual authorizations (TK/K - 20; 1st/2nd- 31; 3rd-5th-17; 6th-8th- 22). Additionally, the expansion of quality multilingual programming into both TK and PK is a current focus and is supported by a new Early Literacy ML specialist to align multilingual instructional practices and program from PK-3rd grade. The grant activities at elementary include expanding TK and alignment to PK language programs with attention to the 4 PK sites in close proximity to participating sites, which are candidates for becoming formalized DLI PK programs. At the high school level, our dual enrollment office is working with local community colleges to increase opportunities for advanced language study including career oriented classes such as medical and legal interpretation. Expanded Learning programs, such as after school and summer school include multilingual enrichment opportunities at all sites participating in the grant.

Goals and Expected Outcomes

2. **Goals and Expected Outcomes:** (*? of 2,000 characters maximum*)

Describe the theory of action for expanding or establishing a DLI program that integrates the EL Roadmap Policy Principles and the cycle of continuous improvement.

Describe the research that supports the theory of action and the program design:

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” (www.ousd.org/elma/goals). We believe we can advance this vision if we focus on 3 goals: 1. DLI programs established at four school sites within a PK-8th grade aligned system. (alignment to EL Roadmap principles: 1A; 1D; 2G; 3A; 4A; 4C) 2. Program Design centers the needs of AA and EL students to ensure full access to the benefits of DLI. (Principles: 1A; 1B; 2A; 2F; 3A; 3C; 3D) 3. Culturally and linguistically affirming practices ensure all students thrive academically and social-emotionally. (Principles: 1C; 1D; 2B; 2C; 2E; 3D) We will attend to all 3 components of the continuous improvement cycle that are already integral to OUSD as described in Chapter 7 of Improving ML Education: 1) organizational culture that deepens collective responsibility across central office such as expanding our definition of success to include biliteracy metrics; 2) refinement of policy and management such as developing and resourcing integrated and extended supports for low-income AA and EL students; and 3) investing deeply in educators through sustained, equity-focused and inquiry-driven PD. Examples of how the research supports the theory of action: Two-way DLI programs have shown to consistently close the achievement gap for ELLs (August & Shanahan, 2006; 2010; Reardon & Valentino, 2014; Thomas & Collier, 2000, 2012). A clear language allocation including integrated and

designated language development is necessary for ELs; this proposal extends such supports to SLD for Spanish Learners (CA ELA/ELD framework, Guiding Principles for DL Education). Culturally and linguistically affirming practices for all students (EL and AA students) are critical to their academic and social-emotional success (ELA/ELD Framework, Chapter 9).

Goals and Expected Outcomes (part 2): (*? of 1,000 characters maximum*)

Describe the program implementation goals and measurable student outcomes in detail for the overall project and for each fiscal year. Include details about how the program implementation and measurable student outcomes advance the applicant's attainment of the three DLI program goals:

See SUPPLEMENT A for details. Y1 goals: Articulated language allocation plan at 4 sites. PD series on SLD/ELD & fostering a thriving cross-cultural community. Y1 outcomes: 1) collect baseline data on EL & AA student connectedness. 2) increase EL & AA students receiving biliteracy pathway awards by 5% points. Y2 goals: >15% of TK/K cohorts are native English speakers. 6-8 DLI strand reaches 25% instruction in Spanish. Pilot SLD approach and equity strategies. Y2 outcomes: 1) Increase positive responses about connectedness among EL & AA students by 5% points 2) Increase # of EL & AA students receiving biliteracy pathway awards by 10% points. Y3 goals: >33% of TK/K cohorts are native English speakers. 6-8 DLI strand reaches 50% instruction in Spanish. Established SLD approach and implemented equity strategies. Y3 outcomes 1) Increase positive response rates about connectedness by 10% points. 2) Increase # of EL and AA students receiving biliteracy pathway awards by 15% points.

DLI Program Implementation Plan

3. DLI Program Implementation Plan: (*? of 2,000 characters maximum*)

Describe the implementation plan, including the actions to be taken to reach the DLI program goals and the expected student outcomes. Include a timeline of activities.

Describe the additional resources that are needed to expand or establish the DLI program.

Describe how the program will be inclusive for all enrolled students, including different typologies of English learners, students with disabilities, etc.:

See SUPPLEMENT B for details. Timeline: Fall 2022 Family engagement on vision for DLI program at all 4 sites. Research effective SLD approaches, attention to AA students. Develop/implement baseline survey on connectedness. Listening sessions with AA & EL students and families and ELL/AA shadowing to identify equity strategies. Spring 2023 Family recruitment at PreK, childcare centers, etc., Develop brochures, videos and other recruitment assets. Identify SLD approach to pilot in 23-24 SY. PD: for leaders on program design centering needs of ELL & AA students; for teachers on ELD, SLD, and culturally affirming practices. Fall 2023 Continue family recruitment strategies. Draft SLD framework and progress monitoring tools for piloting. Begin SLD pilot. Continue PD activities. Implement revised language allocation plan across 4 sites. Spring 2024 Complete SLD pilot and determine approach for full implementation. Implement equity strategy for connectedness (incl. SEL practices, RJ, culturally affirming celebrations) Continue PD activities. 2024-25 school year Establish family outreach toolkit, train Community School Managers in effective strategies. Continue PD activities, add coach /teacher leadership strand to to sustain learning. Share learning in DLI cross-site community and support leaders to develop 3-year plan for continued implementation of DLI program. Resources needed: Central coach to support 4 sites on

recruitment, family engagement, program design and PD activities. Stipends for PD for teachers and for leadership teams to work on program design Content development, especially SLD Inclusion strategies: At all 4 sites, there are existing supports/dedicated staff to support newcomers, embedded supports for at-risk/LTEL students and a full continuum of SPED services. We will strengthen these through grant activities with focus on culturally affirming practices and ensuring students with IEPs have equal access to language program to the extent possible.

DLI Program Implementation Plan (part 2): (*? of 2,000 characters maximum*)

Describe support for the socio-emotional development of participating students so that all students have full access to the program goals for proficiency and academic achievement in each language.

Describe how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and attainment of the desired student language proficiency and academic achievement outcomes:

Social-emotional development: As a full-service community school, we take a whole-child approach including wrap-around services, learning partnerships and an explicit integration of the SEL competencies (self-awareness, social awareness, etc.) into school-wide norms and classroom routines through Caring School Communities in TK-5 and an advisory structure in 6-8. PBIS is used to teach and reinforce prosocial behaviors. Because DLI programs bring together diverse communities, CDE's Transformational SEL guidance will be used to identify strategies to form positive relationships among families, staff and students, and engage in inquiry around how historically marginalized student groups are experiencing school through shadowing and focus groups. Connectedness and identity, key in language development, is addressed through affirming practices and mutual respect as described in the cross-cultural section below. Evaluation: The project team will conduct a 2x/yr data review looking at all systems levels: organizational practices, educator capacity and student outcomes. We will refine existing data visualization dashboards and create new ones to monitor progress and evaluate outcomes specific to development in both languages of instruction and academic achievement. Data will be disaggregated by race, language, and EL status to examine equity impact. The team will surface patterns of success as well as areas of need in order to adjust plans towards the stated goals and outcomes. In addition to the evaluation of goals and assessment described in the next 2 responses, we will implement 2x/yearly ELL Reviews, an established practice in which we evaluate a school's implementation of the 5 OUSD ELL Essential Practices (access and rigor; comprehensive ELD; data-driven decision; asset-based approach; and whole child) through classroom observations, focus groups and artifact collection, providing a full picture of school and classroom practice to inform and adjust our activities.

DLI Program Implementation Plan (part 3): (*? of 2,000 characters maximum*)

Describe how and what implementation data will be collected and analyzed to determine both the program goals are met and the students are successful in each of the DLI program areas.

Describe the intended plan for student assessment, including possible processes or tools for assessment in the Language Other Than English (LOTE) and English:

Implementation data will be collected for each of the primary program goals. 1) DLI establishment: enrollment data demonstrating progress towards language balance required by DLI, disaggregated by home language, EL status and race/ethnicity. 2) Program design centering ELL and AAs, including differentiated ELD and SLD: 1) artifacts such as language allocation plans and aligned master schedules including ELD/SLD; 2) ELL Reviews, including classroom observations and focus groups to assess program quality. 3) Culturally and linguistically affirming practices: 1) student/ family surveys and

focus groups to measure growth in connectedness and positive cultural and language identity, disaggregated by home language, EL status, and race/ethnicity. 2) ELL Reviews to assess affirming and responsive teaching practices and cross-cultural community building. Student success in the program will be determined by progress in biliteracy as measured by biliteracy pathway awards, academic achievement as measured by curriculum and standards-based assessments in both languages, and cross-cultural understanding as measured by writing prompt analysis, classroom observations, and interviews/ focus groups. Assessment: OUSD has an established assessment and reporting system that measures both literacy and language development in English and Spanish, and is reflected in TK-5 district-wide assessment calendars. DRDP is used in TK and I-Ready is utilized in English and Spanish in K-5. We use the AVANT to measure Spanish language development in grades 3-8. We adopted Benchmark's Advance/Adelante that includes standards-based assessments in both languages. All content area materials are available in both languages, and assessment is aligned to the language of instruction. Taken together, the assessment data provides a clear picture of both biliteracy and academic achievement. Grant activities will include needed development in the area of assessment for grades 6-8.

DLI Program Implementation Plan (part 4): (? of 2,000 characters maximum)

Describe plans for strengthening the applicant's system for sustaining a cohesive program over time, including staff and student recruitment and retention, professional development, and the purchase of and/or development of program materials and curriculum.

Describe how the funds in the Local Control Accountability Plan (LCAP) and the LCAP Federal Addendum, as well as any other plans for funds, further support the implementation of the DLI program for long-term sustainability:

Sustaining a cohesive program: Currently, the ELLMA (ELL/ML achievement) office works with district leadership to make programmatic decisions in service of a continuous PK-12 multilingual pathway, ensuring a coherent and aligned system. ELLMA works closely with the academics and data teams to ensure curricular adoptions and assessment systems address bilingual/DLI needs. Areas of systems improvement to allow for long-term sustainability that we will work towards during the grant period include: 1) Student recruitment focused on AA and ELL families: Resources that ensure support beyond the grant period include a family recruitment toolkit and on-line training materials for site staff. 2) Staff recruitment includes a bilingual teacher residency program, already in the planning phase. 3) Any materials identified for SLD will be incorporated into annual materials purchases. PD resources developed during the grant will be included in PD offerings for new-to-DLI teachers. The teacher leader/coach PD strand will build capacity at sites to continue and deepen implementation of key practices. 4) In Y3, sites will develop a 3-year plan to articulate future goals, action plans, and aligned investments. LCAP Action 1.4 in the OUSD 2021-24 LCAP includes committed investments in Multilingual programming in service of LCAP Goal 1 (All students graduate college, career and community ready) and lists these ongoing investments: - Spanish Language Specialists (2.0 FTE) - Early Learning Language Specialist (1.0 FTE) - DL curriculum adoption - Investments in PD, including stipends for participants and teacher leaders and conference costs - AVANT assessments to measure performance and progress in languages other than English The Federal addendum includes Title III investments such as multilingual instruction, ELD, and newcomer supports which ensure sustained support for both multilingual and identified equity work named in the grant goals.

Professional Learning

4. Professional Learning: (? of 2,000 characters maximum)

Describe the model (e.g. coaching, community of practice, coursework, etc.) that will be used during professional learning for teachers and administrators.

Describe the amount and/or intensity of the professional learning for participants, and the application and implementation of the professional learning:

Model: Our PL model is grounded in the QPLS: equity-centered, sustained, with a balance of input, collaborative planning and guided reflection of student learning. Coursework will be based on the grant outcomes (ELD, SLD, affirming practices) as well as on assessment of teaching practice at each site. A systems approach will be adopted so teachers experience shared learning on content, pedagogy and SEL, coaches are equipped to support implementation and deepen impact, and leaders have the knowledge and skills to create the conditions for impactful learning and to monitor implementation. PL will be differentiated by grade, developmental need and experience. Generally, new teachers will receive input on foundational content with guided and structured application, while experienced teachers will engage in inquiry-based learning such as lesson study and action research. Amount/ Time/ Application : Teachers: Cross-site learning will occur during summer institutes as well as invitational spaces during the year. Site-based PL aligned to grant goals will occur during regularly scheduled PLCs, generally weekly. Each site will have at least 1 yearly ELLMA-supported 6-8 week cycle of inquiry on a specific grant-aligned topic, which includes ELL Reviews pre and post cycle to assess need and measure impact of the PL. In-between session coaching will be provided to support implementation and provide ongoing feedback. All PL will include time and support to apply learning to lesson plans and reflect on the lesson outcomes. Coaches will receive job-embedded support and PL opportunities throughout, year 3 will include a monthly 2 hr community of practice to deepen expertise in the PL focal areas as well as sharpen instructional leadership skills such as leading effective PLCs, coaching and conducting equity-centered observations. Principals will meet 2/hr monthly as a cross-site community for shared learning and consultancies.

Language Allocation and Development

5. Language Allocation and Development: (*? of 3,000 characters maximum*)

Describe the program language allocation model and grade levels of implementation.

Describe how the program design promotes equal status of both the LOTE and English.

Describe how designated and integrated English language development will be delivered to English learners:

The 3 participating elementary schools have an existing developmental bilingual program; therefore, the language allocation is already established. All sites will revisit their design with consideration of the literacy and language needs of newly enrolled native English speakers, such as the inclusion of designated SLD. International Community School (ICS) and Esperanza use a 50-50 model. ICS is K-5, sequential literacy, while Esperanza is TK-5, simultaneous literacy. Greenleaf uses a 90-10 model, reaching 50-50 in 4th grade. Currently, the DL program is implemented TK-4 and will eventually grow to 8th grade. Frick United Academy of Language, grades 6-8, currently has a language enrichment program in which a leveled Spanish course (from Spanish 1 to EPH) is provided to all students. With grant support, Frick will begin a 50-50 DLI strand for one cohort of students per grade level, with aspirations to expand to more students in future years. While language allocation across sites varies, equal status of represented languages and cultures is a shared, core value. The 50-50 model clearly communicates from a design standpoint equal status, and the 90-10 model counters the prestige of the dominant language through a stronger allocation of Spanish in the early grades. Through the grant, we will deepen our work

to ensure that all home languages and home varieties, including African American Vernacular and represented indigenous languages (primarily Mayan Mam), are valued and used as a resource for instruction and family engagement. As a part of the bi-annual ELL Review, we will examine language representation in content instruction, classroom libraries, signage, assemblies and gather feedback from students/families on how they feel their languages are respected and celebrated. Integrated and designated ELD will be provided to all ELs in accordance with the California ELA/ELD Framework. For integrated ELD, we incorporate GLAD strategies across content areas. Many teachers in these participating schools are already GLAD certified; teachers who are not yet trained will be prioritized for summer GLAD PD. Similarly, we use a local approach called ALLAS for our middle school students, which provides rich opportunities for students to interact in meaningful ways, develop and apply new language, and access complex text and tasks through clear before, during, and after reading language routines. Designated ELD and SLD will be an expected component in the language allocation plans and aligned master schedules. Benchmark's Advance materials have an ELD component; these will be enhanced by OUSD signature strategies from GLAD and the ELA/ELD framework (sentence unpacking, text reconstruction, sentence puzzles, etc.). D-ELD will be differentiated by EL typologies (newcomers, LTEL, etc.), the priority will be for groupings to occur within the grade-level, and ideally the classroom, to ensure rich connections to grade-level content.

Cross-Cultural Understanding

6. Cross-Cultural Understanding: (? of 2,000 characters maximum)

Describe how cross-cultural understanding is addressed in the implementation plan.

Identify the skills to be taught (i.e. respect, acceptance, empathy, knowledge of other cultures, etc.) and how they will be implemented within the DLI program and school wide:

Despite OUSD's rich diversity, most students are linguistically and racially segregated. The establishment of DLI programs affords us the opportunity to interrupt patterns of segregation and create a thriving cross-cultural community through the power of language in schools where all cultures are affirmed and celebrated and students feel a sense of belonging, mutual respect, and positive identity. To this end, our proposal includes a focus on building cross-cultural understanding by 1) fostering positive identity and belonging through integration of culturally and linguistically affirming practices and 2) building cross-cultural community and addressing conflict through restorative justice practices. Affirming practices: Each site will identify targeted culturally affirming practices through inquiry, beginning with student shadowing and focus groups as well as equity audits to examine cultural representation reflective of the student body in curriculum, signage, art, assemblies, and staff. Examples of possible actions sites will take include: PD on culturally responsive teaching strategies; leveraging families to share their respective traditions, histories, and celebrations; integration of the arts from represented cultures. Cross-cultural community building Children need both formal opportunities to learn about each other's experiences and cultures as well as informal, play time to form friendships. PD for staff will include strategies such as use of morning circles and games that build cooperation, positive relationships, and connections across differences. In circle, specific skills will be taught, rehearsed, and reinforced such as empathy, cultural humility and curiosity, and respect. We will incorporate restorative justice (RJ) practices that proactively lay the foundation for productive conversations when conflict does arise. RJ repairing harm circles will be used to address conflict in ways that lead to healing, ultimately a strengthened community.

Project Leadership/Staff

7. **Project Leadership/Staff:** (*? of 750 characters maximum*)

Describe the selection of project leadership and personnel, their roles and responsibilities in the project, their professional development and/or learning, and the time commitment to the project (supporting documents may be included in the attachment upload)

Attach a curriculum vitae (CV) or résumé (one page maximum) for each of the DLIG Leadership team members. Include the bilingual authorizations for all personnel involved with this grant, as applicable.

Provide letters of commitment from the applicant's executive-level leadership committing to the terms of the DLIG to expand or establish a DLI program and sustain the program over time.

If applying as a consortium, provide letters of commitment from the executive-level leadership for each consortium member:

See SUPPLEMENT C for details on roles and responsibilities and time commitment The project team consists of ELLMA staff, a potential DLI school coach if grant is awarded, representatives from the Office of Equity and Research, Assessment and Data team, and the district SEL coordinator. Nicole Knight - Executive Director, ELLMA Tom Felix - Director of Language Programs, ELLMA Bernadette Zermeño - Multilingual Early Learning Specialist, ELLMA Maria Ingles - Multilingual Specialist, ELLMA Abel Guzman - Multilingual Specialist, ELLMA Anita Comelo - (new position if awarded) DLI School Program Coach, ELLMA Sonny Kim, SEL Coordinator Jerome Gourdine, Director of Student Targeted Supports, Office of Equity Rattana Yeang, Data Analyst

Application Budget

DLIG Proposed Budget requirements, are referenced in Section C: Application Budget of the DLIG RFA document.

Attachment Instructions:

Use the DLIG **Proposed Budget Template** available on the [CDE DLIG RFA web page](#). Include a detailed budget narrative (description) in the **Proposed Budget Detail** for each line-item in the three-year grant period. The narrative includes how the proposed costs are necessary, reasonable, and proportionate in terms of grant activities and outcomes. Provide sufficient detail and a calculation that justifies each line item. Group the line items by the object code series and provide lines for object code totals:

Save all supporting documents in a single zip file. Upload the zip file to the system.

ref:0000000772:Q8

Electronic Signature

Please select the statement below to declare:

- ☒ I have reviewed the DLIG Project Statement of Assurances and the General Assurances and Certifications for 2021–22 and hereby certify that each of the requirements contained therein will be met. I hereby certify that, to the best of my knowledge, the information in this application is correct and complete and agree to the submission of this application. As (insert title below) of the (insert name of agency below), I declare support of the application for the DLIG and commit my organization to completing all of the tasks and activities that are described in this application.

Title

Executive Director, English Language Learner, Multilingual Achievement (ELLMA)

Name of Agency

Oakland Unified School District

Type the authorizing official's name in the field below: *(serves as signature)*

Nicole Knight

Print and Submit

For a record of this application, select the **Print Responses** button below. Print responses before selecting the **Submit** button. Responses will not be available to the applicant after submitting to MSD.

Selecting the **Print Responses** button opens a separate, second window with printing options. After printing this application, return to the first survey window and select the **Submit** button to complete the submission of this application to MSD.

This application cannot be submitted from the second print window. **Failure to return to the first survey window and Submit will cause the responses to be lost and they will not be received by MSD.**

Upon selecting the **Submit** button below, the application responses will be sent to MSD. Applicants will then be redirected to the DLIG RFA web page. An automated confirmation will be sent via email to the individual identified as the Project Director in this submission.

Dual Language Immersion Grant Demographic Data Table Template

Oakland Unified School District

DATA TABLE VERSION A:
Projected Enrollment through DLIG Grant Period

Grade	EL	IFEP	RFEP	EO
TK	28	3	0	17
Kindergarten	136	6	0	74
First Grade	129	10	0	74
Sixth Grade	55	2	8	42
Seventh Grade	55	2	8	42

California Department of Education
February 2022

Dual Language Immersion Grant Demographic Data Table Template

Oakland Unified School District

DATA TABLE VERSION B:

Projected Enrollment once DLIG Supported Programming Fully Articulated

Grade	EL	IFEP	RFEP	EO
TK	28	3	0	17
Kindergarten	136	6	0	74
First Grade	129	10	0	74
Second Grade	110	11	18	80
Third Grade	99	12	26	82
Fourth Grade	77	10	38	76
Fifth Grade	66	12	52	75
Sixth Grade	71	5	26	67
Seventh Grade	65	4	33	67
Eighth Grade	59	3	42	65

California Department of Education
February 2022

Current Dual Language Immersion Classroom Ratios

Oakland Unified School District

Figures Reflect Demographics / Programming as of March 2022

Grade	EL	IFEP	RFEP	EO
TK 2 classrooms	18 / 51%	0 / 0%	0 / 0%	17 / 49%
Kindergarten 6 classrooms	65 / 45%	11 / 8%	0 / 0%	70 / 48%
First Grade 6 classrooms	67 / 45%	9 / 6%	0 / 0%	74 / 49%
Second Grade 6 classrooms	47 / 35%	16 / 12%	2 / 1%	70 / 52%
Third Grade* 6 classrooms	47 / 38%	4 / 3%	14 / 11%	60 / 48%
Fourth Grade* 5 classrooms	47 / 36%	18 / 14%	17 / 13%	47 / 36%
Fifth Grade* 5 classrooms	37 / 28%	17 / 13%	25 / 19%	53 / 40%
Sixth Grade* 3 classrooms	31 / 39%	8 / 10%	20 / 25%	20 / 25%
Seventh Grade* 2 classrooms	17 / 34%	8 / 16%	14 / 28%	11 / 22%
Eighth Grade* 2 classrooms	20 / 36%	6 / 11%	17 / 30%	13 / 23%

** Initial enrollment for students in these grades took place before the establishment of a board-approved Dual Language enrollment policy in OUSD specifically intended to maintain a necessary language balance for Dual Language Immersion programs. For the 2021-22 school year, only enrollment in grades TK, K, 1 and 2 reflect the impact of this policy, with an additional grade reflective of the policy in each successive school year.*

California Department of Education
February 2022

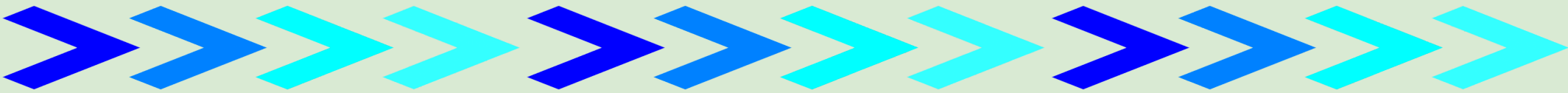
SUPPLEMENT A: Proposed Goals & Outcomes



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

	Goal 1 DLI Establishment DLI programs established at four school sites within a PK-8th grade aligned system.	Goal 2 Program Design Program Design centers the needs of AA and EL students to ensure full access to the benefits of DLI.	Goal 3 Affirming Practices Culturally and linguistically affirming practices ensure all students thrive academically and social-emotionally.	Outcomes
Year 1 Planning	Family and staff contribute to a shared vision for a DLI program at the 4 participating sites. Family education and recruitment with focus on ELL and African American (AA) families.	K-5/8 schools refine grade-by-grade language allocation with a two-way population in mind. 6-8 school develops a three year master schedule and hiring plan to achieve a 50/50 DL instructional strand.	Identification of strategies for improving connectedness especially for EL and AA students and families through a listening campaign. PD series on culturally and linguistically affirming and sustaining pedagogy, with a specific focus on ELD and SLD in the DLI context and building thriving cross-cultural classroom communities.	Baseline data collected on student and family connectedness and belonging with a focus on ELL and AA groups. Increase the number of EL and AA students receiving the biliteracy pathway awards by 5% points (based on bilingual literacy, language, and writing responses)
Year 2 Beginning Implementation	Focal schools increase enrollment of English native speakers in the 2023-24 SY, reaching at least 15% of TK/K cohorts in current one-way DL programs. Refined family outreach resources and activities with a focus on recruitment of EL and AA families based on year 1 lessons learned.	Pilot a Spanish Language Development (SLD) approach, and improve quality and parity of ELD program across sites. At 6-8 site, DLI strand provides more than 25% of instruction in Spanish.	Completed pilot of strategy to build connection and belonging among EL and AA students and families, including cross-cultural understanding. Completed PD series deepening culturally and linguistically affirming and sustaining pedagogy, specific focus on ELD & SLD in the DLI context, building thriving cross-cultural communities.	Increase positive response rates about connectedness and belonging among EL and AA students by 5% points. Increase the number of EL and AA students receiving the biliteracy pathway awards by 10% points.
Year 3 Deeper Implementation	Focal schools increase enrollment of English native speakers, reaching at least 25% of TK/K cohorts in current one-way DL programs for the 2024-25 school year and 33% for the 2025-26 SY. Established systems for ongoing family education and outreach, focus on recruitment of EL and AA families.	Implement a consistent SLD program, and improve quality and parity of ELD program across sites At 6-8 site, DLI strand provides 50% of instruction in Spanish.	Implementation of equity-based strategies to improve connection and belonging among EL and AA students and families across all sites. Site-developed inquiry on culturally and linguistically affirming and sustaining pedagogy, culminating in a learning forum to share best practices and lessons learned.	Increase positive response rates about connectedness and belonging among EL and AA students by 10% points. Increase the number of EL and AA students receiving the biliteracy pathway awards by 15% points.
California EL Roadmap Alignment	<ul style="list-style-type: none"> 1A: Language and Culture as Assets 1D: Family and School Partnerships 2G: Programmatic Choice 3A: Leadership 4A: Alignment and Articulation 4C: Coherency 	<ul style="list-style-type: none"> 1A: Language and Culture as Assets 1B: English Learner Profiles 2A: Integrated and Designated ELD 2F: Rigorous Instructional Material 3A: Leadership 3C: Assessments 3D:Capacity Building 	<ul style="list-style-type: none"> 1A: Language and Culture as Assets 1C: School Climate 2C: High Expectations 2E: Rigorous Instructional Material 3D:Capacity Building 	

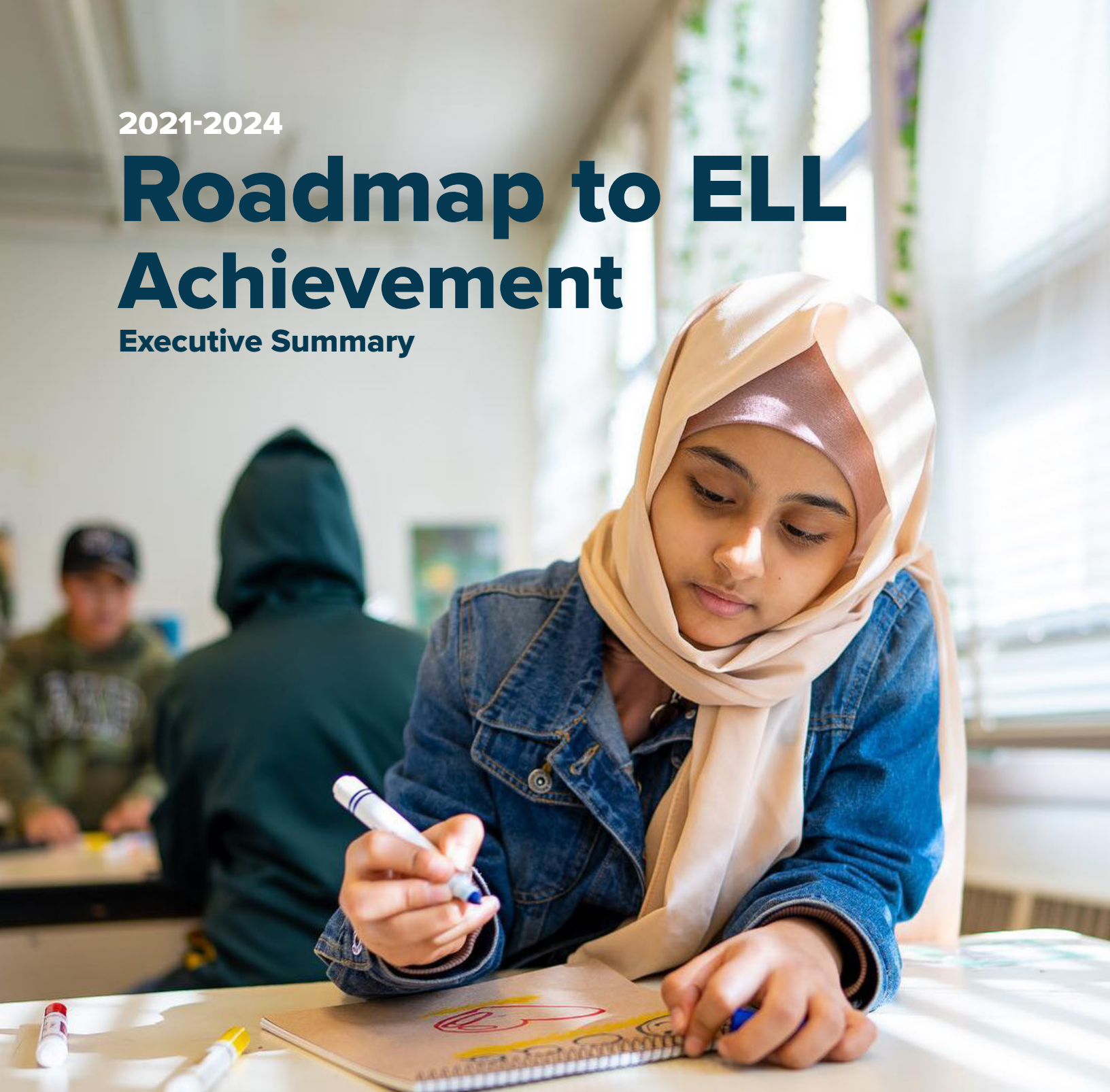
SUPPLEMENT B: Detailed Timeline

Goal 1 DLI Establishment	Series of family engagement and education sessions at participating schools around the vision and process of becoming a DLI program.	Family outreach activities to support 2023-24 enrollment, including Informational sessions at PreK, Head Starts, childcare centers and development of multilingual brochures, videos, etc.	Family outreach activities to support 2024-25 enrollment, with refinements based on Y1 lessons learned including: <ul style="list-style-type: none">- Informational sessions at PreK, Head Starts, childcare centers- Continued development of multilingual brochures, videos, and other assets		Family outreach activities for fall/winter enrollment season for SY 2025-26.	Establish family outreach/recruitment toolkit. Train Community School Managers in effective family outreach strategies.
Goal 2 Program Design	Research SLD programs and approaches, including existing OUSD practices. Develop language allocation and master schedule plans for 2023-24 and 2024-25 to inform hiring and student recruitment.	Convene cross-site teacher leader group to Identify an SLD program / approach to pilot in 23-24 SY. PD series for leaders (principal/ ILTs) on DLI visioning and program design centering the needs of ELL and AA students. Recruitment of teachers based on master schedule needs.	Begin pilot of SLD approach. Develop SLD progress monitoring tools for purposes of formative assessment and evaluation. Implement revised language allocation plans. Begin expanded Spanish instruction at 6-8 site to include one or more content areas.	Complete SLD pilot, evaluate results, and determine program/approach for full implementation. Make adjustments to the language allocation plan based on implementation and plan forward for continue program development. Recruitment of teachers based on master schedule needs.	Support implementation of SLD across all 4 sites. Continue expanded Spanish instruction at Frick MS to include at least two content areas.	Support 4 sites to develop a 3-year plan to continue to implement the growing DLI program including: <ul style="list-style-type: none">- Adjusted language allocation for grades new to DLI- Curriculum and assessment- ELD/SLD- Teacher recruitment
Goal 3 Affirming Practices	Develop and implement baseline survey on connectedness and belonging Listening sessions with AA and EL students and families / ELL/AA shadowing to better understand student experience	Professional development series on culturally and linguistically affirming and sustaining pedagogy, with a specific focus on ELD and SLD in the DLI context and building thriving cross-cultural classroom communities	Begin to implement equity strategy for connectedness (e.g. RJ circles, culturally affirming celebrations and assemblies) Begin PD activities services on ELD, SLD culturally and sustaining pedagogy	Continue equity and PD activities. Evaluate effectiveness to date to inform Y3 planning.	Continue PD activities Add a coach/teacher leadership strand to build capacity to sustain learning.	Share learning in DLI cross-site community.
						
	<i>Fall Semester</i> <i>July-December 2022</i>		<i>Spring Semester</i> <i>January-June 2023</i>		<i>Fall Semester</i> <i>July-December 2023</i>	<i>Spring Semester</i> <i>January-June 2024</i>
	Year 1 Planning		Year 2 Beginning Implementation		Year 3 Deeper Implementation	

2021-2024

Roadmap to ELL Achievement

Executive Summary



Oakland Unified School District

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



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students



Dear Oakland Community,

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

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

In partnership,



Nicole Knight

Executive Director

English Language Learner and Multilingual Achievement Office



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



0-3 Years

Enrolled in US schools fewer than 4 years. This includes newcomers and US-born ELLs.



4-6 Years

Enrolled in US schools for 4 to 6 years. We expect most ELLs to reclassify during this time period.



7+ Years, LTEL

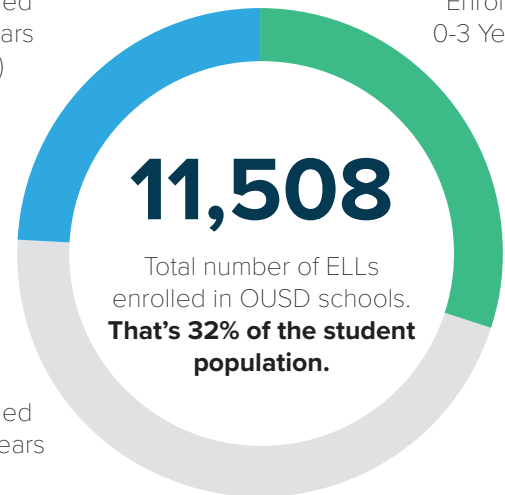
Long Term English Learner (LTEL). Enrolled more than 6 years in US schools. Special attention to LTELs is needed to ensure these students reach reclassification criteria as soon as possible.



ELLs ARE A THIRD OF OUSD'S ENROLLMENT

24%
Enrolled
7+ Years
(LTEL)

30%
Enrolled
0-3 Years



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

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



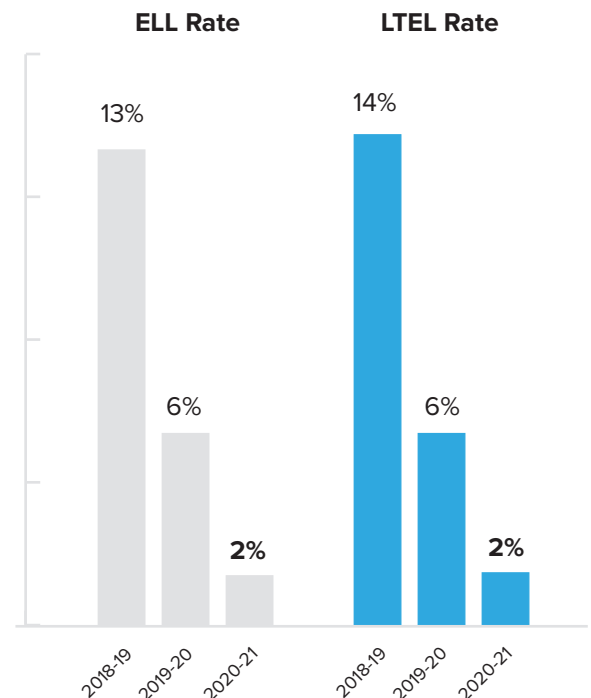
ELPAC SCORES DISTRIBUTION



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



RECLASSIFICATION RATES PLUMMET DURING PANDEMIC

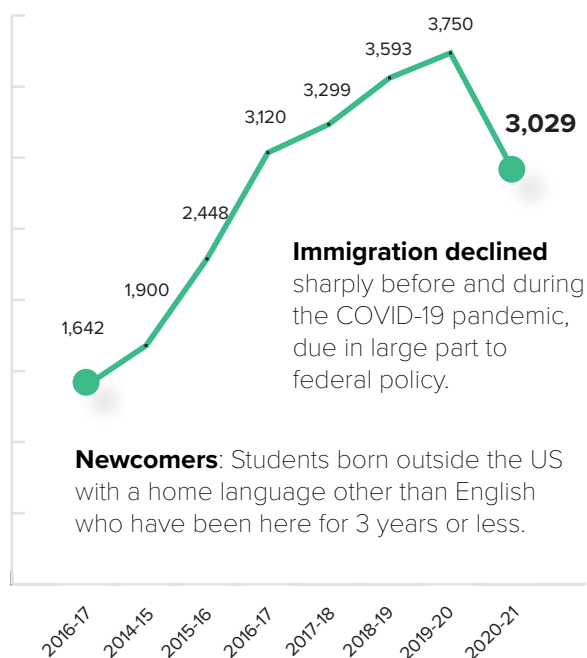




TOP 10 BIRTH COUNTRIES OF STUDENTS WITH A HOME LANGUAGE OTHER THAN ENGLISH



NEWCOMERS ENROLLMENT DECLINE IN 2020-21



TOP 10 HOME LANGUAGES (NOT INCLUDING ENGLISH)

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



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

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



A BRIEF HISTORY

ABOUT ELLMA

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

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

OUR 3 GUIDING BELIEFS

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





THEORY OF ACTION

OUR 5 ESSENTIAL PRACTICES

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



1. ACCESS AND RIGOR

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



2. INTEGRATED AND DESIGNATED ELD

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



3. DATA-DRIVEN DECISIONS

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



4. ASSET-BASED APPROACH

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



5. THE WHOLE CHILD

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

OAKLAND UNIFIED SCHOOL DISTRICT'S

LCAP GOALS

GOAL 1

ALL STUDENTS GRADUATE COLLEGE, CAREER, AND COMMUNITY READY.

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

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

GOAL 2

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

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

GOAL 3

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

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

GOAL 4

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

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



PRIORITY 1

EMPOWERING INSTRUCTION FOR ELLS

PRIORITY 2

QUALITY LANGUAGE PROGRAMS





PRIORITY 3

THE WHOLE CHILD

PRIORITY 4

CENTRAL SYSTEMS & PRACTICES

EMPOWERING INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

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

PROFESSIONAL LEARNING



Goals of Professional Development

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

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



Types of Professional Learning

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

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

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

CURRICULUM & PROGRAM



EL Education Designated ELD Units:

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



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

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



Continuous Improvement:

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



| PRIORITY 1 GOALS

EMPOWERING INSTRUCTION FOR ELLS

GOAL 1

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

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

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

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

GOAL 2

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

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

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

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

GOAL 3

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

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

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

GOAL 4

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

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

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

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



| PRIORITY 2 GOALS

QUALITY MULTILINGUAL PROGRAMS

GOAL 1 - MULTILINGUAL GOALS

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

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

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

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

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



GOAL 2 - NEWCOMER GOALS

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

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

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

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

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

MULTILINGUAL OAKLAND

THE GLOBAL CALIFORNIA 2030 INITIATIVE

The Global California 2030 Initiative calls for schools to “fully equip students with the world languages skills to succeed in the global economy and to fully engage with the diverse mixture of cultures and languages found in California and the world.” This ambitious initiative names biliteracy programs, specifically dual immersion, as key to meeting the following goals:



50%

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



3x

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

WHERE ARE WE IN OUSD?

101 students awarded

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

7 home languages

Number of home languages represented by the Seal awardees

2,833 students

Number of students currently enrolled in Dual Language programs

To date, **243 elementary and middle school students** have **already** met the World Language criteria to earn the Seal of Biliteracy upon high school graduation, based on the AVANT Spanish language test, including 14 from Lockwood STEAM, 31 from Esperanza, 42 from Global Family, 6 from Greenleaf, 31 from Manzanita SEED, and 96 from MLA.

WHY MULTILINGUALISM: THE ABC'S



Academic Achievement

Full closure of the achievement gap for ELLs: Dual language learning has been found to be the only method of second language acquisition to close the gap between ELLs and English-only speakers.

Higher achievement for all students: The mental discipline of learning a second language system translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages of the student. (Genesee and Lindholm-Leary, 2009). This applies to ALL language groups, including English Only students.



Bilingualism and Biliteracy

Full bilingualism for low-income English Only students: The Two Way model provides the full benefits of biliteracy to our lower-income students without families having to pay out of pocket for a private school.

Two languages learned simultaneously: The “additive bilingual” immersion setting allows all students to learn two languages simultaneously, rather than a “subtractive” model in which students learn English at the potential loss of home language (Howard, Sugarman, Perdomo and Adger, 2005).



Cultural Humility and Competence

A heightened level of multicultural awareness and communication skills fosters cultural competence and intergroup contact, appreciation, and empathy (Cummins, 1986; Adger, 2005).



INSTRUCTIONAL



Elementary Newcomer Teacher Leaders

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



Professional Development and Curriculum Support

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

Secondary Program Development



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

Early Literacy Support



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

WHOLE CHILD

Newcomer Wellness Initiative



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

Refugee and Asylee Student Assistance Program



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

Sanctuary District



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

OUSD STRATEGIES TO SUPPORT NEWCOMERS

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

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

End-of-Year

NEWCOMER TOTALS





PRIORITY 3 GOALS

THE WHOLE CHILD

GOAL 1

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

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

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



GOAL 2

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

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

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

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

GOAL 3

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

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

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



PRIORITY 4 GOALS

CENTRAL SYSTEMS & PRACTICES

GOAL 1

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

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

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

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

GOAL 2

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

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

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

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

GOAL 3

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

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

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



EVERY STUDENT THRIVES!

OUSD DLI Project Leadership Team / Bilingual Authorization Documentation

Team member, current title Including Bilingual Authorization Info	Proposed roles and responsibilities Time commitment to project	Areas of Expertise relevant to Project
Nicole Knight, Executive Director, English Language Learner & Multilingual Achievement (ELLMA), member of OUSD Central Leadership Team (i.e., cabinet) <i>Bilingual Authorization: Bilingual, Crosscultural, Language and Academic Development Certificate (Spanish), Document #010225589</i>	Project Director <ul style="list-style-type: none"> Hold the vision and direction for the project. Bring learning and implications of project to OUSD Central Leadership Team (i.e., cabinet) and ensure continued integration of multilingual work into district-wide vision and strategy Coordinate intra-district partnerships in service of grant goals Ensure completion of project milestones and activities 15% of time on project	<ul style="list-style-type: none"> Transformational improvement systems for EL/ML Equity-centered Professional Development Language program design and development ELD curriculum development National Board Certification in English as a New Language
Tom Felix, Director of Language Programs, ELLMA, member of OUSD Central Leadership Team	<ul style="list-style-type: none"> Align supports for newcomers and Students with IEPs in emerging DLI Programs Provide additional support for middle school grades at Frick United Academy of Language and Greenleaf Support evaluation and reporting 10% of time on project	<ul style="list-style-type: none"> School and district leadership with strong equity lens Newcomer programming and support Secondary ELD programs Leadership coaching Master scheduling Budget management
Anita Comelo, Principal, Bridges Academy <i>Bilingual Authorization: Multiple Subject Teaching Credential with BCLAD (Spanish), Document #200152067</i>	DLI School Coach (if full grant request is awarded) <ul style="list-style-type: none"> Provide direct support to 4 participating sites on program design and identification and implementation of equity strategies Hold cross-site PD and summer institute spaces focused on SLD, ELD, and affirming practices Lead development of SLD approach Support family outreach and engagement efforts Lead development of family outreach toolkit 60% of time on project (or 100% of a .6 FTE)	<ul style="list-style-type: none"> Principal experience beginning a Dual Language program School leadership, design, and transformation Equity-centered professional development Teacher and leadership coaching Family engagement
Abel Guzman, Spanish Language Specialist, ELLMA	<ul style="list-style-type: none"> Provide site-based PD and implementation support to 1 of the sites (Greenleaf) Support development of SLD approach 	<ul style="list-style-type: none"> Bilingual teacher and coach experience Language allocation design ELD/SLD, GLAD certified

<p>Bilingual Authorization: Multiple Subject Teaching Credential with BASP, Document #190005506</p>	<ul style="list-style-type: none"> Provide on-going implementation support for teachers on GLAD strategies in English and Spanish <p>15% of time on project</p>	<ul style="list-style-type: none"> Biliteracy development
<p>Maria Ingles, Spanish Language Specialist</p> <p>Bilingual Authorization: Bilingual, Crosscultural, Language and Academic Development Certificate (Spanish), Document #040220538</p>	<ul style="list-style-type: none"> Provide site-based PD and implementation support to 2 of the sites (ICS and Esperanza) Support development of SLD approach Provide on-going support for biliteracy and assessment practices <p>20% of time on project</p>	<ul style="list-style-type: none"> Bilingual teacher and coach experience Supported design and implementation of new Dual Language program Language allocation design ELD/SLD, GLAD certified Biliteracy development
<p>Bernadette Pilar Zermeño, Early Literacy Multilingual Specialist, ELLMA</p> <p>Bilingual Authorization: Bilingual, Crosscultural, Language and Academic Development Certificate (Spanish), Document #090214337</p>	<ul style="list-style-type: none"> Support alignment of DLI programs and instruction PK-K In collaboration with Early Childhood Education team, provide professional development and coaching support to PK and TK teachers across 3 participating elementary sites and 4 PK sites <p>15% of time on project</p>	<ul style="list-style-type: none"> Bilingual teacher and coach experience PK/TK program and instruction Cultural awareness and responsiveness Multilingual family engagement
<p>Jerome Gourdine, Director of Student Achievement and Targeted Supports, Office of Equity</p>	<ul style="list-style-type: none"> Consult on equity practices for African-American families and students Support African-American family outreach Support PD on affirming practices and equity strategies <p>5% of time on project</p>	<ul style="list-style-type: none"> School and district leadership Lead African-American Male Achievement program and other targeted initiative Leadership coaching on equity in school systems, program design, and classroom instruction
<p>Sonny Kim, Coordinator of Social and Emotional Learning</p>	<ul style="list-style-type: none"> Consult on SEL and equity practices Support PD on affirming practices and equity strategies <p>5% of time on project</p>	<ul style="list-style-type: none"> SEL integration into instruction, curriculum, and policy Instructional leadership at site and district levels
<p>Rattana Yeang, Data Analyst, Research, Assessment and Data</p>	<ul style="list-style-type: none"> Support data needs of project including revised and new data dashboard used for progress monitoring and evaluation <p>5% of time on project</p>	<ul style="list-style-type: none"> Data analysis and visualization Speciality in ELL, Bilingual and Newcomer data sets

Applicant Information

Dual Language Immersion Grant

Multilingual Support Division

California Department of Education

February 4, 2022

Applicant Information		Please type information below:
Applicant (Entity) Name:	Oakland Unified School District	
Project Director:	Nicole Knight	
Fiscal Agent Contact:	(Same as above)	
Telephone:	(510) 551-8945	
Email Address:	nicole.knight@ousd.org	
Total Proposed Budget:	\$379,835.37	

Proposed Budget Summary

Dual Language Immersion Grant

Multilingual Support Division

California Department of Education

Each application must include this form to reflect expenditures during the grant period.

Provide totals for each object code and ensure they align with the Proposed Budget Detail.

Add additional rows as needed.

Object Code	Line Item	Total Proposed Expenditures
1000	Certificated Personnel Salaries	\$258,032.50
2000	Classified Personnel Salaries	\$4,000.00
3000	Employee Benefits	\$74,406.50
4000	Books and Supplies	\$0.00
5000	Services and Other Operating Expenditures	\$23,389.88
5200	Project Staff Travel	\$0.00
7000	Indirect Costs - Cannot exceed 8 percent of fiscal	\$20,006.49
5100	Subagreement for Services	\$0.00
Total	for expenditures	\$379,835.37

Proposed Budget Detail - Professional Development

Dual Language Immersion Grant (DLIG)

Multilingual Support Division

California Department of Education

Fill out this form to provide a thorough and detailed justification of each identified cost.

Include how proposed costs are necessary and reasonable in terms of grant activities and outcomes.

Provide sufficient detail to justify each line item.

Provide breakdown/calculation for each line item total.

Group line items by the object code series and provide object code total.

Total by object code should match each object code total on the Proposed Budget Summary.

*Object Code: Refer to the California School Accounting Manual (CSAM) for more information, including a listing of object codes.

Definitions, Instructions, & Procedures web page at:

<https://www.cde.ca.gov/fg/ac/sa/>

Please add additional rows as needed.

Professional Development

Object Code Group object codes chronologically	Line Detail/Calculation Narrative: Provide justification and breakdown/calculation for each line item.	Year 1	Year 2	Year 3	DLIG Funding Total Proposed Expenditures
	<p>Current staff capacity is not adequate to reach all grant goals. DLI school coach position necessary to support 4 sites on program design, to lead PD and provide follow-up support on topics related to the grant goals in both at individual site communities and cross-site communities of practice:</p> <ul style="list-style-type: none"> - program design, centering needs of EL and AA students (for leaders) - ELD and SLD (for teachers and leaders) - culturally and affirming practices at school and classroom levels (for teachers, leaders, and other relevant staff) <p>Cost estimate is half of a part time salary for Teacher on Special Assignment, with the other half represented on the Outreach section of the budget detail.</p>				
1119	Addresses OUSD goals #2 (program design) and #3 (affirming practices)	\$27,500.00	\$27,500.00	\$0.00	\$55,000.00
	<p>Stipends for PD for teachers and for leadership teams to work on program design</p> <p>Stipends to compensate site-level teams including teachers to contribute to ongoing program design and professional development planning and facilitation. These site teams are proposed to be ongoing for all three years of grant program.</p> <p>Estimate based on 5 teachers each from 4 sites (20 teachers total) being compensated for a total of 21 hours of extra duty at union negotiated rate of \$38.50 (20 * \$38.50 * 21)</p>				
1120	Addresses OUSD goal #2 (program design)	\$16,170.00	\$16,170.00	\$16,170.00	\$48,510.00
	<p>Stipends for attendance of teachers at summer institutes each of the three years within the proposed grant period. Summer institute is intended to engage in deep learning and planning specific to ELD, SLD, and affirming practices.</p> <p>Estimate based on compensation for 25 teachers to attend 3 full days of PD (21 hours total) at union negotiated rate of \$38.50/hour. (25 * \$38.50 * 21) Where needed, will be supplemented by local funds.</p>				
1120	Addresses OUSD goals #2 (program design) and #3 (affirming practices)	\$20,212.50	\$20,212.50	\$20,212.50	\$60,637.50

	<p>In year 3 of the proposed grant activities, the creation of a cross site team of teacher leaders / coaches will be necessary to build leadership to sustain DLI programs after the grant period.</p> <p>Cost estimate is based on a facilitator and 2 teachers from each of the 4 program schools (9 individuals total) having 4 hours of extra duty each month of the school year (40 hours each) at the union negotiated rate of \$38.50 (9 * 40 * \$38.50)</p> <p>Stipends for site-based teacher leaders/ coaches to participate in a year-long community of practice to build capacity to sustain DLI program growth and instructional improvement. 40 * \$38.5 * 9</p>				
1120	Addressed OUSD goals #2 (program design) and #3 (affirming practices)	\$0.00	\$0.00	\$13,860.00	\$13,860.00
	Mandatory employee benefits for above employee compensation.				
3000	<p>OUSD guidance is to estimate benefits for employees paid their salary at 40% of salary total, and that estimate is applied to the DLI coach, the line item above under Object Code 1119.. Local guidance is to estimate 20% benefit cost for employees receiving extra compensation via extended contracts or overtime, and that percent is applied to the line items above in Object Code 1120.</p>	\$18,276.50	\$18,276.50	\$10,048.50	\$46,601.50
7000	Indirect costs at 5.56%	\$4,568.04	\$4,568.04	\$3,352.18	\$12,488.26
Total		\$86,727.04	\$86,727.04	\$63,643.18	\$237,097.26

Proposed Budget Detail - Instructional Materials and Resources

Dual Language Immersion Grant (DLIG)

Multilingual Support Division

California Department of Education

Fill out this form to provide a thorough and detailed justification of each identified cost.

Include how proposed costs are necessary and reasonable in terms of grant activities and outcomes.

Provide sufficient detail to justify each line item.

Provide breakdown/calculation for each line item total.

Group line items by the object code series and provide object code total.

Total by object code should match each object code total on the Proposed Budget Summary.

*Object Code: Refer to the California School Accounting Manual (CSAM) for more information, including a listing of object codes.

Definitions, Instructions, & Procedures web page at:

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Please add additional rows as needed.

Instructional Materials and Resources

**NOTE: OUSD proposes using existing resources for this purpose.
Therefore, grant funds are not requested for Instructional Materials.**

Object Code Group object codes chronologically	Line Detail/Calculation Narrative: Provide justification and breakdown/calculation for each line item.	DLIG Funding			Total Proposed Expenditures
		Year 1	Year 2	Year 3	
Object Code	Detail/Calculation/Breakdown	\$0.00	\$0.00	\$0.00	\$0.00
Object Code	Detail/Calculation/Breakdown	\$0.00	\$0.00	\$0.00	\$0.00
Object Code	Detail/Calculation/Breakdown	\$0.00	\$0.00	\$0.00	\$0.00
Object Code	Detail/Calculation/Breakdown	\$0.00	\$0.00	\$0.00	\$0.00
Object Code	Detail/Calculation/Breakdown	\$0.00	\$0.00	\$0.00	\$0.00
Object Code	Detail/Calculation/Breakdown	\$0.00	\$0.00	\$0.00	\$0.00
Object Code	Detail/Calculation/Breakdown	\$0.00	\$0.00	\$0.00	\$0.00
Total		\$0.00	\$0.00	\$0.00	\$0.00

Proposed Budget Detail - Family and Student Outreach

Dual Language Immersion Grant (DLIG)

Multilingual Support Division

California Department of Education

Fill out this form to provide a thorough and detailed justification of each identified cost.

Include how proposed costs are necessary and reasonable in terms of grant activities and outcomes.

Provide sufficient detail to justify each line item.

Provide breakdown/calculation for each line item total.

Group line items by the object code series and provide object code total.

Total by object code should match each object code total on the Proposed Budget Summary.

*Object Code: Refer to the California School Accounting Manual (CSAM) for more information, including a listing of object codes.

Definitions, Instructions, & Procedures web page at:

<https://www.cde.ca.gov/fg/ac/sa/>

Please add additional rows as needed.

Family and Student Outreach

Object Code Group object codes chronologically	Line Detail/Calculation Narrative: Provide justification and breakdown/calculation for each line item.	DLIG Funding			Total Proposed Expenditures
		Year 1	Year 2	Year 3	
	DLI school coach necessary to support new family outreach by: - establishing connections and partnerships with community centers, PKs, childcare centers - facilitating the development of a family outreach toolkit including brochure template, videos, etc. - training Community School Managers and other staff in family outreach to target populations (EL and AA students) Cost estimate is half of a part time salary for Teacher on Special Assignment, with the other half represented on the Professional Development section of the budget detail.				
1119	Addresses goal #1 (DLI establishment)	\$27,500.00	\$27,500.00		\$55,000.00

	<p>In depth family engagement to build awareness of and shared vision for DLI program models with families is a priority in Year 1. This line item is to compensate OUSD staff for work outside of contract hours to support these engagements as well as provide child care where needed to enable family participation.</p> <p>Cost estimate is based on these assumptions: Provide opportunity to each of the 4 project schools to have up to six family engagements as well as one cross site engagement (25 engagements total) of 2 hour duration with support from 4 OUSD staff members providing both facilitation and translation at contract rates for classified extra duty hours, estimated at approximate \$20/hour (actual rates fluctuate by job classification). (25 * 2 * 4 * \$20)</p>				
2220	Addresses goal #1 (DLI establishment) and #3 (affirming practices)	\$4,000.00	\$0.00	\$0.00	\$4,000.00
3000	<p>Mandatory employee benefits for above employee compensation.</p> <p>OUSD guidance is to estimate benefits for employees paid their salary at 40% of salary total, and that estimate is applied to the DLI coach, the line item above under Object Code 1119. Local guidance is to estimate 20% benefit cost for employees receiving extra compensation via extended contracts or overtime, and that percent is applied to the line item above in Object Code 2220.</p>	\$11,800.00	\$11,000.00	\$0.00	\$22,800.00
5825	<p>Contract with vendor (e.g. videographer/ graphic designer) to develop assets to support family outreach/recruitment of students aligned to DLI program model which highlight the affirming practices of DLI programs. Assets such as brochures, vidoes, and websites will be needed in order to support the efforts to build student enrollment aligned with program principals.</p> <p>The requested budget will provide for initial development of assets in Year 1 with refinement and additional development in Year 2, to build tools to be used on an ongoing basis beginning from Year 3 forward beyond the grant term. Based upon recent experience of the cost necessary to produce this type of recruitment material, we may seek additional financial support to expand the proposed work funded through DLIG.</p>	\$11,604.94	\$11,784.94	\$0.00	\$23,389.88
7000	Indirect Costs @5.56%	\$3,052.71	\$2,795.84	\$0.00	\$5,848.56
Total		\$57,957.65	\$53,080.78	\$0.00	\$111,038.44

Proposed Budget Detail - Curriculum and Instructional Materials Development

Dual Language Immersion Grant (DLIG)

Multilingual Support Division

California Department of Education

Fill out this form to provide a thorough and detailed justification of each identified cost.

Include how proposed costs are necessary and reasonable in terms of grant activities and outcomes.

Provide sufficient detail to justify each line item.

Provide breakdown/calculation for each line item total.

Group line items by the object code series and provide object code total.

Total by object code should match each object code total on the Proposed Budget Summary.

*Object Code: Refer to the California School Accounting Manual (CSAM) for more information, including a listing of object codes.

Definitions, Instructions, & Procedures web page at:

<https://www.cde.ca.gov/fg/ac/sa/>

Please add additional rows as needed.

Curriculum and Instructional Materials Development

Object Code Group object codes chronologically		Year 1	Year 2	Year 3	DLIG Funding Total Proposed Expenditures
1120	A coherent and shared Spanish Language Development (SLD) approach does not exist. Funds are necessary to support the development of an SLD framework including scope of SLD standards, lesson design, instructional routines and strategies (drawn from GLAD and ELA/ELD Framework) and lesson exemplars. The funding will pay for a cross-site team of teachers and teacher leaders/ coaches to develop these curricular resources under the leadership of the project team. Estimate for Year 1 is based on 150 hours of extra compensation for teacher leaders at union negotiated rate of \$38.50 (150 * 38.50), and for years 2 and 3 for 250 hours at the same rate of \$38.50 (250 * \$38.50). Addressed OUSD goal #2 (program design)	\$5,775.00	\$9,625.00	\$9,625.00	\$25,025.00
3000	Mandatory employee benefits for above employee compensation. OUSD guidance is to estimate 20% benefit cost for employees receiving extra compensation via extended contracts or overtime, and that percent is applied to the line item above in Object Code 1120.	\$1,155.00	\$1,925.00	\$1,925.00	\$5,005.00
7000	Indirect Costs @ 5.56%	\$385.31	\$642.18	\$642.18	\$1,669.67
Total		\$7,315.31	\$12,192.18	\$12,192.18	\$31,699.67

Proposed Budget Detail - Teacher Recruitment

Dual Language Immersion Grant (DLIG)

Multilingual Support Division

California Department of Education

Fill out this form to provide a thorough and detailed justification of each identified cost.

Include how proposed costs are necessary and reasonable in terms of grant activities and outcomes.

Provide sufficient detail to justify each line item.

Provide breakdown/calculation for each line item total.

Group line items by the object code series and provide object code total.

Total by object code should match each object code total on the Proposed Budget Summary.

*Object Code: Refer to the California School Accounting Manual (CSAM) for more information, including a listing of object codes.

Definitions, Instructions, & Procedures web page at:

<https://www.cde.ca.gov/fg/ac/sa/>

Please add additional rows as needed.

Teacher Recruitment

NOTE: OUSD proposes using existing resources for this purpose and is developing plans for a bilingual teacher residency. Therefore, grant funds are not needed for this purpose.

Object Code Group object codes chronologically	Line Detail/Calculation Narrative: Provide justification and breakdown/calculation for each line item.	DLIG Funding			Total Proposed Expenditures
		Year 1	Year 2	Year 3	
Object Code	Detail/Calculation/Breakdown	\$0.00	\$0.00	\$0.00	\$0.00
Object Code	Detail/Calculation/Breakdown	\$0.00	\$0.00	\$0.00	\$0.00
Object Code	Detail/Calculation/Breakdown	\$0.00	\$0.00	\$0.00	\$0.00
Object Code	Detail/Calculation/Breakdown	\$0.00	\$0.00	\$0.00	\$0.00
Object Code	Detail/Calculation/Breakdown	\$0.00	\$0.00	\$0.00	\$0.00
Object Code	Detail/Calculation/Breakdown	\$0.00	\$0.00	\$0.00	\$0.00
Total		\$0.00	\$0.00	\$0.00	\$0.00

Total Proposed Budget	\$152,000.0	\$152,000	\$75,835.36	\$379,835.37
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