

File ID Number	17-2320
Introduction Date	11/8/17
Enactment Number	17-1630
Enactment Date	11/8/17
By	OE



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools. Thriving Students.

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education**

November 8, 2017

To: Board of Education
 From: Kyla Johnson-Trammell, Superintendent
 Subject: Amendment No. 2 - Grant SubAgreement No. 00009086 - The Regents of the University of California, Berkeley, CA - California Department of Education Grant Number: 16-15196-3001-

ACTION REQUESTED:

Approval and support by the Board of Education of Amendment No. 2 to the SubAgreement No. 00009086 Grant Award for OUSD schools for fiscal years 2016-2018, to support the Oakland Language in Science (OLAS) Project for the Leadership Development for Next Generation Science Standards, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any, for the term of January 1, 2016 through December 31, 2017.

BACKGROUND:

Grant Subagreements for OUSD schools for the 2016-2018 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
17-2320	Yes	Grant	Oakland Unified School District, five dual language schools: Community United, Esperanza, Global Family, International Community, and Melrose Leadership Academy for the Teaching and Learning Department.	To support the Oakland Language Immersion Advancement In Science (OLAS) Project for the Leadership Development for Next Generation Science Standards. This amendment is to change the Berkeley financial contact.	January 1, 2016 - December 31, 2017	California Department of Education via the SubAgreement with the Regents of the University of California, Berkeley, CA	(2016-2017) First Grant Year, \$116,873.00; (2017-2018) Second Grant Year, \$118,856.00 Total amount not to exceed \$235,729.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$0.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting grant subagreements for OUSD schools for fiscal years 2016-2018 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:

Grant Award Letter, California Department of Education, #16-15196-3001-00
SubAgreement No. 00009086, The Regents of the University of California
Amendment No. 1, SubAgreement



CONTRACT JUSTIFICATION FORM

**This Form Shall Be Submitted to the Board Office
With Every Consent Agenda Contract.**

Legislative File ID No. 17-2320

Department: Teaching and Learning Department

Vendor Name: The Regents of the University of California, Berkeley

Contract Term: Start Date: 1/1/2016 End Date: 12/31/2017

Annual Cost: \$ 235,729.00

Approved by: David Chambilss

Is Vendor a local Oakland business? Yes No

Why was this Vendor selected?

The Graduate School of Education at the University of California at Berkeley received a California Elementary Mathematics and Science Professional Learning Initiative grant from the California Department of Education to implement a partnership program with OUSD called Oakland Language-Immersion Advancement in Science (OLAS). A subagreement was established with OUSD to carry out this project with five of our Dual Language schools. Through this project the OUSD participating schools are supported through content and coaching from the faculty of several departments of the Graduate School of Education at UC Berkeley. Bringing these resources and services directly into our schools at no cost to the district is a unique opportunity. The grant offers schools a combination of leadership and equity coaching from the Principal Leadership Institute (PLI), writing expertise from the Multicultural Urban Secondary English Master's Program (MUSE) and the Bay Area Writing Project (BAWP), and science pedagogy and expertise from the UC Museum of Paleontology.

Summarize the services this Vendor will be providing.

Through this partnership, participating OUSD Dual Language schools receive services from UC Berkeley's Principal Leadership Institute (PLI), UC Berkeley's Multicultural Urban Secondary English Master's Program (MUSE), the UC Museum of Paleontology, and the Bay Area Writing Project. These partners collaborate with OUSD partners to: Serve as content experts and content designers for the OLAS project; Provide technical assistance to participating Dual Language School Instructional Leadership Teams (ILTs) throughout the grant; Facilitate two Summer Institutes and launch a Regional Dual Language School Network; Manage the overall OLAS budget and deliverables to meet the grant requirements; Each OLAS school works with a coach from UC Berkeley's Principal Leadership Institute (PLI), who is trained in the Coaching for Equity Model. OLAS Coaches to serve as an instructional partner with participating Dual Language School ILTs throughout the grant; Provide support through feedback and coaching on identifying a Problem of Practice through the use and analysis of data; Serve as strategic planning partners with ILTs in developing an action plan to address the identified Problem of Practice; Assist in developing a growth mindset with a professional learning community

Was this contract competitively bid? Yes No

If No, answer the following:

1) How did you determine the price is competitive?

2) Please check the competitive bid exception relied upon:

- Educational Materials**
- Special Services** contracts for financial, economic, accounting, legal or administrative services
- CUPCCAA exception** (Uniform Public Construction Cost Accounting Act)
- Professional Service Agreements** of less than \$87,800 (increases a small amount on January 1 of each year)
- Construction related Professional Services** such as Architects, DSA Inspectors, Environmental Consultants and Construction Managers (require a "fair, competitive selection process)
- Energy** conservation and alternative energy supply (e.g., solar, energy conservation, co-generation and alternate energy supply sources)
- Emergency** contracts [requires Board resolution declaring an emergency]
- Technology** contracts
 - electronic data-processing systems, supporting software and/or services (including copiers/printers) over the \$87,800 bid limit, must be competitively advertised, but any one of the three lowest responsible bidders may be selected
 - contracts for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus, including E-Rate solicitations, may be procured through an RFP process instead of a competitive, lowest price bid process
 - Western States Contracting Alliance Contracts (WSCA)
 - California Multiple Award Schedule Contracts (CMAS) [contracts are often used for the purchase of information technology and software]
- "Piggyback" Contracts** with other governmental entities
- Perishable Food**
- Sole Source**
- Change Order for Material and Supplies** if the cost agreed upon in writing does not exceed ten percent of the original contract price
- Other, please provide specific exception**



OUSD Grants Management Face Sheet

Title of Grant: California Elementary Mathematics and Science Professional Learning Initiative. CDE Grant Number: 16-15196-3001-00	Funding Cycle Dates: January 1, 2016 - December 31, 2017
Grant's Fiscal Agent: University of California at Berkeley (contact's name, address, phone number, email address) Christine Sarmiento, Research Administrator III Campus Shared Services University of California 2111 Bancroft Way Berkeley, CA 94720 (510) 666-3376 christinearmiento@berkeley.edu	Grant Amount for Full Funding Cycle: (2016-2017) First Grant Year \$116,873.00 (2017-2018) Second Grant Year \$118,856.00 Total amount not to exceed \$235,729.00
Funding Agency: Melissa Flemmer, Associate Government Program Analyst Educator Excellence Office, Professional Learning Support Division California Department of Education 1430 N Street, Suite 4309 Sacramento, CA 95814-5901	Grant Focus: To support the Oakland Language Immersion Advancement in Science (OLAS) Project for the Leadership Development for Next Generation Science Standards. This amendment is to change the Berkeley contact.
List all School(s) or Department(s) to be Served: Five Dual Language Schools: Community United Elementary School, Esperanza, Global Family, International Community School, and Melrose Leadership Academy	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will provide professional learning and tools for leadership development at five dual language elementary schools to help them implement the Next Generation Science Standards (NGSS). Activities include two summer institutes, professional development during the school year, consultancies, and coaching. In turn, these leaders will help their school sites and the district to transition to the new science standards in a dual language setting focusing on English Language Learners.
How will this grant be evaluated for impact upon student achievement? (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 5.59% 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.)	Surveys, evaluations, planning documents, observations, and tools and resources developed.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes, commit to staffing a project coordinator that is partially funded by the grant. The district would also provide facilities for the institutes and professional learning sessions.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.59% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No
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

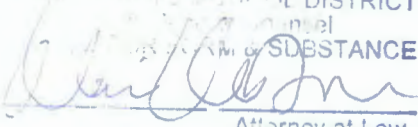
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Laura Prival Elementary Science Grant Coordinator Oakland Unified School District 1000 Broadway, Suite 600 Oakland, CA 94607 (510) 918-0422 laura.prival@ousd.org
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Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	David Chambliss		
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera		

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Kyla Johnson-Trammell		

OAKLAND UNIFIED SCHOOL DISTRICT
 Counsel
 Office of SUBSTANCE

 Attorney at Law
 presented & approved on 12/23/17

AMENDMENT No.: 02

to

SUBAGREEMENT NO.: 00009086

between

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

and

OAKLAND UNIFIED SCHOOL DISTRICT

This Subagreement (“**Agreement**”) is made by and between **THE REGENTS OF THE UNIVERSITY OF CALIFORNIA** as represented by the **Berkeley campus** hereinafter referred to as (“**Berkeley**”) and the **OAKLAND UNIFIED SCHOOL DISTRICT**, hereinafter referred to as (“**Subawardee**”) collectively may be referred to herein individually as “**Party**” or, collectively the “**Parties.**”

WHEREAS, the U.S. Department of Education (“**ED**”) awarded Grant Number S367B160005 (“**Prime Grant**”) under The Improving Teacher Quality State Grants program a federal program established under Title II, Part A of the No Child Left Behind Act of 2001, assigned CFDA 84.367B, and CFDA Title: Improving Teacher Quality State Grants to the California Department of Education (“**CDE**”); and

WHEREAS, in response to Request for Applications (**RFA**) entitled California Elementary Mathematics and Science Professional Learning Initiative the California Department of Education (“**CDE**”) awarded Berkeley Grant Number 16-15196-3001 hereinafter referred to as (“**CDE Grant**”) for the project entitled “Oakland Language Immersion Advancement in Science” (“**OLAS**”); and

NOW THEREFORE, the Parties hereby agree to modify the terms and conditions as follows:

Article II. Period of Performance

The period of performance shall be from **January 1, 2016** through **December 31, 2017** and subject to Sponsor’s continued support of Berkeley. Any extension of the project period requires CDE approval and Amendment to this Agreement.

Article III. Financial Consideration

A. Berkeley will reimburse Subawardee on a cost-reimbursable basis for actual allowable costs in the performance of the work under this Agreement. The total funds authorized under this Agreement is **\$235,729**. This amount shall not be exceed unless this Agreement is amended to add additional funds. The additional funding of **\$118,856** is for **Year 2 activities** in accordance the approved

budget attached to the original Agreement as Exhibit B. Any changes must be approved in writing in advance by Berkeley's Principal Investigator.

- B. Subawardee is not obligated to continue work in excess of the amount reflected in Paragraph A unless this agreement is amended to increase that amount.
- C. Payment is contingent on a) that you are in compliance with all terms and conditions of this Agreement and (b) that satisfactory progress and performance has occurred and is likely to continue to occur. Funding may be modified, curtailed, or discontinued, and any Agreement funds must be repaid, if at any time Berkeley determines that the purposes of the Agreement are not being met.
- D. Unexpended "carrvoer" funds remaining at the end of the Year 1, is approved for use in budget year 2 to complete the original work of the project.

Article XIII. Prime Award Terms and Certifications

A. CDE Grant Agreement

All terms and conditions set forth in CDE Grant Award Notification for Year 2 assigned a new number No. 16-15196-3001 ("CDE Grant") and Federal Grant Number S367B160005 is incorporated herein and attached as Exhibit C-1 where it reads "grantee" replace with "Subawardee" where it reads "CDE" replace with "Berkeley" In the event of a conflict between the CDE Grant and this Agreement, the terms and conditions of the Agreement shall govern.

Correction: Original Grant Agreement recitals, paragraph 2 number of the U.S. Department of Education ("ED") awarded Grant Number S367B150005, was missing the number 7.

All other terms and conditions remain unchanged.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

FOR OAKLAND UNIFIED SCHOOL DISTRICT ("Subawardee")

FOR THE REGENTS OF THE UNIVERSITY OF CALIFORNIA ("Berkeley")

By: _____

By: _____

Name: _____

Jennifer A. Nadeau

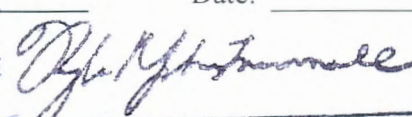
Title: _____

Subaward Specialist
Sponsored Projects Office

James Harris
President, Board of Education

Date: _____

OAKLAND UNIFIED SCHOOL DISTRICT
Office of General Counsel
APPROVED FOR FORM & SUBSTANCE



By: _____
Attorney at Law

Kyla R. Johnson-Trammell
Secretary, Board of Education

Amendment No: 01

To

SUBAGREEMENT NO.: 00009086

Between

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

and

OAKLAND UNIFIED SCHOOL DISTRICT

This Subagreement (“Agreement”) is made by and between **THE REGENTS OF THE UNIVERSITY OF CALIFORNIA** as represented by the **Berkeley campus** hereinafter referred to as (“**Berkeley**”) and the **OAKLAND UNIFIED SCHOOL DISTRICT**, hereinafter referred to as (“**Subawardee**”), may be referred to herein individually as “**Party**” or, collectively the “**Parties.**” The Parties hereby agree change the terms and conditions as follows:

Article II. Period of Performance

The period of performance shall be from **January 1, 2016** through **December 31, 2017** and subject to Sponsor’s continued support of Berkeley. Any extension of the project period requires CDE approval and Amendment to this Agreement.

Article IV. Invoicing and Payment

The only portion of Article IV that is changed is the Berkeley contact in paragraph C.

C. Copies of invoices shall also be sent to the Berkeley Financial Contact to whom questions about invoice payments and financial reporting may be directed to:

Berkeley Financial Contact:

Christine Sarmiento, Research Administrator III
Campus Shared Services
University of California
2111 Bancroft Way,
Berkeley, CA 94720
Phone: (510) 666-3376
Email: christinesarmiento@berkeley.edu

Article V. Reports and Deliverables

A. Reports: Subawardee shall furnish Berkeley a progress report thirty days (30) **days after the close of each quarter**

B. The Final Project Evaluation will be due to thirty days (30) days after the end date of the Agreement

Reports are to be submitted to:

Judith Warren Little
Graduate School of Education
University of California
1511 Tolman Hall, MC # 1670
Berkeley, CA 94720-1670
Phone: 510 642 3726
Email: jwlittle@berkeley.edu

All other terms and conditions remain unchanged.

IN WITNESS WHEREOF, the parties hereto have caused this Amendment to be executed by their duly authorized representatives.

FOR OAKLAND UNIFIED SCHOOL DISTRICT ("Subawardee")

FOR THE REGENTS OF THE UNIVERSITY OF CALIFORNIA ("Berkeley")

By: *Kyla Johnson-Trammell*
Name: Kyla Johnson-Trammell
Title: Interim Deputy Superintendent, ASEL

By: Jennifer Nadeau
Name: Jennifer Nadeau
Title: Subaward Specialist
Sponsored Projects Office

Jennifer Nadeau
dc=edu, dc=berkeley,
~~dc=campus~~, ou=EEL,
ou=Users, ou=VCR, ou=SPO,
cn=Jennifer Nadeau
2017.06.13 15:06:59 -07'00'

Date: 6/12/17

Date: _____

James Harris
James Harris
President, Board of Education

Kyla R. Johnson-Trammell
Kyla R. Johnson-Trammell
Secretary, Board of Education

APPROVED FOR FORM & SUBSTANCE
By: *[Signature]*
Attorney at Law

presented + approved on 10/23/17

SUBAGREEMENT NO.: 00009086

between

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

and

OAKLAND UNIFIED SCHOOL DISTRICT

This Subagreement (“**Agreement**”) is made by and between **THE REGENTS OF THE UNIVERSITY OF CALIFORNIA** as represented by the **Berkeley campus** hereinafter referred to as (“**Berkeley**”) and the **OAKLAND UNIFIED SCHOOL DISTRICT**, hereinafter referred to as (“**Subawardee**”) collectively may be referred to herein individually as “**Party**” or, collectively the “**Parties.**”

WHEREAS, the U.S. Department of Education (“**ED**”) awarded Grant Number S36B150005 (“**Prime Grant**”) under The Improving Teacher Quality State Grants program a federal program established under Title II, Part A of the No Child Left Behind Act of 2001, assigned CFDA 84.367B, and CFDA Title: Improving Teacher Quality State Grants to the California Department of Education (“**CDE**”); and

WHEREAS, in response to Request for Applications (**RFA**) entitled California Elementary Mathematics and Science Professional Learning Initiative the California Department of Education (“**CDE**”) awarded Berkeley Grant Number 15-15196-3001 hereinafter referred to as (“**CDE Grant**”) for the project entitled “Oakland Language Immersion Advancement in Science” (“**OLAS**”); and

WHEREAS, Berkeley’s application to CDE contemplated the involvement of Subawardee; and

WHEREAS, Subawardee is willing and able to participate in this Project;

NOW THEREFORE, the Parties hereby agree terms and conditions as follows:

Article I. Statement of Work

Subawardee shall exercise its best efforts to carry out the program described in **Exhibit A**, which is incorporated herein and made a part of this Agreement.

Article II. Period of Performance

The period of performance shall be from **January 1, 2016** through **December 31, 2016** and subject to Sponsor’s continued support of Berkeley. Any extension of the project period requires CDE approval and Amendment to this Agreement.

Article III. Financial Consideration

- A. Berkeley will reimburse Subawardee on a cost-reimbursable basis for actual allowable costs in the performance of the work under this Agreement. The total funds authorized under this Agreement shall not exceed \$116,873 for Year 1 activities, in accordance the approved budget attached as **Exhibit B**. This amount shall not be exceeded unless this Agreement is amended to add additional funds. Any changes must be approved in writing in advance by Berkeley's Principal Investigator.
- B. Subawardee is not obligated to continue work in excess of the amount reflected in Paragraph A unless this agreement is amended to increase that amount.
- C. Payment is contingent on a) that you are in compliance with all terms and conditions of this Agreement and (b) that satisfactory progress and performance has occurred and is likely to continue to occur. Funding may be modified, curtailed, or discontinued, and any Agreement funds must be repaid, if at any time Berkeley determines that the purposes of the Agreement are not being met.
- D. If Subawardee anticipates unexpended funds at the end of budget year it may request a "carryover" of funds into the second project year. The request must be submitted in writing to the Berkeley PI with a copy to the Berkeley Financial Contact. Carryover approval is not automatic and requires formal approval by CDE.

Article IV. Invoicing and Payment

- A. Subawardee shall submit quarterly invoices of actual allowable costs for work performed and expenditures incurred not previously billed.

First Quarter invoice for January 1, 2016 - March 31, 2016 is due on or before April 30, 2016. Expenditures must be identified by line item and budget category in accordance the approved budget attached as Exhibit B. Berkeley shall reimburse Subawardee upon receipt of Subawardee's standard invoice including all the information in B. below.

- B. All invoices shall be dated, numbered, and must include a Berkeley Purchase Order Number (PO#), this Agreement Number and the Foundation Prime Award Number. Invoices shall be signed by Subawardee certifying official that the expenditures claimed represent actual allowable costs for committed effort and work performed under this Agreement. Invoices submitted without this information payment may be delayed, or invoices may be rejected or unpaid.

Contact the Berkeley Financial Contact named below to obtain the valid PO#. Invoices shall also include a signed certification that expenditures claimed represent actual allowable costs for committed effort and work performed under this Agreement.

Invoices must be submitted by mail or email in accordance with University policies and procedures following the instructions provided by the UC Berkeley Accounts Payable Office at <http://controller.berkeley.edu/departments/accounts-payable/helpful-hints-our-vendors>

C. Copies of invoices shall also be sent to the Berkeley Financial Contact to whom questions about invoice payments and financial reporting may be directed to:

Berkeley Financial Contact:
Ellen Thompson
Campus Shared Services
University of California
2111 Bancroft Way, 317-24
Berkeley, CA 94720
Phone: (510) 642-6564
Email: eln_t@berkeleye.edu

D. Funds are subject to financial audit therefore separate accounting of these funds must be maintained.

E. Subawardees expenditures must be related to the activities in approved Statement of Work and Budget incorporated herein. Any line item changes contemplated over 10% percent per line item requires a Budget Revision Request to be submitted in writing in advance to the Berkeley PI with a copy to the Berkeley Financial Contact. Berkeley will submit the request for prior written approval to CDE.

F. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations, and policies relating to the administration, use, and accounting for public school funds, including but not limited to the California Education Code.

G. Berkeley will make provisional payment on all invoices submitted in accordance with the terms of this agreement. The final invoice, clearly marked "Final", must be submitted within sixty (60) days after the expiration date of this agreement. The final invoice shall include the following certification:

"Payment of this final invoice certifies that the expenditures claimed by *Subawardee* represent actual expenses for committed effort and work performed under this Agreement and shall constitute complete satisfaction of all Berkeley's obligations under this agreement, and Subawardee releases and discharges The Regents of University of California from all further claims and obligations upon payment hereof."

Please note: Payments on this subaward will be withheld until Berkeley receives evidence of insurance as required by the terms of the Agreement in the Insurance Article.

Article V. Reports

A. Reports: Subawardee shall furnish Berkeley a progress report thirty days (30) days after the close of the quarter. The first progress report (January 1, 2016, through March 31, 2016) is due on or before April 30, 2016.

B. Subawardee shall submit a Final Project Evaluation thirty days (30) days after the end date of the Agreement

Reports are to be submitted to:

Judith Warren Little
Graduate School of Education
University of California
1511 Tolman Hall, MC # 1670
Berkeley, CA 94720-1670
Phone: 510 642 3726
Email: jwlittle@berkeley.edu

Article VI. Project Management

For Technical Matters: Berkeley's Principal Investigator ("PI"), **Judith Warren Little** is responsible for the overall conduct of the project. PI is responsible for technical monitoring and guidance.

Subawardee's **Caleb Cheung** Principal Investigator, is responsible for their portion of the project. No substitution may be made of Subawardee's Principal Investigator without prior written approval from Berkeley.

Article VII. Notices

Notices required or permitted under this Agreement shall be effective only if given in writing and delivered by personal service or by registered mail, addressed as follows:

For Business Matters:

For Berkeley:

Jyl Baldwin
Associate Director
Sponsored Projects Office
University of California
2150 Shattuck Ave., Suite 313
Berkeley, CA 94704-5940
Phone: 510/642-8110
Fax: 510/642-8236
Email: jbaldwin@berkeley.edu and cc: subcontracts@berkeley.edu

For Subawardee:

Devin Dillon, Chief Academic Officer
Oakland Unified School District
1000 Broadway, Suite 600
Oakland, CA 94607-4099
Phone: 510 879-8200
Email: devin.dillon@ousd.org

Article VIII. Reserved

Article IX. Records and Audits

Financial record, supporting documents and other record pertaining to this Agreement shall be maintained and retained by Subawardee for period of three (3) years from the termination date of this Agreement. Subawardee shall maintain accurate records of all costs incurred in the performance of this work and agrees to allow representatives of Berkeley and CDE reasonable access to its records to verify the validity of expenses reimbursed under this Agreement. These records shall be subject to the examination and audit of Berkeley and the Auditor General of the State of California or any duly authorized representative of the U.S. Comptroller General for a period ending three years after final payment under this Agreement. Subawardee shall be responsible for reimbursement of any disallowed costs revealed in an audit of this Agreement performed by or on behalf of the awarding agency/agencies.

Article X. Indemnification

Berkeley will defend, indemnify and hold Subawardee, its officers, employees and agents, harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Berkeley, its officers, agents, or employees.

Subawardee will defend, indemnify and hold Berkeley, its officers, employees and agents, harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Subawardee, its officers, agents, or employees.

Article XI. Insurance

Subawardee shall maintain at its expense, during the period of this Agreement, insurance or an equivalent form of self-insurance acceptable to Berkeley in terms as follows:

General Liability (contractual liability) included with limits as follows:

Each Occurrence	\$1,000,000
Products, Completed Operations Aggregate	\$2,000,000
Personal and Advertising Injury	\$1,000,000
General Aggregate	\$2,000,000

If the above insurance is written on a claims-made form, it shall continue for three (3) years following termination of this Agreement. The insurance shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement.

2. Business Automobile Liability (Minimum Limits) for owned, scheduled, non-owned or hired automobiles with combined single limit of not less than \$1,000,000 per occurrence.

3. Workers' Compensation Coverage per statutory limits.

4. The coverage referred to above shall include The Regents of the University of California as an additional insured, if self-insured, evidencing compliance with the above requirements. Such a provision shall apply only in proportion to and to the extent of the negligent acts or omissions of the Subawardee its officers, employees, and agents. It should be expressly understood, however, that the coverage and limits required above shall not in any way limit the liability of Subawardee's insurance policy/policies shall be primary. Subawardee upon the execution of this Agreement shall furnish Berkeley with certificates of insurance evidencing compliance with all requirements. The insurance coverage evidenced by the Certificate(s) of Insurance shall not be modified, changed or canceled except after prior written notice has been given to Berkeley.

5. Certificates shall be issued in the name of The Regents of the University of California and include the Agreement No. in the Remarks section of the Accord Certificate and be sent via email to subcontracts@berkeley.edu or by mail to the address in the Notices Article including the Subagreement Number.

Article XII. Assurance of Compliance – Human Subject Use

Subawardee assures:

It is in compliance with the requirements, including the Assurance of Compliance, regarding the use of human subjects in research, if applicable (ref. 45 CFR 46 [Regulations for Protection of Human Subjects]).

Subawardee assures, by signing this Agreement, that all Subawardee's personnel who are responsible for the design and conduct of projects involving human research participants have successfully completed their institutional training in accordance with the NIH Guide, Notice OD-00-039.

Article XIII. Prime Award Terms and Certifications

A. CDE Grant Agreement

All terms and conditions set forth in CDE Grant Number No. 15-15196-3001 ("CDE Grant") incorporated herein and attached shall apply to Subawardee; where it reads "grantee" replace with "Subawardee" where it reads "CDE" replace with "Berkeley" In the event of a conflict between the CDE Grant and this Agreement, the terms and conditions of the Agreement shall govern.

B. Prime Grant Agreement

Agreement is subject to the new Uniform Administrative Requirements, Cost Principles, and Audit Requirement for Federal Awards published on December 19, 2014 available at the following link <http://www.ecfr.gov/cgi-bin/text-idx?node=pt2.1.200&rgn=div5> and includes the substance formerly in parts 74 and 80 of the Education Department General Administrative Regulations.

C. Subawardee shall comply with all state and federal reporting requirements and the Request for Application (RFA) incorporated herein and attached in full text as Attachment C.

B. Certifications

a) Subawardee certifies that it is in compliance with Form C: California Elementary Mathematics and Science Professional Learning Initiative Statement of Assurances incorporated in the RFA and Drug-00009086/OUSD

Free Workplace; Lobbying; Debarment and Suspension, and General Assurances, attached as **Attachment A**.

b) As described in 2 CFR Part §200.110 this part supersedes the following OMB guidance documents and regulations under Title 2 of the Code of Federal Regulations:

(i) A-87, "Cost Principles for State, Local and Indian Tribal Governments" (2 CFR part 225) and also FEDERAL REGISTER notice 51 FR 552 (January 6, 1986);

(ii) A-102, "Grant Awards and Cooperative Agreements with State and Local Governments";

(iii) A-133, "Audits of States, Local Governments and Non-Profit Organizations"; and

(iv) Subawardee shall be perform audits applicable under Subpart F—Audit Requirements of this part. See link to 2 CFR Part 200, Subpart F: <http://www.ecfr.gov/cgi-bin/text-idx?SID=60623b20e6213558b4aa6ab7eb76b619&node=2:1.1.2.2.1.6&rgn=div6>.

Article XIV. Governing Law

This Agreement shall be governed, construed and enforced for all purposes in accordance with applicable U.S. laws and State of California laws, without regard to such laws governing choice of law. Notwithstanding the foregoing Subawardee acknowledges that California is subject to the laws of the United States and will not be obligated to take any action that is violative of such laws.

Article XV. Termination

A. In the event Foundation exercises its right to terminate Berkeley's Prime Award for the reasons s. Berkeley reserves the right to terminate Subawardee. Notification will be in writing to official named in Article VI. Berkeley will be unable to reimburse any expenses under this termination unless and until Foundation reimburses Berkeley for such costs.

B. Either party may terminate this Agreement upon thirty (30) days written notification to the other. In the event of such termination, Subawardee shall take all reasonable steps to minimize further costs, and shall be entitled to reimbursement for allowable and proper budgeted costs incurred prior to the effective date of termination, except in no event shall such reimbursement exceed the amount set forth in Article III B. The allowability of costs in the event of termination shall be determined in accordance with terms and conditions of this Agreement, Exhibit A, and Exhibit B. Within thirty (30) days after termination, Subawardee shall submit a final invoice to Berkeley. The balance owed to Subawardee will be paid upon receipt of all final reports. In the event of termination prior to the end date, Subawardee agrees to deliver such information and items which, if this Agreement had been completed, would have been required to be furnished to Berkeley as per the Statement of Work and this Agreement.

Article XVI. Independent Contractor

Subawardee and its employees, consultants, agents, or independent contractors will perform all services under this Agreement as independent contractors. Nothing in this Agreement will be deemed to create an employer-employee or principal-agent relationship between Berkeley and Subawardee's employees, consultants, agents, or independent contractors. Subawardee and its employees, consultants, agents and lower tier subcontractors will not, by virtue of any services provided under this

Agreement, be entitled to participate, as an employee or otherwise, in or under any employee benefit plan of Berkeley or any other employment right or benefit available to or enjoyed by employees of Berkeley.

Article XVII. Disputes

Any dispute arising under this Agreement which is not settled by the parties to this Agreement may be settled by mediation, non-binding arbitration, or other appropriate legal proceedings. Pending any decision, appeal or judgment in such proceedings, or the settlement of any dispute arising under this Agreement, Subawardee shall proceed diligently with that portion of the work not in dispute.

Article XVIII. Changes

Amendments or changes to this Agreement shall be made in writing and must be signed by the authorized representatives of both Parties.

Article XIX. Entire Agreement

A. Exhibits named below state the entire agreement between the Parties and supersedes any prior oral or written understandings or agreements.

- Exhibit A – Statement of Work
- Exhibit B – Budget
- Exhibit C – CDE Grant Agreement
- Attachment A – Assurances
- Attachment B – FFATA Forms
- Attachment C – RFA

B. Unless noticed elsewhere in the Agreement Subawardee shall submit all prior approval requests to Berkeley's representative named in Article VII.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

FOR OAKLAND UNIFIED SCHOOL DISTRICT ("Subawardee")

By: *[Signature]*
 Name: Kevin Talon, PhD

Title: Chief Academic Officer
 Date: 1/23/17

James Harris
 President, Board of Education

FOR THE REGENTS OF THE UNIVERSITY OF CALIFORNIA ("Berkeley")

By: *[Signature]*
 Jyl Baldwin

Title: Associate Director
Sponsored Projects Office
 Date: *[Signature]*

Kyla R. Johnson-Trammell
 Secretary, Board of Education

OAKLAND UNIFIED SCHOOL DISTRICT
 Office of General Counsel
 APPROVED FOR FORM & SUBSTANCE
 00009086/OUSD Page 8 of 8

By: *[Signature]*
 Attorney at Law

presented & approved on 1/23/17

Berkeley/CDE/ 15-15196-3001

OUSD or the District verifies that the Contractor does not appear on the Excluded Parties List at

EXHIBIT A

Scope of Work and budget justification

The scope of work for the Oakland Unified School District (OUSD) subaward includes:

1. Funding a 0.41 FTE Project Coordinator position for the two year duration of the grant. This position will be responsible for coordinating all project related activities in OUSD including:
 - Recruit participating teachers and principals.
 - Assist with communication to project participants.
 - Serve as the OUSD point of contact for UC Berkeley staff.
 - Communicate and coordinate regularly with UC Berkeley staff.
 - Attend all project planning and leadership meetings.
 - Coordinate and plan project activities with Leadership Team.
 - Act as the liaison for the OUSD Science Department and the English Language Learner and Multilingual Achievement (ELLMMA) Office.

2. Funding all participant stipends for attending two summer institutes and activities during the 16-17 school year as described in the grant proposal.

All the above funds include benefits per district requirements.

EXHIBIT B

Subaward No.: 00009086

OUSD Subaward Budget
 January 1, 2016 -December 31, 2017

Updated OLAS OUSD BUDGET

2016	%	#	Amount	Total
Participant Stipends		30	\$1,500	\$45,000
Participant Stipends Benefits	19%	30	\$285	\$8,550
Substitutes		24	\$150	\$3,600
Project Coordinator (Laura Prival, 0.4 FTE)	40%	1	\$40,458	\$40,458
Project Coordinator Benefits (Laura Prival)	30%	1	\$12,137	\$12,137
Materials				\$1,077
Subtotal				\$110,822
Indirect	5.46%			\$6,051
Total				\$116,873

2017	%	#	Amount	Total
Participant Stipends		30	\$1,500	\$45,000
Participant Stipends Benefits	19%	30	\$285	\$8,550
Project Coordinator (Laura Prival, 0.4 FTE)	40%	1	\$40,458	\$40,458
Project Coordinator Benefits (Laura Prival)	30%	1	\$12,137	\$12,137
Materials				\$6,557
Subtotal				\$112,702
Indirect	5.46%			\$6,154
Total				\$118,856

Two Year Total				\$235,729
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Reference

Laura's Salary at 1 FTE	\$ 101,145
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Exhibit C

Grant Award Notification

GRANTEE NAME AND ADDRESS The Regents of the University of California Sponsored Projects Office 2150 Shattuck Avenue, Suite 300 Berkeley, CA 94704			CDE GRANT NUMBER			
			FY	PCA	Vendor Number	Suffix
			15	15196	3001	00
Attention Jyl Baldwin, Associate Director			STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office Sponsored Programs Foundation			Resource Code	Revenue Object Code	01	
Telephone 510-642-0120			N/A	N/A	INDEX	
Name of Grant Program California Elementary Mathematics and Science Professional Learning Initiative						0590
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$249,138.00		\$249,138.00		01/01/2016	12/31/2016
CFDA Number	Federal Grant Number	Federal Grant Name		Federal Agency		
84.367B	S367B150005	Improving Teacher Quality Grants—SAHEs		U.S. Dept. of Education		
<p>I am pleased to inform you that you have been funded for the California Elementary Mathematics and Science Professional Learning Initiative.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action 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) within 10 days of receipt to:</p> <p style="text-align: center;">Melissa Flemmer, Associate Governmental Program Analyst Educator Excellence Office California Department of Education 1430 N Street, Suite 4309 Sacramento, CA 95814-5901</p>						
California Department of Education Contact Melissa Flemmer				Job Title Associate Governmental Program Analyst		
E-mail Address mflemmer@cde.ca.gov				Telephone 916-324-5689		
Signature of the State Superintendent of Public Instruction or Designee <i>Tom Torlakson</i>				Date December 23, 2015		
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS						
<p>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 accept all requirements as a condition of funding.</p>						
Printed Name of Authorized Agent JYL BALDWIN ASSOCIATE DIRECTOR SPONSORED PROJECTS OFFICE						
E-mail Address spoawards@berkeley.edu				Telephone 510-642-8110		
Signature <i>Jyl Baldwin</i>				Date 1/5/16		

Grant Award Notification (Continued)

The Improving Teacher Quality State Grants program is a federal program established under Title II, Part A of the No Child Left Behind Act of 2001—Catalog of Federal Domestic Assistance No. 84.367B. The Improving Teacher Quality State Grants program is subject to the new *Uniform Administrative Requirements, Cost Principles, and Audit Requirement for Federal Awards* published on December 19, 2014, and became effective for new and continuation grant awards issued on or after December 26, 2014. For awards made on or after December 26, 2014, 2 *Code of Federal Regulations* Part 200, which includes the substance formerly in parts 74 and 80 of the Education Department General Administrative Regulations, applies.

The following special conditions apply:

1. The grantee shall comply with all state and federal reporting requirements and the Request for Application (RFA).
2. Budget revisions must be pre-approved by the California Department of Education (CDE) before expenditures are made using the revised budget numbers. If, at the end of a project year, the Partnership finds that it will not expend the first year's allocation in full, it may request a "carryover" of funds into the second project year. Note that carryovers are **not** automatic and require formal action by CDE.
3. Project funds are for the amount indicated under "Award Information." Year One award information reflects the project's approved budget for the first year.
4. All expenditures must be related to the activities in your approved proposal and budget. Any line item changes over 10 percent per line item require a Budget Revision Request and pre-approval by the CDE. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations, and policies relating to the administration, use, and accounting for public school funds, including but not limited to the California *Education Code*. Grant recipients are required to report amounts of interest exceeding \$100 for federal grant funds and remit these funds to the CDE Accounting Office.
5. The project is required to submit progress reports and invoices 45 days after the close of the quarter. The first progress report (January 1, 2016, through March 31, 2016) and invoice for the same time period will be due on or before May 15, 2016. The final project evaluation will be due to CDE with the final invoice 45 days after the end of the grant.
6. For further information concerning this letter or fiscal issues, please contact Melissa Flemmer, Associate Governmental Program Analyst, Educator Excellence Office, by phone at 916-324-5689 or by e-mail at mflommer@cde.ca.gov.

cc: Lead IHE Contact/Project Director

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Form C: California Elementary Mathematics and Science Professional Learning Initiative

Statement of Assurances

I support the proposed project and commit my organization to completing all of the tasks and activities that were described in the application. I also certify that each of the following requirements of the California Elementary Mathematics and Science Professional Learning Initiative application has been met:

1. If a funded Grantee seeks to make a significant change in the work plan and/or budget, a project amendment must be requested and approved by the CDE Project Monitor and the Title II Leadership Office prior to making any changes in the activities or expenditures of the project.
2. All of the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantee agrees to obtain a timely audit where required in accordance with applicable audit guidelines. In the case of grants supported with federal funds, this shall include audit requirements of the applicable federal Office of Management and Budget Circular.
3. All subcontracts or subgrants pursuant to this grant must be approved by the CDE prior to execution of the agreement and shall be subject to the examination and audit by the State Auditor for a period of five years after the final payment under the grant. Grantee must submit a formal request to the CDE Project Monitor for review.
4. Each partner LEA has contacted all accredited private schools within its boundaries to determine if any private schools want their teachers to participate in the California Elementary Mathematics and Science Professional Learning Initiative and evidence of this contact is on file with the Project Director.
5. Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable federal regulations.
6. Grantees commit to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available at the U.S. Department of Education FERPA Web page at <http://www2.ed.gov/policy/gen/quid/fpco/ferpa/index.html>.
7. The Project Director commits to gathering teacher and student release forms for videos, interviews (which may include focus groups), and observations, if applicable. The Project Director must gather agendas and minutes for meetings of the Partnership, professional learning activities, and follow-up professional learning.
8. Timely Reporting: Grantees commit to providing all reports according to the pre-determined reporting schedule.
9. Grantee and partner LEAs shall comply with the General Assurances on Form D.

10. Complies with Section 2132(c) of the No Child Left Behind Act of 2001, which requires that "No single participant in an eligible partnership" (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no single other partner) "may use more than 50 percent" of the subgrant. The provision focuses not on which partner receives the funds; but on which partner directly uses or benefits from them.
11. Grantees will ensure that Improving Teacher Quality State Grant funds are used to supplement and not to supplant funding that would otherwise be used to support proposed activities.
12. If funded all grantees will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule (2 CFR Chapter I, Chapter II, Part 200, et al.).

Signature by Authorizing Officials: By signing this document, I certify that my organization will participate in the project and related follow-up activities. In addition, I confirm that any specific resources listed in the attached budget will be made available for this project.

 9/14/15
 Dean of School of Arts & Sciences Signature Date

 9/10/15
 Dean of School of Education Signature Date

 9/2/15
 Superintendent of High-Need LEA Signature Date

 9/2/15
 Director of Administrator Preparation Program Signature Date

 9/23/15
 Fiscal Agent Signature Date

**JYL BALDWIN
 ASSOCIATE DIRECTOR
 SPONSORED PROJECTS OFFICE**

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Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 2 Code of Federal Regulations Parts 180 and 3485 for all lower tier transactions meeting the threshold and tier requirements stated at Section 3485.220

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to check SAM Exclusions.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Oakland Unified School District

Name of Program: Oakland Language Immersion Advancement in Science (OLAS)

Printed Name and Title of Authorized Representative: Devin Dillon, Chief Academic Officer

Signature: [Signature] Date: 3-28-16

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5285

Last Reviewed: Tuesday, May 19, 2015

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Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements

Note: Any entity, whether an agency or an individual must complete, sign, and return this certification with its grant application to the California Department of Education

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988 and implemented at 34 *Code of Federal Regulations (CFR) Part 84, Subpart F*, for grantees, as defined at 34 *CFR Part 84, Sections 84.105 and 84.110*

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace
 - 2. The grantee's policy of maintaining a drug-free workplace
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement
 - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1. Taking appropriate personnel action against such an employee up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code):

Oakland Unified School District
1000 Broadway Suite 600
Oakland, CA 94607

Check if there are workplaces on file that are not identified here

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84 Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications

Name of Applicant: Oakland Unified School District
Name of Program: Oakland Language Immersion Advancement in Science (OLAS)
Printed Name and Title of Authorized Representative: Devin Dillion, Chief Academic Officer
Signature: [Handwritten Signature] Date: 3-28-14

CDE-190DF (May-2007) - California Department of Education

Questions: **Funding Master Plan** | fmp@cde.ca.gov | 916-322-5285

Last Reviewed: Friday, January 15, 2016

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Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82 Sections 82.105 to 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions.
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Oakland Unified School District

Name of Program: Oakland Language Immersion Advancement in Science (OLAS)

Printed Name and Title of Authorized Representative: Devin Dillion, Chief Academic Officer

Signature:  Date: 3-28-16

ED 90-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: [Funding Master Plan](#) | fmp@cde.ca.gov | 916-322-5285

Last Reviewed: Tuesday, May 19, 2015

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General Assurances 2013-14

California Department of Education General Assurances and Certifications for fiscal year 2013-14.

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, *California Code of Regulations (CCR)*
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the *Education Code (EC)*, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (PL 105-17; 34 *Code of Federal Regulations (CFR)* 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The local educational agency (LEA) will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (CCR T5, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (CCR T5, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
13. The LEA has complied with the certification requirements under 34 CFR Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 85)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Standardized Testing and Reporting program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); EC §80640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (CCR T5, §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; CCR T5, §3934)

23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002, 52034(l), 52035(e)(l), 54101; CCR T5, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; CCR T5, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

Questions: Education Data Office | conappsupport@cde.ca.gov | 916-319-0297

Last Reviewed: Friday, August 28, 2015

Submitted by: Laura Prival
Elementary Science Coordinator
Oakland Unified School District
(510) 918-0422
laura.prival@ousd.org
<http://science.ousd.org>

on behalf of OUSD for incorporation in Subaward
Agreement No. 00009086

Federal Funding Accountability and Transparency Act (FFATA) Reporting Worksheet

Attachment B

Date: 3/21/2016

Request Sent To: Laura Prival

via e-mail address: laura.prival@ousd.org

RE: FFATA Reporting for:

Subcontract #:

00009086

Prime Federal Award #:

15-15196-3001-00

Subcontracting entity:

Oakland Unified School District

Project Title:

California Elementary Mathematics and Science Professional Learning Initiative

Prime Recipient PI:

Judith Warren Little

Subrecipient PI:

Rebecca Cheung

Dear Subrecipient,

The Federal Funding Accountability and Transparency Act (FFATA) reporting requirements are applicable to the above referenced subcontract. Therefore in order to comply with FFATA regulations, please provide the following information via e-mail to: subcontracts@berkeley.edu

1) Project Description: Please provide a succinct (no more than 4000 characters) description of the overall purpose and expected outcomes, OR results of the referenced subcontract, including significant deliverables and, if appropriate, associated units of measure that is suitable for public dissemination. Please do not use any specialized symbols or figures and keep the description to easily understandable terms for the general public.

The California Elementary Mathematics and Science Professional Learning Initiative grant from the California Department of Education will provide professional learning and tools for leadership development at the six dual language elementary schools in the Oakland Unified School District (OUSD) to help them implement the Next Generation Science Standards (NGSS). Activities include two summer institutes, professional development during the school year, consultancies, and coaching. In turn, these leaders will help their school sites and the district to transition to the new science standards in a dual language setting focusing on English Language Learners.

The grant provides a subaward to the OUSD. The scope of work for OUSD includes:

1. Recruit participating teachers and principals.
2. Assist with communication to project participants.
3. Serve as the OUSD point of contact for UC Berkeley staff.
4. Communicate and coordinate regularly with UC Berkeley staff.
5. Attend all project planning and leadership meetings.
6. Coordinate and plan project activities with Leadership Team.
7. Act as the liaison for the OUSD Science Department and the English Language Learner and Multilingual Achievement (ELLM) Office.
8. Completing all stipend payments and reporting requirements.

Attachment 3B
Research Subaward Agreement
Subrecipient Contacts

Subaward Number:
00009806

Subrecipient Place of Performance

Name: **Laura Prival**
Address: **1000 Broadway, Suite 600**
Science Department
City: **Oakland**
EIN No.: **94-6000385**

State: **CA**

Zip Code + 4: **94607-4099**
(Look up)

Institution Type: **City/Township Gov't**

Is Subrecipient currently registered in SAM? Yes No

Is Subrecipient exempt from reporting compensation? Yes No

If no, please complete 3B page 2

DUNS No.:
076554500

Parent DUNS No.:

Congressional District:
13

Congressional District:

Subrecipient Administrative Contact

Name: **Christine Chen**
Address: **1000 Broadway, Suite 600**
Science Department
City: **Oakland**
Telephone: **(510) 879-1205**
E-mail: **christine.chen@ousd.org**

State: **CA**

Zip Code: **94607-4099**

Fax:

Subrecipient Principal Investigator (PI)

Name: **N/A**

Address:

City:

State:

Zip Code + 4:

Telephone:

Fax:

E-mail:

Subrecipient Financial Contact

Name: **Caleb Cheung**
Address: **1000 Broadway, Suite 600**

City: **Oakland**
Telephone: **(510) 418-0607**
E-mail: **caleb.cheung@ousd.org**

State: **CA**

Zip Code: **94607-4099**

Fax:

Subrecipient Authorized Official

Name: **Devin Dillion**
Address: **1000 Broadway, Suite 600**

City: **Oakland**
Telephone: **(510) 879-8156**
E-mail: **devin.dillion@ousd.org**

State: **CA**

Zip Code: **94607-4099**

Fax:

Attachment 3B Page 2
Research Subaward Agreement
Highest Compensated Officers

Subaward Number:

00009806

Subrecipient

Name:

PI:

Highest Compensated Officers

The names and total compensation of the five most highly compensated officers of the entity(ies) must be listed if the entity in the preceding fiscal year received 80 percent or more of its annual gross revenues in Federal awards; and \$25,000,000 or more in annual gross revenues from Federal awards; and the public does not have access to this information about the compensation of the senior executives of the entity through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. §§ 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. See FFATA § 2(b)(1) Internal Revenue Code of 1986.

Officer 1 Name

Officer 1 Compensation

Officer 2 Name

Officer 2 Compensation

Officer 3 Name

Officer 3 Compensation

Officer 4 Name

Officer 4 Compensation

Officer 5 Name

Officer 5 Compensation

CALIFORNIA DEPARTMENT OF EDUCATION



REQUEST FOR APPLICATIONS

The purpose of the California Elementary Mathematics and Science Professional Learning Initiative is to provide in-depth professional learning opportunities in mathematics and science for collaborative teams of elementary educators, teachers and their school-site administrator, to improve instructional practice and leadership.

Funded through
The Improving Teacher Quality State Grants Program – Title II, Part A
Improving Teacher Quality States Grant Program
No Child Left Behind Act of 2001 (Federal Catalog Number 84.366B)

Deadline for Applications:

Postmarked by Friday, September 25, 2015

Administered by the
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814-5901
Phone: (916) 323-8901
FAX: 916-319-0136

**California Elementary Mathematics and Science
Professional Learning Initiative**

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Introduction – 2015 Request for Applications

The California Department of Education (CDE) announces a 2015 Request for Applications (RFA) to fund projects under the federal Improving Teacher Quality (ITQ) State Grants Program. The 2015 competition asks for applications from eligible partnerships that provide professional learning opportunities to teams of kindergarten through grade six (K–6) elementary teachers and their principal to strengthen their content, pedagogical, and collective knowledge and instructional leadership skills for the continued implementation of the California academic content standards for mathematics (CACSM) or the California academic content standards for science (CACSS). The 2015 competition also asks that applications from eligible partnerships focus on developing cohorts of excellent educators that will assist in providing equitable access to the CACSM and CACSS for students from low-income families, girls, and students of color. The CDE will make at least eleven awards, based upon merit, for up to \$500,000 per award, to regional partnerships that meet the eligibility requirements for the California Elementary Mathematics and Science Professional Learning Initiative (CEMSPLI).

The implementation of the CACSM and CACSS, as well as other initiatives, add to the vast number of responsibilities shouldered by teachers and school administrators. School site administrators, in particular, will need to significantly strengthen their role as instructional leaders and increase the amount of time they spend working directly with teachers. The CACSM and the CACSS require administrators to apply new, or refreshed, pedagogical skills to coach and mentor their staff for the purpose of improving instructional practice.

In this context, it is also important for the programs that prepare teachers and administrators to work both directly with teachers and administrators and with each other. Teacher and administrator preparation programs that typically operate separately must collaborate and instill in their candidates and graduates the knowledge and skills necessary to create opportunities to use the instructional resources available to them to improve teaching, leading, learning, and their respective programs. The proposed initiative will build instructional capacity through:

- Helping K–6 elementary educators to identify the structures, conditions, resources, and expectations needed to collaborate and share accountability in a safe environment while increasing their content and pedagogical knowledge.
- Providing CACSM and CACSS implementation strategies and successful approaches for teachers and administrators by identifying the instructional resources that reside within their schools and how they interact.
- Integrating research-based strategies that increase excellent educators' use of Universal Design for Learning (UDL), and linguistically and culturally responsive materials.

- Developing knowledge and skills regarding how to address the academic, cultural, social, physical, and emotional well-being of students from low-income families, girls, and students of color.
- Providing opportunities for experienced teachers and administrators to further develop their collaboration and leadership skills by sharing practices with peers.

It is intended that participating teachers and administrators will develop and present annually to their peers in the region regarding what they have learned the preceding year in the grant project. The projects will support and assist teachers and administrators to:

- Continue to improve in teacher instructional practices at their schools or districts as demonstrated through their use of exemplary instructional models.
- Incorporate strategies that successfully raise expectations among teachers and administrators at their schools or districts regarding what students can accomplish academically.
- Prioritize equitable access to the CACSM and the CACSS for students from low-income families, girls, and students of color.

The grant period will be twenty-four months. The duration of the project will be January 1, 2016, through December 31, 2017. To facilitate statewide geographical diversity, CDE will award grants, based upon merit, competitively within each of the 11 regions designated by the California County Superintendents Educational Services Association (CCSESA). CDE seeks to award one or more proposals per region that focuses on either the CACSM or the CACSS. A comprehensive evaluation that provides evidence that the project met its goals and objectives will be mandatory.

Only proposers that submit the *Notice of Intent to Submit an Application* by the deadline will be able to submit an application. Signatures on the *Notice of Intent to Submit an Application* should be from individuals representing each institution and agency, with the authority to submit applications for funding. If this form is not received by 5:00 p.m., August 21, 2015, with the required signatures, the proposal will NOT be considered for funding.

II. Program Authorization

The ITQ State Grants program is a federal program, established under Title II, Part A of the No Child Left Behind (NCLB) Act of 2001 –Catalog of Federal Domestic Assistance No. 84.367. The CDE anticipates receiving approximately \$6 million for the 2015 ITQ State Grants program. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher

and principal quality and ensure that all teachers are highly qualified. Grant awards are contingent on continued funding by Congress and subject to any changes that may be made in the reauthorization of the Elementary and Secondary Education Act (ESEA), also referred to as NCLB.

Proposals funded under the federal Title II, Part A of the NCLB must meet minimum criteria, standards, and requirements. NCLB focuses on using research-based practices to prepare, train, and recruit high-quality teachers resulting in increased student achievement. NCLB guidelines must be adhered to when developing partnerships, designing, writing, and submitting a proposal. More detailed information about the initiative and the specific requirements follows. In addition, applicants should consult *Title II, Part A Non-Regulatory Guidance (Revised October 5, 2006)*, as this document presents pertinent information that state agencies must consider when administering grant projects under this RFA. This document is available at <http://www2.ed.gov/programs/teacherqual/guidance.pdf>.

III. Eligible Partnerships

ESEA Title II, Part A requires three mandatory partners for an Improving ITQ State Grant, a school or department of education within an institution of higher education (IHE) that prepares teachers; a division of arts and sciences within an IHE; and a *high-need* local educational agency (LEA). The CEMSPLI requires a fourth mandatory partner, an IHE program that prepares administrators that will serve in elementary schools and are accredited by the Commission on Teacher Credentialing (CTC). Partnerships are encouraged to include a high degree of kindergarten through grade twelve (K–12) district labor-management involvement on the project leadership team.

Institution of Higher Education Partners: The required IHE partners may come from a single IHE as long as that IHE includes both an approved teacher preparation unit and a school or division of arts and sciences. These requirements can also be met by a partnership involving two different IHEs – one with an approved teacher preparation unit, and another with a school or division of arts and sciences. An eligible partnership that receives a subgrant to carry out this subpart and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities carried out under this subpart and the activities carried out under section 203.

Administrator Preparation Program Partner: The partnership must also include a program that prepares administrators that will serve in elementary schools. This program must be accredited and in good standing with the CTC. A *list of approved programs is available at* http://cig.ctc.ca.gov/cig/CTC_apm/ASC_ps.php. The administrator preparation program must be with the same IHE as the school or department of education partner.

Local Education Agency Partner: The partnership must include a school district that meets the “high-need” designation. The application can include multiple eligible LEAs from within the CCSESA region but at least one must be identified as the high-need LEA partner. All participating LEAs must meet the high-need criteria in A or B below:

- A. An LEA that serves at least 10,000 children from families with incomes below the federal poverty line; or for which at least 20 percent of the school-aged children served by the LEA are from families with incomes below the federal poverty line; and
- B. An LEA for which there are a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Since NCLB required all teachers to be “highly qualified” by 2005–06, the percentage of non-highly qualified teachers has significantly declined, but has not reached zero. At least 2 percent of staff must qualify as not fully credentialed in order for a partnership to be eligible for this initiative.

Only the U.S. Census Bureau, Small Area Income and Poverty Estimates may be used for the poverty determination, the first of two tests of “high-need” for the district. A list of the eligible high-need LEAs is provided in Appendix B.

The law also allows for optional additional partners, such as community colleges, county offices of education and local districts, non-profit organizations, businesses, and community-based organizations, so long as the mandated partners are represented. A county office of education does not qualify as an LEA for the ITQ State Grants program.

No single partner in an eligible partnership may benefit from more than 50 percent of the total grant award. An IHE must be the fiscal agent and official applicant for the partnership. While LEAs are not eligible to apply directly for funds, IHEs may not receive an award without collaborating fully with LEAs. The fiscal agent will:

- Receive and administer the grant funds and submit the required reports to account for the use of grant funds.
- Be responsible for the performance of any services provided through funds awarded under this grant by the partners, consultants, or other organizations.

IV. Eligible Project Participants

CEMSPLI teams selected by the eligible partnership shall be composed of at least three to five K–6 teachers and their school site principal. It is expected that the

partnership will select the CEMSPLI teams before the start date of January 1, 2016.

An eligible partnership that receives a subgrant under ESEA section 2132 shall use the subgrant funds for professional development activities in core academic subjects to ensure:

- Teachers and highly qualified paraprofessionals, and, if appropriate, principals have subject-matter knowledge in the academic subjects that the teachers teach, including the use of computer-related technology to enhance student learning; and,
- Principals have the instructional leadership skills that will help them work most effectively with teachers to help students master core academic subjects.

An eligible partnership that receives a subgrant under ESEA section 2132 shall develop and provide assistance to LEAs and individuals who are teachers, highly qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that:

- Ensure that the individuals are able to use challenging State academic content standards and State assessments, to improve instructional practices and improve student academic achievement;
- May include intensive programs designed to prepare individuals who will return to a school to provide instruction related to the professional development described in the paragraph above to other individuals within the school; and
- May include activities of partnerships between one or more LEAs, one or more schools served by such LEAs, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.

Paraprofessionals *not* preparing to be teachers, and pre-service teachers who are not paraprofessionals, are not eligible to be supported by grant funding. They may be involved in the project, but the costs of serving them must be paid for out of other funding sources.

V. General Project Requirements

Applications must document *local* professional learning needs within the targeted LEAs in their respective CCSESA region. In order to further address the goals identified above, proposers must:

- Provide evidence that project activities are developed and implemented under a joint agreement between an IHE's school of education, a department within the

college of arts and sciences, and a LEA (i.e., a “high-need” K–12 school district).
Note: The award is made to the IHE.

- Adhere to *The Superintendent's Quality Professional Learning Standards* (QPLS), a set of standards that can help guide the development, review, and improvement of professional learning opportunities. The QPLS document is available on the CDE Professional Standards Web page located at: <http://www.cde.ca.gov/pd/ps/qpls.asp>.
- Provide professional learning activities that will develop cohorts of excellent K–6 educators that will assist in providing equitable access to the CACSM and CACSS for students from low-income families, girls, and students of color.
- Exhibit regional visibility. This should be demonstrated by such evidence as a large professional development program, the hosting of regional conferences, communication channels such as newsletters and/or websites, participation as a site in a California Subject Matter Project region, experience working with CCSESA, and/or similar activities.
- Provide professional learning activities that help K–6 teachers learn to teach for conceptual understanding through CACSS or by incorporating the Standards for Mathematical Practice.
- Value and demonstrate the essential role of prospective and current K–12 personnel in planning and implementing the professional learning activities.
- Include an evaluation plan that explicitly describes the evaluation questions being addressed, instrumentation and data, techniques of analysis, and strategies for disseminating results to state and local education administrators. Successful proposers must be able to demonstrate that their specific proposed plan is conceptually clear, integrated with their professional learning plan, technically feasible, sustainable after grant period.
- Include a strong component of site-based activities during the project period. The purpose of school-year activities should be, at least in part, to increase collaboration among K–6 teachers and administrators to foster instructional communities.
- Partnerships must demonstrate the capacity to manage and provide IHE resources to at least five school instructional leadership teams from “high-need” school sites to meet their goals. Such management includes monitoring project and school instructional team progress, collecting data and information, hosting annual regional meetings where school instructional teams will present on their progress, performing site visits, and accounting for the proper disbursement and spending of all federal funds.

- Evidence must be presented in the Needs Assessment section of the proposal that clearly demonstrates that the proposed professional learning activities are aligned with school-wide and district-wide educational improvement plans. Documentation of the LEA's need for the proposed professional development must be identified in one or more of the following documents: Local Control and Accountability Plan (LCAP), LEA plan, Title II Equitable Distribution Plan, Academic Program Survey, English Learner Subgroup Self-Assessment Tool, District Assistance Survey, the Inventory of Services and Supports (ISS) for Students with Disabilities or other locally-developed documents.

VI. The Application – Project Description

The Project Description narrative must not exceed twenty-five double-spaced pages using 12-point Times New Roman or Arial font with one-inch margins. Proposals will be judged by a panel of readers selected for their expertise. Readers will use a rubric divided into eight categories paralleling the proposal sections.

Note: Attach as an appendix a list of all scientifically based research references used in developing the proposal but not specifically cited in the Project Description. This list should not exceed two pages.

Part 1: The Context – Proposals must document the *local* and *regional* professional learning needs specific to the CACSM and/or CACSS within the targeted LEAs in the respective CCSESA region. Clearly identify the focus area(s) the proposal is addressing and concisely describe the following:

- A. Describe the education system in which the Partnership will examine the issue or problem including the level(s) the project will focus on (e.g., classroom, school, district, multiple districts, or state) including the “high-need” status of the LEA.
- B. Documentation of the LEA's need for the proposed professional learning must be identified in one or more of the following documents: LCAP, LEA plan, Title II Equitable Distribution Plan, Academic Program Survey, English Learner Subgroup Self-Assessment Tool, District Assistance Survey, the ISS for Students with Disabilities or other locally-developed documents.
- C. The extent to which members of the partnership were involved in project development and planning to ensure the proposed professional learning activities are aligned with school-wide and district-wide educational improvement plans.
- D. Describe the current working relationship between the IHE program that prepares teachers and the IHE program partner that prepares administrators.

Part 2: Professional Learning Strategies – Describe the activities the project plans to engage in with CEMSPLI teams that will lead to instructional improvement. This section must show how the project activities will address the specific needs identified in Part 1 and will advance the project toward meeting its goals and those set by the CEMSPLI teams.

- A. Describe how the project will help K–6 school instructional leadership teams identify a problem of practice, addressed by the Partnership, how it is linked to student education outcomes, and how it is important to future decisions of the LEA.
- B. Describe the content, pedagogy, curriculum, and teaching/learning strategies that will be the primary activities of this project. As a requirement, potential grantees must provide a rationale for the proposed content and sequence of training and show evidence why it will be successful.
- C. Briefly describe how the professional learning activities described in this part, Part 2: Professional Learning Strategies, will bring about changes in teacher content knowledge and pedagogical skills.
- D. Briefly describe the professional learning activities that will be emphasized to help K–6 principals support their CEMSPLI teachers and establish a professional learning culture.
- E. Briefly describe how the Partnership will assist the CEMSPLI teams in increasing family involvement in their schools.
- F. Fully describe how the Partnership will assist the CEMSPLI teams in regionally showcasing their professional growth related to CACSM and/or CACSS, and English Language Development (ELD) strategies to their peers, including special education colleagues.
- G. Describe how the project will collect and analyze data regarding the participants' perception of the quality of project experiences and any other data identified by the project's leadership as useful for project improvement purposes.
- H. Complete Form D - Logic Model/Activities, Timeline, and Responsible Parties Worksheet. Clearly define the sequence of professional learning activities being proposed in this RFA in accordance with the project's overall purposes and goals. Include supporting documentation of any formal agreements, letter(s) of support that demonstrate high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable.

Part 3: Goals and Expected Outcomes – Describe how you will monitor the overall success of the Partnership.

- A. Provide the major goals and measurable outcomes that will demonstrate project success.
- B. Identify the desired changes in teacher content knowledge and pedagogical skills.
- C. Explain the decision-making process that determined these outcomes and how the Partnership will establish annual goals.
- D. Describe the Partnership's ability to collect, analyze and, use for project improvement purposes, the data the project anticipates it will report to the CDE on the overall effectiveness of the project in meeting all project goals and intended outcomes.

Part 4: Project Leadership – Describe the role and contribution of *each* collaborative partner to the operational success of the project and the achievement of its goals.

- A. Describe the overall management structure of the project and the roles of each partner in the project's management.
- B. Describe the collaborative process to be followed and the manner in which project leadership will be provided.
- C. Describe the members of the Partnership, including the applicant IHE, the partner School of Arts and Sciences, the partner high-need LEA, and Administrator Preparation Program Partner. Explain why each Partnership member was selected. Explain why these members will form an effective partnership for accomplishing the tasks described in this RFA. If the Partnership will include additional members, explain why and how these additional members were selected and what role these additional members will have within the Partnership.
- D. Describe the partners' common interest in the proposed work and how each will contribute to and benefit from the project.
- E. Describe how private schools in participating districts have been informed of the project.
- F. Describe how the Partnership will enhance, improve, or expand current, local, and regional efforts in providing effective professional learning opportunities relating to CACSM and CACSS.
- G. Complete Form C: CEMSPLI Statement of Assurances. This form must be

completed by each partner organization and originally signed by an appropriate designated official with the authority to submit proposals in this competition.

Part 5: Project Staff – At the time the proposal is submitted, every partner identified in the project must have a programmatic role. Proposers must discuss in detail the composition of the Partnership that will operate the project.

- A. Organizational chart – must clearly illustrate the roles and responsibilities of all project staff, including those representing additional partners.
- B. Provide a curriculum vitae (CV) or resume (one page maximum) for each of the key project personnel listed on the organization chart. Do **NOT** submit a CV longer than one page. The CV or resumes can be included as attachments so these pages are not counted toward the twenty-five page maximum for the project description.
- C. Describe the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their time commitment base to the project. Explain why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project.
- D. If the project requires hiring staff not currently employed by one of the partner agencies, include a brief (200-word maximum) description of the job(s) and the minimum qualifications.
- E. Complete Form E – CEMSPLI Organizational Partner Roles, Responsibilities, and Resource Chart.

Part 6: Project Participants – Discuss how the project will ensure enthusiastic, engaged, and sustained participation by all targeted K–6 teachers and school site administrators, the CEMSPLI Teams, in every phase of the project:

- A. Describe the strategies and activities that will be used to recruit and select CEMSPLI Teams for project participation.
- B. Describe the characteristics of CEMSPLI Teams who will be served by the proposed project.
- C. Provide evidence in the form of a letter of commitment that this project has the support of the school principal(s) and district superintendent and describes how they will ensure teacher commitment.
- D. Identify the retention activities that will be used to ensure each participant (e.g., CEMSPLI Team member, project staff person, and project partner) who starts the project will finish the project.

- E. Provide a rationale as to why these recruitment and retention strategies will be successful in the local and regional context.

Part 7: Evaluation Plan – Successful Partnerships must demonstrate that their proposed evaluation plan is conceptually clear, integrated with their project goals and objectives, and technically feasible.

- A. Describe how the analysis of the data collected from the project activities, resulting in a final evaluation, will be exploratory in nature, and aid in better understanding the links between the education system's characteristics (e.g., student, teacher, administrator, IHE educator preparation programs, school, district, policies, programs, or practices) and student education outcomes.
- B. Explicitly state the evaluation questions, the instrumentation and data that will be collected, and techniques of analysis.
- C. Explain how the evaluation results will be disseminated to the field of education so others may directly benefit.
- D. Discuss how the evaluation will contribute to the IHE work in preparing teachers and administrators.
- E. Discuss how the evaluation activities will increase the LEA's capacity to use data and research.

Part 8: Budget and Cost Effectiveness – A two-year budget is required for the Partnership's application. Project expenses will be identified using grant funds in the 2015–16 through the 2016–17 school years.

- A. Complete the CEMSPLI Proposed Project Budget Summary (Form E) for the two project years. Project Year 1 will be January 1, 2016 through December 31, 2016. Project Year 2 will be January 1, 2017 through December 31, 2017.
- B. Provide a detailed and CEMSPLI Proposed Project Narrative budget narrative for each project year justifying each line item cost contained in the CEMSPLI Proposed Budget Narratives (Form F). The narrative should include how the proposed costs are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.

VII. General Application and Project Information

A. Request for Applications Timeline

Activity	Action Date
Request for Applications Released	July 31, 2015 (5:00 p.m. PST)
Intent to Submit an Application	August 21, 2015 (5:00 p.m. PST)
Applications Due	September 25, 2015 (5:00 p.m. PST)
Review of the Applications	October 2–October 23, 2015
Posting of Intent to Award	November 2, 2015
Deadline for receipt of any appeal	November 9, 2015
Project Start Date	January 1, 2016

B. General Provisions and Requirements

This grant provides funding for an award period beginning January 1, 2016, through December 31, 2017. The maximum total grant budget for this RFA is \$500,000. The CDE will fund the successful grant application at the level requested up to the maximum if the application is well-justified and the budget is realistic and well-supported. The CDE also reserves the right to not make an award if no application submitted meets the requirements of this RFA.

Assurances, certifications, terms, and conditions are requirements of applicants and grantees as a condition of receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant.

C. Grant Award Assurances and Certifications

Applicants need to sign and return the general assurances and certifications with the application. Applicants must keep a copy on file and available for compliance reviews, complaint investigations, or audits.

Each of the required assurances and certifications listed below should be downloaded and printed from the supplied CDE Web pages and signed copies shall accompany the application.

- Drug-Free Workplace, CDE-100DF
<http://www.cde.ca.gov/fq/fo/fm/drug.asp>
- Lobbying, ED 80-0013 <http://www.cde.ca.gov/fq/fo/fm/lobby.asp>
- Debarment and Suspension, ED 80-0014
<http://www.cde.ca.gov/fq/fo/fm/debar.asp>

- General Assurances, CDE-100A
<http://www.cde.ca.gov/fg/fo/fm/generalassur2013.asp>
- CEMSPLI Statement of Assurances (See Form C)

D. Grant Terms and Conditions

The grant award will be processed upon receipt of the signed AO-400. The AO-400 must be signed by the authorized agent and returned to the CDE within 10 working days.

All funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All funds must be expended or legally obligated by December 31, 2017. No extensions of this grant will be allowed.

The budgets should display two years of implementation showing how the grant will be used to meet the expected project outcomes. Proposed expenditures must demonstrate appropriate use of federal funds. If budget revisions are needed, the project must provide a request approval from CDE by submitting a revised budget and an explanation for each change.

Budget revisions must be pre-approved by CDE before expenditures are made using the revised budget numbers. If, at the end of a project year, the Partnership finds that it will not expend the first year's allocation in full, it may request a "carryover" of funds into the second project year. Note that carryovers are not automatic and require formal action by CDE. If approved, a carryover can allow the project to take all or part of the unspent funds from "Project Year 1" and add them into a revised budget for the subsequent "Project Year 2." To request a budget revision or carryover request the project must e-mail a request to CDE that includes a brief explanation of the reason for the revision and attach a revised budget (Form E).

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Data Universal Numbering System (DUNS) number and must also be registered with the Central Contractor Registration (CCR) database. DUNS numbers are issued by Dun and Bradstreet and are available for free to all entities required to register under FFATA.

- To obtain a DUNS number, go to <http://fedgov.dnb.com/webform/>
- To register with the CCR database, go to <https://www.sam.gov/portal/SAM/#1>

Grantees are required to submit their DUNS number and expiration date of their

CCR registration as part of the application and must certify that they will ensure that their CCR registration will remain active for the entire grant period. Complete and submit the Documentation of Federal Compliance (DUNS/CCR). No award will be made to an applicant not in compliance with FFATA.

E. Funding

The grant period will include portions of 2015–16 through the 2016–17 school years. The CDE will make at least 11 awards, based upon merit, for up to \$500,000 per award, to a regional partnership that meets the eligibility requirements for CEMSPLI.

Federal Program Funding Considerations: In accordance with the Cash Management Improvement Act, disbursements of federal funds must be limited to the minimum amounts needed and must be timed to the actual, immediate cash requirements of the grantee in carrying out the project. In other words, funding should be provided as close as possible to the actual disbursement of funds for the direct project costs by the grantee. The CDE is responsible for ensuring that grantees do not accrue federal funds in excess of immediate needs. In addition, grant recipients are required to report amounts of interest exceeding \$100 for federal grant funds, and remit these funds to the CDE Accounting Office.

Further guidance on ITQ federal requirements may be found at <http://www2.ed.gov/programs/teacherqual/guidance.pdf>.

Allowable Activities and Costs

Budgets for the use of grant funds will be reviewed and scored as part of the application process. Items deemed non-allowable, excessive, or inappropriate will be eliminated and the budget adjusted accordingly. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Generally, all expenditures must contribute to accomplishing the project's goals and activities as described in Task 4. Allowable expenditures may include, but are not limited to, the following:

- Service contracts between members of the partnership or external service providers such as curriculum specialists, and professional learning providers.
- Costs to support the travel and participation of members of the partnership and the cohort of educators in design, development, and implementation meetings to facilitate the work of the project.
- Costs to provide or produce professional-level materials for the project's professional learning activities.

Non-allowable Activities and Costs

Funds provided under this grant may not be used to:

- Supplant existing funding or efforts, including costs otherwise necessary to operate a school or program without this grant.
- Provide more than 50 percent of sub-grants to members of the Partnership or other agencies. Section 2132(c) of the NCLB Act of 2001 requires that “No single participant in an eligible partnership” (i.e., no single high-need local educational agency (LEA), no single institution of higher education (IHE) and its division that prepares teachers and principals, no single school of arts and sciences, and no single other partner) “may use more than 50 percent” of the subgrant. The provision focuses not on which partner receives the funds, but on which partner directly uses or benefits from them.
- Travel to professional conferences, unless it is demonstrated that attendance at a meeting will directly and significantly advance the project and is approved by the CDE.
- Acquire equipment for administrative or personal use.
- Purchase furniture (e.g., bookcases, chairs, desks, file cabinets, tables).
- Purchase food services/refreshments/banquets/meals.
- Purchase or remodel facilities.
- Purchase promotional favors, such as bumper stickers, pencils, pens, or T-shirts.
- Purchase subscriptions to journals or magazines.
- Travel outside of the United States.
- Provide activities or services not directly related to the purpose of this grant program.

Factors Affecting Allowability of Costs

Except where otherwise authorized by statute, costs under this grant must also meet the following general criteria in order to be allowable:

- Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-Federal entity.
- Be accorded consistent treatment. A cost may not be assigned to the grant as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the grant as an indirect cost.
- Be determined in accordance with generally accepted accounting principles (GAAP).
- Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period.

Please note that the new *Uniform Administrative Requirements, Cost Principles, and Audit Requirement for Federal Awards* was published on December 19, 2014 and became effective for new and continuation grant awards issued on or after December 26, 2014. All grantees will be expected to comply with the new rules and regulations. Please see the *Code of Federal Regulation* (CFR) at:

<http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=8950b54acafdbe97ff82d556e22c2461&mc=true&n=pt2.1.200&r=PART&ty=HTML>

Direct Costs

Direct costs for this grant are those costs that can be identified specifically with a particular final cost objective. Costs incurred for the same purpose in like circumstances must be treated consistently as either direct or indirect costs.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

- Administrative or clerical services are integral to a project or activity;
- Individuals involved can be specifically identified with the project or activity;
- Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency; and
- The costs are not also recovered as indirect costs.

Administrative Indirect Cost Rate

The indirect cost rate is restricted to the maximum eight percent federal indirect cost rate for this project. Indirect costs reflect general administration and overhead that cannot easily be charged as direct program costs of the programs or activities they benefit, and that are borne by a primary party as a result of activities it charges as direct costs. While a portion of one partner's direct costs (e.g. the salaries of mentor teachers paid by a college or university fiscal agent) may be considered used by another partner (e.g., the school district in this case), the college or university and not the school district is benefitting from being able to charge the indirect costs. Thus, funds used to pay indirect costs are best attributable to the partner that "uses" the corresponding funds as direct costs.

The CEMSPLI is considered an educational training grant as the grant provides funding for training or other educational services pursuant to *Education Department General Administrative Regulations (EDGAR) Section 75.562*. Examples of the work supported by training grants are summer institutes, training programs for selected participants, the introduction of new or expanded courses, and similar instructional undertakings that are separately budgeted and accounted for by the sponsoring institution. These grants do not usually support activities involving research, development, and dissemination of new educational materials and methods. Training grants largely implement previously developed materials and methods and require no significant adaptation of techniques or instructional services to fit different circumstances.

Indirect cost reimbursement on a training grant is limited to the recipient's actual indirect costs, as determined in its negotiated indirect cost rate agreement, or eight percent of a modified total direct cost base, whichever amount is less.

Note: If the grantee did not have a federally recognized indirect cost rate agreement on the date the training grant was awarded, indirect cost recovery is also limited to the amount authorized under EDGAR Section 75.560(d)(3).

For the purposes of this section, a modified total direct cost base consists of total direct costs minus the following:

- The amount of each sub-award in excess of \$25,000.
- Stipends.
- Tuition and related fees.

- Equipment, as defined in 2 CFR 200.33.

Note: If the grantee has established a threshold for equipment that is lower than \$5,000 for other purposes, it must use that threshold to exclude equipment under the modified total direct cost base for the purposes of this section.

The eight percent indirect cost reimbursement limit specified above also applies to sub-awards that fund training.

Indirect costs in excess of the eight percent limit may not be charged directly, used to satisfy matching or cost-sharing requirements, or charged to another Federal award.

A grantee using the training rate of eight percent is required to have documentation available for audit that shows that its negotiated indirect cost rate is at least eight percent.

Ownership of Materials and Intellectual Property Rights

Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable federal regulations. The U.S. Department of Education and the CDE retain the rights for no-cost use or replication of any materials, designs, or programs developed through the use of these funds. Pursuant to the CFR EDGAR, *Title 34 CFR, EDGAR Section 75.621* Copyright policy for grantees: "A grantee may copyright project materials in accordance with 34 CFR Part 74 or 80, as appropriate." EDGAR Section 80.34 states, "The Federal awarding agency reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Federal Government purposes: (a) The copyright in any work developed under a grant, subgrant, or contract under a grant or subgrant; and (b) Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support."

F. Intent to Submit an Application and RFA Questions

Applicants are required to submit via e-mail or fax the California Education Leadership Professional Learning Initiative Intent to Submit an Application Form (See Form A). The Intent to Submit an Application Form must be received no later than 5:00 p.m. on August 21, 2015. Submitting this form does not require an organization to submit an application; however, an application will not be accepted unless Form A was submitted and received by the CDE on time.

The purpose of the Intent to Submit an Application process is to (1) provide the CDE with information to plan adequately for the review of applications,

and (2) to provide an opportunity for potential applicants to ask questions that may be of interest or concern to all applicants.

The Intent to Submit an Application Form must be signed by the Applicant or the Applicant's representative, must include the title of the person signing, and must show the date of submission. For Intent forms that are e-mailed to the CDE, an electronic signature must be affixed. The Intent to Submit an Application Form and questions regarding the RFA should be directed to:

Marcia Trott, Education Programs Consultant
Professional Learning Support Division
Telephone: 916-323-8901
Fax: 916- 319-0136
E-mail: mtrott@cde.ca.gov

G. Cost of Preparing an Application

The costs of preparing and delivering the application are the sole responsibility of the Applicant. The CDE will not provide reimbursement for any costs incurred or related to the Applicant's involvement or participation in the RFA process.

H. Application Format

Applications that do not comply with these formatting requirements will not be reviewed or considered for acceptance and will be returned.

- Use the forms/template provided to complete the application
- The application narrative is limited to 25 typed pages, using 1.5 line spacing (does not apply to forms or supporting documentation)
- Use 12-point type, using an easy-to-read font such as Arial or Times New Roman
- Address each section of the RFA
- Charts and graphs may be single spaced and use no smaller than 10 point type
- Use 1" side, top, and bottom margins
- Provide a footer on each page with page number and the applicant name on all copies

- Staple or fasten the application in the upper left corner (do not use binders or folders when submitting application)

I. Submission of Application

- Send one signed original, four paper copies, and a Microsoft Word copy of the application on a CD or flash drive. The CD or flash drive should contain all narrative sections, forms, and attachments.
- The complete application, including all required components, must be **received by** the CDE Professional Learning Support Division by 5:00 p.m. on **Friday, September 25, 2015**.
- Incomplete, late, or incorrectly formatted applications will not be scored or considered for funding.
- Applicants are urged to use express, certified, or registered mail. Transmission by e-mail or fax **will not** be accepted.
- Mail or deliver applications to:

Title II Leadership Office
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814
Attention: Marcia Trott

An application may be rejected if it is conditional or incomplete, or if it contains any alterations of form or other irregularities of any kind. The CDE may reject an application that is not responsive, does not meet the technical standards, or is not from a designated Applicant, or may choose to reject all applications. The CDE may also waive any immaterial deviations in an application. The CDE's waiver of immaterial defect shall in no way modify the RFA document or excuse the Applicant from full compliance with all requirements if the Applicant is awarded the contract.

J. Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal to:

California Department of Education
Professional Learning Support Division
1430 N Street, Suite 4309
Sacramento, CA 95814–5901

Attention: Carrie Roberts

The CDE must receive the letter of appeal, with an original signature by the authorized person, no later than 5:00 p.m. on Monday, November 9, 2015. Fax or letters submitted via e-mail will not be accepted.

Appeals shall be limited to the grounds that the CDE failed to correctly apply the standards for reviewing the application as specified in this RFA. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The appellant may not supply any new information that was not originally contained in the original application.

CDE staff will re-evaluate the application. The Deputy Superintendent of Instruction and Learning Support will make the final decision in writing within three weeks from the date that appeals are due to CDE. That decision shall be the final administrative action afforded the appeal.

K. Application Review and Award Process

Selection of the final grantee will follow the process below.

- The CDE will carefully screen all applications received by the due date for compliance with all requirements stated in this RFA. Only fully completed applications will be considered eligible for consideration and can be advanced to the Review of Applications. Applications not found to be fully compliant with all submission requirements will be rejected as non-responsive.
- A review panel will be convened which shall consist of staff from the CDE. Each eligible application will be read, reviewed, and scored using a Scoring Rubric (See Appendix A). Points will be awarded based on completeness and responsiveness of the application to each of the required application components.
- Upon completion of the CEMSPLI grant review process, the CDE will post a notification of acceptance on CDE Teaching and Learning Web page located at <http://www.cde.ca.gov/pd/ps/teachingleading.asp>.
- Final posting of successful applicants will be posted to the same Web Page after the appeals process is complete.

VIII. Grant Awards and Reporting Requirements

Following final program and budget negotiations, grants will be issued to a successful project after a signed agreement on the terms of the award has been received by the CDE. The Grant Award Notification must be signed by the Grantee and returned to CDE on or before December 11, 2015.

Successful applicants are required to submit progress reports and invoices forty-five days after the close of the quarter. The first progress report (January 1, 2016 through March 31, 2016) and invoice for the same time period will be due on or before May 15, 2016. Information required for these reports includes, but is not limited to:

- The number of participating CEMSPLI teacher and school administrators participating in the project;
- A summary of promotional, recruitment, and retention efforts;
- A description of collaborative planning;
- Project modifications;
- Summaries of each project activity;
- Progress on meeting each of the outcome measures identified in Task 6 of the application; and
- Evidence of impact on participating teacher leaders, school administrator candidates.

The final project evaluation will be due to CDE with the final invoice forty-five days after the end of the grant.

To assure that expenditures are proper and in accordance with the terms and conditions of the Federal award and approved project budgets, the annual and final fiscal reports or vouchers requesting payment under the agreements must include a certification, signed by an official who is authorized to legally bind the non-Federal entity, which reads as follows: "By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)."

IX. Cover Sheet and Structure of the Application

Application Instructions

A complete application consists of the following components:

1. Application Cover Sheet– Form B
2. Narrative Responses
 - Please respond to each part required in the narrative response.
 - The project description for each part in the narrative response, Part 1 through Part 8, can be found in Section VI. The Application, beginning on page 7 of this document.
 - Please follow all format requirements for document.
3. Required Forms
 - Form A: Copy of the Intent to Submit an Application filed on before August 3, 2015
 - Form B: See above, should be included as coversheet of application
 - Forms C, D, E and F, provided as part of Section X, Required Forms
 - Drug-Free Workplace, CDE-100DF
<http://www.cde.ca.gov/fg/fo/fm/drug.asp>
 - Lobbying, ED 80-0013 <http://www.cde.ca.gov/fg/fo/fm/lobby.asp>
 - Debarment and Suspension, ED 80-0014
<http://www.cde.ca.gov/fg/fo/fm/debar.asp>
 - General Assurances (CDE-100A)
<http://www.cde.ca.gov/fg/fo/fm/generalassur2013.asp>
4. Supporting Documentation

As each applicant writes the application, please structure the application to follow the guidelines provided in the application format and table of contents described below. The scoring rubrics (See Appendix A) for each task are intended to assist applicants in organizing the narrative responses in the application, to inform applicants of the information that CDE considers critical, and to facilitate consistency and equity. It is also intended to inform applicants of the relative value of each component so that they can

plan section length and content accordingly.

Application Format: Confirm with an “X” that the application meets the following format specifications:

- Use the forms/template provided to complete the application.
- Body of application is limited to 25 pages, typed.
- The documents in the application are arranged in the order listed in this checklist.
- 1.5 line spacing (does not apply to forms or supporting documentation).
- 12-point type, using an easy-to-read font such as Arial or Times New Roman.
- Address each section by its number and title, as presented in this RFA (i.e. “Part 1: The Context”).
- Charts and graphs may be single spaced and use no smaller than 10 point type.
- 1" side, top, and bottom margins.
- Footer on each page with page number and the IHE name on all copies.
- Stapled or fastened in upper left corner (do not use binders or folders when submitting application).
- The application package to be delivered to the CDE includes one signed original, two paper copies, and a Microsoft Word copy of the application on a CD or flash drive. The CD or flash drive should contain all narrative sections and forms and attachments. E-mail attachments or applications **will not** be accepted.

Table of Contents and Checklist for the California Elementary Mathematics and Science Professional Learning Initiative Application: Please insert the page numbers and use this list as the Table of Contents (and checklist) for your application.

I. Application Section 1: Cover Sheet (Form B)	
II. Narrative Responses	
Part 1: The Context	
Part 2: Professional Learning Strategies	
Part 3: Goals and Expected Outcomes	

<p>Part 4: Project Leadership</p> <p>Part 5: Project Staff</p> <p>Part 6: Project Participants</p> <p>Part 7: Evaluation Plan</p> <p>Part 8: Budget and Cost Effectiveness</p>	
<p>Application Section III: Required Forms</p> <ul style="list-style-type: none"> • Form A: Copy of the Intent to Submit an Application filed on before August 3, 2015 • Form B: See I above – do not include Form B in Section III • Form C: Statement of Assurances • Form D: CEMSPLI Logic Model/Activities, Timeline, and Responsible Parties Worksheet • Form E: Proposed Project Budget Summary • Form F: Proposed Budget Narrative • Drug-Free Workplace, CDE-100DF http://www.cde.ca.gov/fq/fo/fm/drug.asp • Lobbying, ED 80-0013 http://www.cde.ca.gov/fq/fo/fm/lobby.asp • Debarment and Suspension, ED 80-0014 http://www.cde.ca.gov/fq/fo/fm/debar.asp • General Assurances (CDE-100A) http://www.cde.ca.gov/fq/fo/fm/generalassur2013.asp 	
<p>IV. Supporting Documentation: Examples of supporting documentation might be:</p> <ul style="list-style-type: none"> • Formal agreements made between the partners • Copies of any letter(s) of support • A list of references used in developing the proposal • A vita or resume (one page maximum) for each of the key project personnel 	

Scoring and the Rubric

The Rubric can be found in Appendix A and is valued at a maximum of 100 points. The maximum point value for each section is the following:

Part 1	The Context	20 points
Part 2	Professional Learning Strategies	20 points
Part 3	Goals and Expected Outcomes	10 points
Part 4	Project Leadership	10 points
Part 5	Project Staff	10 points
Part 6	Project Participants	10 points
Part 7	Evaluation Plan	10 points
Part 8	Budget and Cost Effectiveness	10 points

X.
REQUIRED
FORMS

**Form A: California Elementary Mathematics and Science
Professional Learning Initiative**

Intent to Submit an Application

Please return this Intent to Submit an Application Form to the California Department of Education (CDE) at the e-mail address or fax shown below if you plan to submit an application for the California Elementary Mathematics and Science Professional Learning Initiative. The CDE will only accept applications for which it has received the Intent to Submit an Application Form. The Intent to Submit an Application Form must be received by the CDE via e-mail or fax by 5:00 p.m. on Friday, August 21, 2015.

Return this form to:

**Marcia Trott, Education Programs Consultant
Professional Learning Support Division**
Fax: 916- 319-0136
E-mail: mtrott@cde.ca.gov

Applicant: Institute of Higher Education	School of Arts and Sciences:
	School of Education:
Contact Person/Title:	High-Need LEA:
Telephone:	Administrator Preparation Program:
E-mail Address:	CCSESA Region:

Signature by Authorizing Officials: By signing this document, I certify that my organization will participate in the project and related follow-up activities.

_____ Superintendent of High-Need LEA Signature	_____ Date
_____ Dean of School of Education Signature	_____ Date
_____ Dean of School of Arts & Sciences Signature	_____ Date
_____ Director of Administrator Preparation Program Signature	_____ Date

Form B: California Elementary Mathematics and Science Professional Learning Initiative

Application Cover Sheet

Project Director/Title: _____	
Project Office: _____	
Address (including city, state, and zip code): _____	
Telephone: _____ Ext.: _____ Fax: _____	
E-mail: _____ County-District (CD) Code: _____	
CCSESA Region:	_____
Required IHE School of Education Partner:	_____
Required IHE School of Arts & Science Partner:	_____
Required High-Need LEA Partner:	_____
Required IHE Administrator Preparation Program:	_____
Fiscal Agent :	_____
Fiscal Agent Address, Telephone Number and Email:	_____
List of Additional IHE and LEA partners:	_____

Signature by Authorizing Officials: By signing this document, I certify that my organization will participate in the project and related follow-up activities. In addition, I confirm that any specific resources listed in the attached budget will be made available for this project.

Superintendent of High-Need LEA Signature

Date

Dean of School of Education Signature

Date

Dean of School of Arts & Sciences Signature

Date

Director of Administrator Preparation Program

Date

Fiscal Agent Signature

Date

**Form C: California Elementary Mathematics and Science
Professional Learning Initiative**

Statement of Assurances

I support the proposed project and commit my organization to completing all of the tasks and activities that were described in the application. I also certify that each of the following requirements of the California Elementary Mathematics and Science Professional Learning Initiative application has been met:

1. If a funded Grantee seeks to make a significant change in the work plan and/or budget, a project amendment must be requested and approved by the CDE Project Monitor and the Title II Leadership Office prior to making any changes in the activities or expenditures of the project.
2. All of the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantee agrees to obtain a timely audit where required in accordance with applicable audit guidelines. In the case of grants supported with federal funds, this shall include audit requirements of the applicable federal Office of Management and Budget Circular.
3. All subcontracts or subgrants pursuant to this grant must be approved by the CDE prior to execution of the agreement and shall be subject to the examination and audit by the State Auditor for a period of five years after the final payment under the grant. Grantee must submit a formal request to the CDE Project Monitor for review.
4. Each partner LEA has contacted all accredited private schools within its boundaries to determine if any private schools want their teachers to participate in the California Elementary Mathematics and Science Professional Learning Initiative and evidence of this contact is on file with the Project Director.
5. Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable federal regulations.
6. Grantees commit to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available at the U.S. Department of Education FERPA Web page at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.
7. The Project Director commits to gathering teacher and student release forms for videos, interviews (which may include focus groups), and observations, if applicable. The Project Director must gather agendas and minutes for meetings of the Partnership, professional learning activities, and follow-up professional learning.
8. Timely Reporting: Grantees commit to providing all reports according to the pre-determined reporting schedule.
9. Grantee and partner LEAs shall comply with the General Assurances on Form D.

10. Complies with Section 2132(c) of the No Child Left Behind Act of 2001, which requires that "No single participant in an eligible partnership" (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no single other partner) "may use more than 50 percent" of the subgrant. The provision focuses not on which partner receives the funds, but on which partner directly uses or benefits from them.
11. Grantees will ensure that Improving Teacher Quality State Grant funds are used to supplement and not to supplant funding that would otherwise be used to support proposed activities.
12. If funded all grantees will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule (2 CFR Chapter I, Chapter II, Part 200, et al.).

Signature by Authorizing Officials: By signing this document, I certify that my organization will participate in the project and related follow-up activities. In addition, I confirm that any specific resources listed in the attached budget will be made available for this project.

Dean of School of Arts & Sciences Signature

Date

Dean of School of Education Signature

Date

Superintendent of High-Need LEA Signature

Date

Director of Administrator Preparation Program Signature

Date

Fiscal Agent Signature

Date

**Form D: California Elementary Mathematics and Science
Professional Learning Initiative**

Logic Model/Activities, Timeline, and Responsible Parties

Instructions:

1. Develop a chart showing the Logic Model for the proposed project.
2. Use the chart below as a template to outline the Key Project Activities, Timeline, Responsible Party/Parties and Evaluation.
3. Add additional lines as needed.

Key Project Activity	Relates to Which Project Component or Outcome	Completion Date (Timeline)	Responsible Party/Parties	Expected Learning Outcomes

Form E: California Elementary Mathematics and Science Professional Learning Initiative

Each application must include this **Budget Summary** to reflect the projected expenditures for all partners during the project period of January 1, 2016, through December 31, 2017. Please add additional rows as needed.

Lead IHE Name:	
Project Director:	Phone Number:
Amount Requested:	Fiscal Agent Contact:

PROPOSED BUDGET SUMMARY

Object Code (if applicable)	Object of Expenditure	Proposed Expenditures			Other Amount from Other Source(s)(In- Kind)
		FY 2015-16 (1-1-16 to 12-31-16)	FY 2016-17 (1-1-17 to 12-31-17)	Total	
1000	Certificated Salaries				
2000	Classified Salaries				
3000	Employee Benefits				
4000	Books and Supplies				
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)				
5200	Participant Travel/Project Staff Travel				
	SUBTOTAL				
7000	Indirect Costs (___%) Cannot Exceed 8%				
5100	Subagreement for Services				
6000	Capital Outlay				
	TOTAL				

CDE use only		Reviewed and Approved by:	
CDE Fiscal Analyst:		Title:	Date:
CDE Program Monitor:			
CDE Administrator:			

Form F- California Elementary Mathematics and Science Professional Learning Initiative

Provide a proposed **Budget Narrative** to explain the calculations that led to the budget figures in the Proposed Budget Summary on Form E and how the funds link to the Partnership's Narrative Responses in Parts 1 through 7. Use additional pages of this form as necessary. Note: Applicants can opt to use Form F for each project year separately.

Lead IHE Name:	
Project Director:	Phone Number:
Amount Requested:	Fiscal Agent Contact:

PROPOSED BUDGET NARRATIVE

Object Code (if applicable)	Detailed Explanation of Expenditure	CEMSPLI Funding	Amount from Other Source(s) (In-Kind)
1000 Certificated Salaries	Year 1:	Year 1:	Year 1:
	Year 2:	Year 2:	Year 2:
2000 Classified Salaries	Year 1:	Year 1:	Year 1:
	Year 2:	Year 2:	Year 2:
3000 Employee Benefits	Year 1:	Year 1:	Year 1:
	Year 2:	Year 2:	Year 2:
4000 Books and Supplies	Year 1:	Year 1:	Year 1:
	Year 2:	Year 2:	Year 2:
5000 (excluding Subagreements for Services and Travel)	Year 1:	Year 1:	Year 1:
	Year 2:	Year 2:	Year 2:
5200 Participant Travel/ Project Staff Travel	Year 1:	Year 1:	Year 1:
	Year 2:	Year 2:	Year 2:
SUBTOTAL	Year 1:	Year 1:	Year 1:
	Year 2:	Year 2:	Year 2:
7000 Indirect Costs	Year 1:	Year 1:	Year 1:
	Year 2:	Year 2:	Year 2:
5100 Subagreement for Services	Year 1:	Year 1:	Year 1:
	Year 2:	Year 2:	Year 2:
6000 Capitol Outlay	Year 1:	Year 1:	Year 1:
	Year 2:	Year 2:	Year 2:
TOTAL	Year 1:	Year 1:	Year 1:
	Year 2:	Year 2:	Year 2:

XI.
APPENDICES

APPENDIX A: California Elementary Mathematics and Science Professional Learning Initiative

Scoring Rubric for Application Narrative

Part 1 – The Context (20 points)

OUTSTANDING (16-20 points)	STRONG (11-15 points)	ADEQUATE (5-10 points)	MINIMAL (0-4 points)
<p>Thoroughly and convincingly describes the education system in which the Partnership will examine the issue or problem including the level(s) the project will focus on (e.g., classroom, school, district, multiple districts or state) including the “high-need” status of the LEA.</p>	<p>Clearly describes the education system in which the Partnership will examine the issue or problem including the level(s) the project will focus on (e.g., classroom, school, district, multiple districts or state) including the “high-need” status of the LEA.</p>	<p>Adequately describes the education system in which the Partnership will examine the issue or problem including the level(s) the project will focus on (e.g., classroom, school, district, multiple districts or state) including the “high-need” status of the LEA.</p>	<p>Minimally describes the education system in which the Partnership will examine the issue or problem including the level(s) the project will focus on (e.g., classroom, school, district, multiple districts or state) including the “high-need” status of the LEA.</p>
<p>Thoroughly and convincingly explains the LEA’s need for professional learning that is aligned to one or more of the following: LCAP, LEA plan, Title II Equitable Distribution Plan, Academic Program Survey, English Learner Subgroup Self-Assessment Tool, District Assistance Survey, the ISS for Students with Disabilities or other locally-developed documents.</p>	<p>Clearly explains the LEA’s need for professional learning that is aligned to one or more of the following: LCAP, LEA plan, Title II Equitable Distribution Plan, Academic Program Survey, English Learner Subgroup Self-Assessment Tool, District Assistance Survey, the ISS for Students with Disabilities or other locally-developed documents.</p>	<p>Adequately explains the LEA’s need for professional learning that is aligned to one or more of the following: LCAP, LEA plan, Title II Equitable Distribution Plan, Academic Program Survey, English Learner Subgroup Self-Assessment Tool, District Assistance Survey, the ISS for Students with Disabilities or other locally-developed documents.</p>	<p>Minimally explains the LEA’s need for professional learning that is aligned to one or more of the following: LCAP, LEA plan, Title II Equitable Distribution Plan, Academic Program Survey, English Learner Subgroup Self-Assessment Tool, District Assistance Survey, the ISS for Students with Disabilities or other locally-developed documents.</p>
<p>Thoroughly and convincingly describes the extent to which members of the Partnership were involved in project development and planning to ensure the proposed professional learning</p>	<p>Clearly describes the extent to which members of the Partnership were involved in project development and planning to ensure the proposed professional learning activities are aligned with</p>	<p>Adequately describes the extent to which members of the Partnership were involved in project development and planning to ensure the proposed professional learning activities are</p>	<p>Minimally describes the extent to which members of the Partnership were involved in project development and planning to ensure the proposed professional learning activities are aligned with</p>

OUTSTANDING (16-20 points)	STRONG (11-15 points)	ADEQUATE (5-10 points)	MINIMAL (0-4 points)
<p>activities are aligned with school-wide and district-wide educational improvement plans.</p> <p>Thoroughly and convincingly describes the current working relationship between the IHE program that prepares teachers and the IHE program partner that prepares administrators.</p>	<p>school-wide and district-wide educational improvement plans.</p> <p>Clearly describes the current working relationship between the IHE program that prepares teachers and the IHE program partner that prepares administrators.</p>	<p>aligned with school-wide and district-wide educational improvement plans.</p> <p>Adequately describes the current working relationship between the IHE program that prepares teachers and the IHE program partner that prepares administrators</p>	<p>school-wide and district-wide educational improvement plans.</p> <p>Minimally describes the current working relationship between the IHE program that prepares teachers and the IHE program partner that prepares administrators</p>

Part 2 - Professional Learning Strategies (20 points)

OUTSTANDING (16-20 points)	STRONG (11-15 points)	ADEQUATE (5-10 points)	MINIMAL (0-4 points)
<p>Thoroughly and convincingly describes how the project will help school instructional leadership teams identify a problem of practice, how it will be addressed by the partnership, how it is linked to student education outcomes, and how it is important to future decisions of the LEA.</p> <p>Thoroughly and convincingly describes the content, pedagogy, curriculum, and teaching/learning strategies that will be the primary activities.</p> <p>Provides a rationale for the proposed content and sequence of training and shows evidence</p>	<p>Provides a strong description of how the project will help school instructional leadership teams identify a problem of practice, how it will be addressed by the partnership, how it is linked to student education outcomes, and how it is important to future decisions of the LEA.</p> <p>Demonstrates a thoughtful approach to the content, pedagogy, curriculum, and teaching/learning strategies that will be the primary activities.</p> <p>Provides a rationale for the proposed content and sequence of training and shows evidence</p>	<p>Adequately describes how the project will help school instructional leadership teams identify a problem of practice, how it will be addressed by the partnership, how it is linked to student education outcomes, and how it is important to future decisions of the LEA.</p> <p>Demonstrates an adequate approach to the content, pedagogy, curriculum, and teaching/learning strategies that will be the primary activities.</p> <p>Provides a rationale for the proposed content and sequence of training and shows evidence</p>	<p>Minimally describes how the project will help school instructional leadership teams identify a problem of practice, how it will be addressed by the partnership, how it is linked to student education outcomes, and how it is important to future decisions of the LEA.</p> <p>Demonstrates a lack of clarity in the content, pedagogy, curriculum, and teaching/learning strategies that will be the primary activities.</p> <p>Provides a rationale for the proposed content and sequence of training and shows evidence</p>

OUTSTANDING (16-20 points)	STRONG (11-15 points)	ADEQUATE (5-10 points)	MINIMAL (0-4 points)
<p>why it will be successful.</p> <p>Thoroughly and convincingly describes how the proposed professional learning activities will bring about changes in teacher content knowledge and pedagogical skills.</p> <p>Thoroughly and convincingly describes the professional learning activities that will be emphasized to help principals support their CEMSPLI teachers and establish a professional learning culture.</p> <p>Thoroughly and convincingly describes how the Partnership will assist the CEMSPLI teams in increasing family involvement in their schools.</p> <p>Thoroughly and convincingly describes how the Partnership will assist the CEMSPLI teams in regionally showcasing their professional growth related to CACSM and/or CACSS, and ELD strategies to their peers, including special education colleagues.</p> <p>The Logic Model is very thorough and the Activities, Timeline, and Responsible Parties Worksheet unambiguously provides the</p>	<p>why it will be successful.</p> <p>Clearly describes how the proposed professional learning activities will bring about changes in teacher content knowledge and pedagogical skills.</p> <p>Provides a strong description of the professional learning activities that will be emphasized to help principals support their CEMSPLI teachers and establish a professional learning culture.</p> <p>Clearly describes how the Partnership will assist the CEMSPLI teams in increasing family involvement in their schools.</p> <p>Clearly describes how the Partnership will assist the CEMSPLI teams in regionally showcasing their professional growth related to CACSM and/or CACSS, and ELD strategies to their peers, including special education colleagues.</p> <p>The Logic Model is complete and the Activities, Timeline, and Responsible Parties Worksheet</p>	<p>why it will be successful.</p> <p>Adequately describes how the proposed professional learning activities will bring about changes in teacher content knowledge and pedagogical skills.</p> <p>Adequately describes the professional learning activities that will be emphasized to help principals support their CEMSPLI teachers and establish a professional learning culture.</p> <p>Adequately describes how the Partnership will assist the CEMSPLI teams in increasing family involvement in their schools.</p> <p>Adequately describes how the Partnership will assist the CEMSPLI teams in regionally showcasing their professional growth related to CACSM and/or CACSS, and ELD strategies to their peers, including special education colleagues.</p> <p>The Logic Model is adequate and the Activities, Timeline, and Responsible Parties Worksheet</p>	<p>why it will be successful.</p> <p>Minimally describes how the proposed professional learning activities will bring about changes in teacher content knowledge and pedagogical skills.</p> <p>Minimally describes the professional learning activities that will be emphasized to help principals support their CEMSPLI teachers and establish a professional learning culture.</p> <p>Minimally describes how the Partnership will assist the CEMSPLI teams in increasing family involvement in their schools.</p> <p>Minimally describes how the Partnership will assist the CEMSPLI teams in regionally showcasing their professional growth related to CACSM and/or CACSS, and ELD strategies to their peers, including special education colleagues.</p> <p>The Logic Model is incomplete and the Activities, Timeline, and Responsible Parties Worksheet</p>

OUTSTANDING (16-20 points)	STRONG (11-15 points)	ADEQUATE (5-10 points)	MINIMAL (0-4 points)
<p>sequence of professional learning activities being proposed in this RFA in accordance with the project's overall purposes and goals.</p> <p>Includes thorough documentation of formal agreements; letter(s) of support that demonstrate high levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable.</p>	<p>persuasively provides the sequence of professional learning activities being proposed in this RFA in accordance with the project's overall purposes and goals.</p> <p>Includes formal agreements; letter(s) of support that demonstrate strong levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable.</p>	<p>adequately provides the sequence of professional learning activities being proposed in this RFA in accordance with the project's overall purposes and goals.</p> <p>Includes some formal agreements; letter(s) of support that demonstrate some levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable.</p>	<p>minimally provides the sequence of professional learning activities being proposed in this RFA in accordance with the project's overall purposes and goals.</p> <p>Includes little supporting documentation of any formal agreements; letter(s) of support that demonstrate limited levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable.</p>

Part 3 - Goals and Expected Outcomes (10 points)

OUTSTANDING (9-10 points)	STRONG (7-8 points)	ADEQUATE (4-6 points)	MINIMAL (0-3 points)
<p>Thoroughly and convincingly describes the major goals and measurable outcomes that will demonstrate project success.</p> <p>Thoroughly and convincingly identifies the desired changes in teacher content knowledge and pedagogical skills.</p> <p>Thoroughly and convincingly explains the decision-making process that determined these outcomes and how the</p>	<p>Provides a strong description of the major goals and measurable outcomes that will demonstrate project success.</p> <p>Provides strong evidence that will identify the desired changes in teacher content knowledge and pedagogical skills.</p> <p>Provides a strong description of the decision-making process that determined these outcomes and how the Partnership will establish</p>	<p>Adequately describes the major goals and measurable outcomes that will demonstrate project success.</p> <p>Provides adequate evidence that will identify the desired changes in teacher content knowledge and pedagogical skills.</p> <p>Provides an adequate description of the decision-making process that determined these outcomes and how the Partnership will</p>	<p>Minimally describes the major goals and measurable outcomes that will demonstrate project success.</p> <p>Provides inadequate evidence will identify the desired changes in teacher content knowledge and pedagogical skills.</p> <p>Minimally explains the decision-making process that determined these outcomes and how the Partnership will establish annual</p>

OUTSTANDING (9-10 points)	STRONG (7-8 points)	ADEQUATE (4-6 points)	MINIMAL (0-3 points)
<p>Partnership will establish annual goals.</p> <p>Thoroughly and convincingly describes the Partnership's ability to collect, analyze, and use for project improvement purposes the data the project anticipates it will report to the CDE on the overall effectiveness of the project in meeting all project goals and intended outcomes.</p>	<p>annual goals.</p> <p>Provides strong evidence that describes the Partnership's ability to collect, analyze, and use for project improvement purposes the data the project anticipates it will report to the CDE on the overall effectiveness of the project in meeting all project goals and intended outcomes.</p>	<p>establish annual goals.</p> <p>Provides adequate evidence that describes the Partnership's ability to collect, analyze, and use for project improvement purposes the data the project anticipates it will report to the CDE on the overall effectiveness of the project in meeting all project goals and intended outcomes.</p>	<p>goals.</p> <p>Minimally describes the Partnership's ability to collect, analyze, and use for project improvement purposes the data the project anticipates it will report to the CDE on the overall effectiveness of the project in meeting all project goals and intended outcomes.</p>

Part 4 - Project Leadership (10 points)

OUTSTANDING (9-10 points)	STRONG (7-8 points)	ADEQUATE (4-6 points)	MINIMAL (0-3 points)
<p>Thoroughly describes the overall management structure of the project and the roles of each partner in the project's management.</p> <p>Thoroughly and convincingly describes the collaborative process to be followed and the manner in which project leadership will be provided.</p> <p>Thoroughly and convincingly describes the members of the Partnership, including the applicant IHE, the partner School of Arts and Sciences, the partner</p>	<p>Strong description of the overall management structure of the project and the roles of each partner in the project's management.</p> <p>Strongly describes the collaborative process to be followed and the manner in which project leadership will be provided.</p> <p>Strongly describes the members of the Partnership, including the applicant IHE, the partner School of Arts and Sciences, the partner high-need LEA, and Administrator</p>	<p>Limited description of the overall management structure of the project and the roles of each partner in the project's management.</p> <p>Adequately describes the collaborative process to be followed and the manner in which project leadership will be provided.</p> <p>Adequately describes the members of the Partnership, including the applicant IHE, the partner School of Arts and Sciences, the partner high-need</p>	<p>Minimal or no description of the overall management structure of the project and the roles of each partner in the project's management.</p> <p>Minimally describes the collaborative process to be followed and the manner in which project leadership will be provided.</p> <p>Minimally describes the members of the Partnership, including the applicant IHE, the partner School of Arts and Sciences, the partner high-need LEA, and Administrator</p>

OUTSTANDING (9-10 points)	STRONG (7-8 points)	ADEQUATE (4-6 points)	MINIMAL (0-3 points)
<p>high-need LEA, and Administrator Preparation Program Partner.</p> <p>Explains why each Partnership member was selected and why these members will form an effective partnership for accomplishing the tasks described in this RFA.</p> <p>Thoroughly and convincingly describes the members of the Partnership, including the applicant IHE, the partner School of Arts and Sciences, the partner high-need LEA, and Administrator Preparation Program Partner, why each Partnership member was selected, and why these members will form an effective partnership for accomplishing the tasks described in the RFA.</p> <p>Response includes any additional members, explains why and how these additional members were selected and what role these additional members will have within the Partnership.</p> <p>Thoroughly and convincingly describes the partners' common interest in the proposed work and how each will contribute to and benefit from the project.</p>	<p>Preparation Program Partner.</p> <p>Explains why each Partnership member was selected and why these members will form an effective partnership for accomplishing the tasks described in this RFA.</p> <p>Strongly describes the members of the Partnership, including the applicant IHE, the partner School of Arts and Sciences, the partner high-need LEA, and Administrator Preparation Program Partner, why each Partnership member was selected, and why these members will form an effective partnership for accomplishing the tasks described in the RFA.</p> <p>Response includes any additional members, explains why and how these additional members were selected and what role these additional members will have within the Partnership.</p> <p>Strongly describes the partners' common interest in the proposed work and how each will contribute to and benefit from the project.</p>	<p>LEA, and Administrator Preparation Program Partner.</p> <p>Explains why each Partnership member was selected and why these members will form an effective partnership for accomplishing the tasks described in this RFA.</p> <p>Adequately describes the members of the Partnership, including the applicant IHE, the partner School of Arts and Sciences, the partner high-need LEA, and Administrator Preparation Program Partner, why each Partnership member was selected, and why these members will form an effective partnership for accomplishing the tasks described in the RFA.</p> <p>Response includes any additional members, explains why and how these additional members were selected and what role these additional members will have within the Partnership.</p> <p>Adequately describes the partners' common interest in the proposed work and how each will contribute to and benefit from the project.</p>	<p>Preparation Program Partner.</p> <p>Explains why each Partnership member was selected and why these members will form an effective partnership for accomplishing the tasks described in this RFA.</p> <p>Minimally describes the members of the Partnership, including the applicant IHE, the partner School of Arts and Sciences, the partner high-need LEA, and Administrator Preparation Program Partner, why each Partnership member was selected, and why these members will form an effective partnership for accomplishing the tasks described in the RFA.</p> <p>Response includes any additional members, explains why and how these additional members were selected and what role these additional members will have within the Partnership.</p> <p>Minimally describes the partners' common interest in the proposed work and how each will contribute to and benefit from the project.</p>

OUTSTANDING (9-10 points)	STRONG (7-8 points)	ADEQUATE (4-6 points)	MINIMAL (0-3 points)
<p>Thoroughly and convincingly describes how private schools in participating districts have been informed of the project.</p> <p>Thoroughly and convincingly describes how the Partnership will enhance, improve, or expand current, local, and regional efforts in providing effective professional learning opportunities relating to CACSM and CACSS.</p> <p>The CEMSPLI Statement of Assurances (Form C) has been completed by each partner organization and originally signed by an appropriate designated official with the authority to submit proposals in this competition.</p>	<p>Strongly describes how private schools in participating districts have been informed of the project.</p> <p>Strongly describes how the Partnership will enhance, improve, or expand current, local, and regional efforts in providing effective professional learning opportunities relating to CACSM and CACSS.</p> <p>The CEMSPLI Statement of Assurances (Form C) has been completed by each partner organization and originally signed by an appropriate designated official with the authority to submit proposals in this competition.</p>	<p>Adequately describes how private schools in participating districts have been informed of the project.</p> <p>Adequately describes how the Partnership will enhance, improve, or expand current, local, and regional efforts in providing effective professional learning opportunities relating to CACSM and CACSS.</p> <p>The CEMSPLI Statement of Assurances (Form C) has been partially completed by each partner organization and originally signed by an appropriate designated official with the authority to submit proposals in this competition.</p>	<p>Minimally describes how private schools in participating districts have been informed of the project.</p> <p>Minimally describes how the Partnership will enhance, improve, or expand current, local, and regional efforts in providing effective professional learning opportunities relating to CACSM and CACSS.</p> <p>The CEMSPLI Statement of Assurances (Form C) has not been completed by each partner organization and originally signed by an appropriate designated official with the authority to submit proposals in this competition.</p>

Part 5 - Project Staff (10 points)

OUTSTANDING (9-10 points)	STRONG (7-8 points)	ADEQUATE (4-6 points)	MINIMAL (0-3 points)
<p>The Organizational chart is thorough and clearly illustrates the roles and responsibilities of all project staff, including those representing additional partners.</p> <p>Provides a thorough and convincing vita or resume for each of the key project personnel listed on the organization chart that did not exceed one page for each person.</p> <p>Thoroughly and convincingly describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, their time commitment, and why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project.</p> <p>If the project will hire staff not currently employed by one of the partner agencies, application includes a thorough and convincing description (200-word maximum) of the job(s) and the minimum qualifications.</p>	<p>The Organizational chart strongly illustrates the roles and responsibilities of all project staff, including those representing additional partners.</p> <p>Provides strong vita or resume for each of the key project personnel listed on the organization chart that did not exceed one page for each person.</p> <p>Strongly describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, their time commitment, and why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project.</p> <p>If the project will hire staff not currently employed by one of the partner agencies, application includes a strongly worded description (200-word maximum) of the job(s) and the minimum qualifications.</p>	<p>The Organizational chart adequately illustrates the roles and responsibilities of all project staff, including those representing additional partners.</p> <p>Provides adequate vita or resume for each of the key project personnel listed on the organization chart that did not exceed one page for each person.</p> <p>Adequately describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, their time commitment, and why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project.</p> <p>If the project will hire staff not currently employed by one of the partner agencies, application includes an adequate description (200-word maximum) of the job(s) and the minimum qualifications.</p>	<p>The Organizational chart minimally illustrates the roles and responsibilities of all project staff, including those representing additional partners.</p> <p>Provides a minimal vita or resume for each of the key project personnel listed on the organization chart that did not exceed one page for each person.</p> <p>Minimally describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, their time commitment, and why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project.</p> <p>If the project will hire staff not currently employed by one of the partner agencies, application includes an incomplete description (200-word maximum) of the job(s) and the minimum qualifications.</p>

OUTSTANDING (9-10 points)	STRONG (7-8 points)	ADEQUATE (4-6 points)	MINIMAL (0-3 points)
The CEMSPLI Organizational Partner Roles, Responsibilities, and Resource Chart (Form E) is thorough and complete.	The CEMSPLI Organizational Partner Roles, Responsibilities, and Resource Chart (Form E) is complete.	The CEMSPLI Organizational Partner Roles, Responsibilities, and Resource Chart (Form E) is adequately complete.	The CEMSPLI Organizational Partner Roles, Responsibilities, and Resource Chart (Form E) is incomplete.

Part 6 - Project Participants (10 points)

OUTSTANDING (9-10 points)	STRONG (7-8 points)	ADEQUATE (4-6 points)	MINIMAL (0-3 points)
Thoroughly and convincingly describes the strategies and activities that will be used to recruit and select CEMSPLI Teams for project participation.	Strongly describes the strategies and activities that will be used to recruit and select CEMSPLI Teams for project participation.	Adequately describes the strategies and activities that will be used to recruit and select CEMSPLI Teams for project participation.	Minimally describes the strategies and activities that will be used to recruit and select CEMSPLI Teams for project participation.
Thoroughly and convincingly describes the characteristics CEMSPLI Teams who will be served by the proposed project.	Strongly describes the characteristics CEMSPLI Teams who will be served by the proposed project.	Adequately describes the characteristics CEMSPLI Teams who will be served by the proposed project.	Minimally describes the characteristics CEMSPLI Teams who will be served by the proposed project.
Provides thorough and convincing evidence in the form of a letter of commitment that this project has the support of the school principal(s) and district	Provides strong evidence in the form of a letter of commitment that this project has the support of the school principal(s) and district superintendent that describes	Provides adequate evidence in the form of a letter of commitment that this project has the support of the school principal(s) and district superintendent that describes	Provides minimal evidence in the form of a letter of commitment that this project has the support of the school principal(s) and district superintendent that describes

OUTSTANDING (9-10 points)	STRONG (7-8 points)	ADEQUATE (4-6 points)	MINIMAL (0-3 points)
<p>superintendent that describes how they will ensure teacher commitment.</p> <p>Thoroughly and convincingly identifies the retention activities that will be used to ensure each participant (e.g., CEMSPLI Team member, project staff person, and project partner) who starts the project will finish the project.</p> <p>Provides a thorough and convincing rationale as to why these recruitment and retention strategies will be successful in the local and regional context.</p>	<p>how they will ensure teacher commitment.</p> <p>Clearly identifies the retention activities that will be used to ensure each participant (e.g., CEMSPLI Team member, project staff person, and project partner) who starts the project will finish the project.</p> <p>Provides a strong rationale as to why these recruitment and retention strategies will be successful in the local and regional context.</p>	<p>how they will ensure teacher commitment.</p> <p>Adequately identifies the retention activities that will be used to ensure each participant (e.g., CEMSPLI Team member, project staff person, and project partner) who starts the project will finish the project.</p> <p>Provides an adequate rationale as to why these recruitment and retention strategies will be successful in the local and regional context.</p>	<p>how they will ensure teacher commitment.</p> <p>Minimally identifies the retention activities that will be used to ensure each participant (e.g., CEMSPLI Team member, project staff person, and project partner) who starts the project will finish the project.</p> <p>Provides a minimal rationale as to why these recruitment and retention strategies will be successful in the local and regional context.</p>

Part 7 - Evaluation Plan (10 points)

OUTSTANDING (9-10 points)	STRONG (7-8 points)	ADEQUATE (4-6 points)	MINIMAL (0-3 points)
<p>Thoroughly and convincingly describes how the analysis of the data collected from the project activities, resulting in a final evaluation, will be exploratory in nature, and aid in better understanding the links between the education system's characteristics (e.g., student, teacher, administrator, IHE educator preparation programs,</p>	<p>Strongly describes how the analysis of the data collected from the project activities, resulting in a final evaluation, will be exploratory in nature, aid in better understanding the links between the education system's characteristics (e.g., student, teacher, administrator, IHE educator preparation programs, school, district, policies,</p>	<p>Adequately describes how the analysis of the data collected from the project activities, resulting in a final evaluation, will be exploratory in nature, and aid in better understanding the links between the education system's characteristics (e.g., student, teacher, administrator, IHE educator preparation programs, school, district, policies,</p>	<p>Minimally describes how the analysis of the data collected from the project activities, resulting in a final evaluation, will be exploratory in nature, and aid in better understanding the links between the education system's characteristics (e.g., student, teacher, administrator, IHE educator preparation programs, school, district, policies,</p>

OUTSTANDING (9-10 points)	STRONG (7-8 points)	ADEQUATE (4-6 points)	MINIMAL (0-3 points)
<p>school, district, policies, programs, or practices) and student education outcomes.</p> <p>Thoroughly and explicitly states the evaluation questions, the instrumentation and data that will be collected, and techniques of analysis.</p> <p>Thoroughly and convincingly explains how the evaluation results will be disseminated to the field of education so others may directly benefit.</p> <p>Thoroughly and convincingly discusses how the evaluation will contribute to the IHE work in preparing teachers and administrators.</p> <p>Thoroughly and convincingly discusses how the evaluation activities will increase the LEA's capacity to use data and research.</p>	<p>programs, or practices) and student education outcomes.</p> <p>Strongly states the evaluation questions, the instrumentation and data that will be collected, and techniques of analysis.</p> <p>Strongly explains how the evaluation results will be disseminated to the field of education so others may directly benefit.</p> <p>Strongly discusses how the evaluation will contribute to the IHE work in preparing teachers and administrators.</p> <p>Strongly discusses how the evaluation activities will increase the LEA's capacity to use data and research.</p>	<p>programs, or practices) and student education outcomes.</p> <p>Adequately states the evaluation questions, the instrumentation and data that will be collected, and techniques of analysis.</p> <p>Adequately explains how the evaluation results will be disseminated to the field of education so others may directly benefit.</p> <p>Adequately discusses how the evaluation will contribute to the IHE work in preparing teachers and administrators.</p> <p>Adequately discusses how the evaluation activities will increase the LEA's capacity to use data and research.</p>	<p>programs, or practices) and student education outcomes.</p> <p>Minimally states the evaluation questions, the instrumentation and data that will be collected, and techniques of analysis.</p> <p>Minimally explains how the evaluation results will be disseminated to the field of education so others may directly benefit.</p> <p>Minimally discusses how the evaluation will contribute to the IHE work in preparing teachers and administrators.</p> <p>Minimally discusses how the evaluation activities will increase the LEA's capacity to use data and research.</p>

Part 8 - Budget and Cost Effectiveness (10 points)

OUTSTANDING (9-10 points)	STRONG (7-8 points)	ADEQUATE (4-6 points)	MINIMAL (0-3 points)
<p>Thoroughly and convincingly identifies the allowable and appropriate project expenses to support the activities of the CEMSPLI for the 2015–16 and the 2016–17 school years. Provides thorough and clearly explained budget narratives describing each line item for each budget year. Completes Forms E and F.</p>	<p>Good identification of the allowable and appropriate project expenses to support the activities of the CEMSPLI for the 2015–16 and the 2016–17 school years. Provides good budget narratives describing each line item for each budget year. Completes Forms E and F.</p>	<p>Adequately identifies the allowable and appropriate project expenses to support the activities of CEMSPLI for the 2015–16 and the 2016–17 school years. Provides adequate budget narratives describing each line item for each budget year. Completes Forms E and F.</p>	<p>Minimally identifies the allowable and appropriate program expenses to support the activities of the CEMSPLI for the 2015–16 and the 2016–17 school years. Provides limited budget narratives describing each line item for each budget year. Completes Forms E and F.</p>

Appendix B: California Elementary Mathematics and Science Professional Learning Initiative

Eligible High-Need School Districts

2012 Poverty Estimates for School Districts							
Source: U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program							
Release date: December 2013							
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	01710	Adelanto Elementary School District	58037	7262	2450	33.74%
CA	06	00153	Alhambra Unified School District	171841	18206	4885	26.83%
CA	06	01950	Alisal Union Elementary School District	58894	7828	2644	33.78%
CA	06	01980	Allensworth Elementary School District	487	95	49	51.58%
CA	06	02010	Alpaugh Unified School District	1373	366	200	54.64%
CA	06	02070	Alpine County Unified School District	1129	189	44	23.28%
CA	06	02220	Alta Vista Elementary School District	3129	519	316	60.89%
CA	06	02250	Alta-Dutch Flat Union Elementary School District	1855	145	31	21.38%
CA	06	02310	Alum Rock Union Elementary School District	113622	15471	3726	24.08%
CA	06	02360	Alview-Dairyland Union Elementary School District	1803	266	103	38.72%
CA	06	02370	Alvina Elementary School District	659	153	73	47.71%
CA	06	02430	Alvord Unified School District	108689	22893	5854	25.57%
CA	06	02610	Anaheim Elementary School District	201750	21321	6677	31.32%
CA	06	02630	Anaheim Union High School District	396778	36704	8094	22.05%
CA	06	02700	Anderson Union High School District	38661	2292	497	21.68%
CA	06	02730	Anderson Valley Unified School District	2947	531	192	36.16%
CA	06	02760	Antelope Elementary School District	4393	480	138	28.75%
CA	06	02820	Antelope Valley Union Joint High School District	379008	29096	7071	24.30%
CA	06	00017	Apple Valley Unified School District	79453	15796	4097	25.94%
CA	06	03000	Arcata Elementary School District	14566	823	319	38.76%

State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	03060	Arcohe Union Elementary School District	4700	541	189	34.94%
CA	06	03090	Arena Union Elementary School District	3237	289	77	26.64%
CA	06	03180	Armona Union Elementary School District	6601	1117	341	30.53%
CA	06	03270	Arvin Union Elementary School District	20151	3680	1674	45.49%
CA	06	03420	Atwater Elementary School District	34660	4999	2072	41.45%
CA	06	03600	Azusa Unified School District	67806	12825	3334	26.00%
CA	06	03610	Baker Valley Unified School District	995	226	47	20.80%
CA	06	03630	Bakersfield City Elementary School District	189637	29144	12907	44.29%
CA	06	03690	Baldwin Park Unified School District	75787	16065	4637	28.86%
CA	06	03750	Ballico-Cressey Elementary School District	2142	314	72	22.93%
CA	06	03780	Bangor Union Elementary School District	1260	140	31	22.14%
CA	06	03840	Banning Unified School District	34701	5795	1940	33.48%
CA	06	03870	Banta Elementary School District	5337	309	65	21.04%
CA	06	04020	Barstow Unified School District	34349	6801	2107	30.98%
CA	06	04080	Bass Lake Joint Union Elementary School District	12211	1071	259	24.18%
CA	06	04110	Bassett Unified School District	27059	5487	1490	27.16%
CA	06	04200	Bayshore Elementary School District	5895	700	180	25.71%
CA	06	04230	Bear Valley Unified School District	18945	2939	597	20.31%
CA	06	04260	Beardsley Elementary School District	17408	1917	695	36.25%
CA	06	04380	Bellevue Union Elementary School District	25027	2726	725	26.60%
CA	06	04860	Big Creek Elementary School District	452	86	23	26.74%
CA	06	04890	Big Lagoon Union Elementary School District	456	34	8	23.53%
CA	06	04980	Big Springs Union Elementary School District	1774	179	42	23.46%
CA	06	05040	Biggs Unified School District	3513	702	229	32.62%
CA	06	05160	Bishop Joint Union High School District	12945	688	139	20.20%
CA	06	05220	Black Butte Union Elementary School District	4400	301	173	57.48%
CA	06	05250	Blake Elementary School District	172	11	5	45.45%

State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	05490	Bogus Elementary School District	363	20	7	35.00%
CA	06	05520	Bolinas-Stinson Union Elementary School District	2373	160	38	23.75%
CA	06	05700	Borrego Springs Unified School District	3971	509	131	25.74%
CA	06	05790	Brawley Elementary School District	26020	3880	1188	30.62%
CA	06	05820	Brawley Union High School District	28994	2021	607	30.03%
CA	06	05940	Bret Harte Union High School District	19254	872	187	21.44%
CA	06	06000	Bridgeville Elementary School District	557	48	10	20.83%
CA	06	06030	Briggs Elementary School District	2751	361	101	27.98%
CA	06	06090	Brittan Elementary School District	3578	445	122	27.42%
CA	06	06100	Browns Elementary School District	953	112	26	23.21%
CA	06	06360	Buena Park Elementary School District	49124	6131	1307	21.32%
CA	06	06420	Buena Vista Elementary School District	441	70	31	44.29%
CA	06	06510	Burnt Ranch Elementary School District	789	52	18	34.62%
CA	06	06540	Burrel Union Elementary School District	532	130	39	30.00%
CA	06	06570	Burton Elementary School District	17363	2909	963	33.10%
CA	06	06580	Butte Valley Unified School District	2002	352	88	25.00%
CA	06	06690	Butteville Union Elementary School District	1716	180	56	31.11%
CA	06	06720	Buttonwillow Union Elementary School District	2176	392	149	38.01%
CA	06	06810	Cajon Valley Union Elementary School District	165226	18999	5418	28.52%
CA	06	06900	Calexico Unified School District	39588	8804	3651	41.47%
CA	06	06990	Calipatria Unified School District	10541	1224	442	36.11%
CA	06	07410	Capay Joint Union Elementary School District	1044	116	30	25.86%
CA	06	00067	Caruthers Unified School District	5172	1139	493	43.28%
CA	06	07680	Cascade Union Elementary School District	15204	1792	531	29.63%
CA	06	07770	Castle Rock Union Elementary School District	361	36	15	41.67%
CA	06	07840	Cayucos Elementary School District	2928	284	130	45.77%
CA	06	07900	Center Joint Unified School District	28133	6069	1310	21.59%

State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	07920	Centinela Valley Union High School District	165820	10205	2693	26.39%
CA	06	07970	Central Unified School District	71390	16096	4533	28.16%
CA	06	08010	Central Union High School District	58619	4030	978	24.27%
CA	06	08130	Ceres Unified School District	54479	11978	3089	25.79%
CA	06	08250	Chatom Union Elementary School District	4522	670	222	33.13%
CA	06	00116	Chawanakee Unified School District	4726	689	257	37.30%
CA	06	08370	Chico Unified School District	107932	15005	3193	21.28%
CA	06	08520	Chowchilla Elementary School District	22098	2375	587	24.72%
CA	06	08550	Chowchilla Union High School District	23901	1104	255	23.10%
CA	06	08730	Citrus South Tule Elementary School District	465	53	19	35.85%
CA	06	08850	Clay Joint Elementary School District	510	61	21	34.43%
CA	06	09070	Coachella Valley Unified School District	88524	21520	8894	41.33%
CA	06	09120	Coalinga-Huron Joint Unified School District	26765	4696	2010	42.80%
CA	06	09240	Coffee Creek Elementary School District	234	12	3	25.00%
CA	06	09390	Colton Joint Unified School District	115412	24976	6652	26.63%
CA	06	09510	Columbine Elementary School District	268	43	19	44.19%
CA	06	09570	Colusa Unified School District	7707	1526	326	21.36%
CA	06	09620	Compton Unified School District	157042	35309	12170	34.47%
CA	06	09690	Corcoran Joint Unified School District	25919	3362	1069	31.80%
CA	06	09780	Corning Union Elementary School District	14628	1965	644	32.77%
CA	06	09810	Corning Union High School District	17151	1137	278	24.45%
CA	06	10080	Cox Bar Elementary School District	241	19	5	26.32%
CA	06	16300	Cucamonga Elementary School District	27801	3330	778	23.36%
CA	06	10230	Cuddeback Union Elementary School District	880	94	24	25.53%
CA	06	10350	Cutler-Orosi Joint Unified School District	18999	4472	2158	48.26%
CA	06	10380	Cutten Elementary School District	5236	854	202	23.65%
CA	06	00009	Cuyama Joint Unified School District	1177	235	64	27.23%

State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	10770	Del Norte County Unified School District	28290	4333	1303	30.07%
CA	06	10860	Delano Joint Union High School District	71639	4833	2042	42.25%
CA	06	10890	Delano Union Elementary School District	56019	7900	3386	42.86%
CA	06	00039	Delhi Unified School District	13174	3253	1019	31.32%
CA	06	11040	Denair Unified School District	8051	1663	343	20.63%
CA	06	11100	Desert Center Unified School District	251	31	31	100.00%
CA	06	11110	Desert Sands Unified School District	183709	29857	7508	25.15%
CA	06	11130	Di Giorgio Elementary School District	936	150	63	42.00%
CA	06	00065	Dinuba Unified School District	29571	6492	3096	47.69%
CA	06	00033	Dos Palos-Oro Loma Joint Unified School District	10707	2487	1102	44.31%
CA	06	11430	Douglas City Elementary School District	878	79	24	30.38%
CA	06	11460	Downey Unified School District	122771	23252	4863	20.91%
CA	06	11520	Duarte Unified School District	28136	4564	964	21.12%
CA	06	11550	Ducor Union Elementary School District	1304	192	95	49.48%
CA	06	11670	Dunsmuir Elementary School District	2105	187	73	39.04%
CA	06	11700	Dunsmuir Joint Union High School District	2466	107	51	47.66%
CA	06	11760	Earlimart Elementary School District	10839	2101	1519	72.30%
CA	06	11870	Eastern Sierra Unified School District	4302	637	163	25.59%
CA	06	11910	Eastside Union Elementary School District	24577	3734	953	25.52%
CA	06	11940	Edison Elementary School District	6015	1041	316	30.36%
CA	06	12030	El Centro Elementary School District	39128	5262	2057	39.09%
CA	06	12090	El Monte City Elementary School District	83562	10122	3517	34.75%
CA	06	12120	El Monte Union High School District	175115	10797	3402	31.51%
CA	06	12150	El Nido Elementary School District	1725	180	49	27.22%
CA	06	12180	El Rancho Unified School District	61074	11548	2531	21.92%
CA	06	00026	El Tejon Unified School District	8591	1468	328	22.34%
CA	06	12330	Elk Grove Unified School District	320923	69018	14299	20.72%

State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	12360	Elk Hills Elementary School District	282	38	14	36.84%
CA	06	12420	Elkins Elementary School District	271	13	3	23.08%
CA	06	12600	Elverta Joint Elementary School District	2908	310	78	25.16%
CA	06	12690	Empire Union Elementary School District	25773	3326	887	26.67%
CA	06	12810	Enterprise Elementary School District	32383	3845	1068	27.78%
CA	06	12880	Escondido Union Elementary School District	165694	20703	4757	22.98%
CA	06	12910	Escondido Union High School District	169009	10138	2347	23.15%
CA	06	00052	Eureka City Unified School District	34595	4814	1280	26.59%
CA	06	13200	Exeter Union Elementary School District	13791	2047	732	35.76%
CA	06	13230	Exeter Union High School District	16654	1147	361	31.47%
CA	06	13290	Fairfax Elementary School District	14265	2493	799	32.05%
CA	06	13500	Fallbrook Union Elementary School District	62033	5903	1464	24.80%
CA	06	00035	Farmersville Unified School District	11448	2920	1615	55.31%
CA	06	13710	Feather Falls Union Elementary School District	400	32	10	31.25%
CA	06	13740	Fieldbrook Elementary School District	864	100	21	21.00%
CA	06	13800	Fillmore Unified School District	19819	4188	954	22.78%
CA	06	13840	Firebaugh-Las Deltas Joint Unified School District	8713	2204	952	43.19%
CA	06	13920	Fontana Unified School District	180627	42438	11639	27.43%
CA	06	13980	Foresthill Union Elementary School District	6286	570	164	28.77%
CA	06	14040	Forks of Salmon Elementary School District	207	14	5	35.71%
CA	06	14070	Fort Bragg Unified School District	14835	2092	490	23.42%
CA	06	14160	Fortuna Union Elementary School District	7454	814	262	32.19%
CA	06	14250	Fowler Unified School District	10072	2093	792	37.84%
CA	06	14370	Franklin-McKinley Elementary School District	92728	11953	2841	23.77%
CA	06	14490	French Gulch-Whiskeytown Elementary School District	442	36	11	30.56%
CA	06	14520	Freshwater Elementary School District	2476	308	64	20.78%
CA	06	14550	Fresno Unified School District	389627	79344	37152	46.82%

State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	14790	Galt Joint Union Elementary School District	29315	4438	1003	22.60%
CA	06	14880	Garden Grove Unified School District	281907	50907	12580	24.71%
CA	06	14940	Garvey Elementary School District	53896	5667	2244	39.60%
CA	06	14950	Gateway Unified School District	29714	4574	1578	34.50%
CA	06	14970	Gazelle Union Elementary School District	294	34	10	29.41%
CA	06	15000	General Shafter Elementary School District	1095	144	50	34.72%
CA	06	15090	Gerber Union Elementary School District	3454	422	143	33.89%
CA	06	15240	Glendale Unified School District	217024	30009	6085	20.28%
CA	06	15480	Golden Feather Union Elementary School District	2692	208	56	26.92%
CA	06	91134	Golden Plains Unified School District	7399	1981	1090	55.02%
CA	06	00046	Gonzales Unified School District	11235	2346	650	27.71%
CA	06	15780	Grass Valley Elementary School District	24980	2238	515	23.01%
CA	06	15870	Graves Elementary School District	74	10	3	30.00%
CA	06	15990	Green Point Elementary School District	189	20	6	30.00%
CA	06	16050	Greenfield Union Elementary School District	50168	8506	3112	36.59%
CA	06	16080	Greenfield Union Elementary School District	17960	2939	1066	36.27%
CA	06	16110	Grenada Elementary School District	1042	94	34	36.17%
CA	06	00051	Gridley Unified School District	10243	2024	573	28.31%
CA	06	16260	Guadalupe Union Elementary School District	7279	1203	286	23.77%
CA	06	16323	Gustine Unified School District	8931	1914	694	36.26%
CA	06	16325	Hacienda La Puente Unified School District	118275	21957	4953	22.56%
CA	06	16410	Hamilton Union Elementary School District	2898	416	149	35.82%
CA	06	16440	Hamilton Union High School District	3446	220	54	24.55%
CA	06	16470	Hanford Elementary School District	44016	6572	1973	30.02%
CA	06	16500	Hanford Joint Union High School District	69038	4657	994	21.34%
CA	06	16530	Happy Camp Union Elementary School District	1321	105	41	39.05%
CA	06	16570	Happy Valley Union Elementary School District	6048	643	229	35.61%

CA	06	16650	Hart-Ransom Union Elementary School District	4290	566	143	25.27%
CA	06	16680	Hawthorne Elementary School District	74743	9760	2991	30.65%
CA	06	16740	Hayward Unified School District	170806	28230	5697	20.18%
CA	06	16830	Heber Elementary School District	7409	1247	309	24.78%
CA	06	16920	Hemet Unified School District	140177	25564	7027	27.49%
CA	06	00014	Hesperia Unified School District	101696	23228	6508	28.02%
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	17160	Hickman Elementary School District	1267	277	73	26.35%
CA	06	17220	Hilmar Unified School District	10150	2005	577	28.78%
CA	06	17430	Holtville Unified School District	8584	1826	490	26.83%
CA	06	17520	Hope Elementary School District	705	79	31	39.24%
CA	06	17620	Hornbrook Elementary School District	700	65	20	30.77%
CA	06	17640	Hot Springs Elementary School District	323	22	12	54.55%
CA	06	17850	Hueneme Elementary School District	57018	7499	1895	25.27%
CA	06	00060	Hughson Unified School District	9826	2098	572	27.26%
CA	06	18270	Indian Springs Elementary School District	219	19	4	21.05%
CA	06	18390	Inglewood Unified School District	113655	20651	5795	28.06%
CA	06	18510	Island Union Elementary School District	1462	180	53	29.44%
CA	06	18690	Jamestown Elementary School District	8824	505	157	31.09%
CA	06	18810	Jefferson Elementary School District	195	26	6	23.08%
CA	06	18990	John Swett Unified School District	14293	2298	507	22.06%
CA	06	19050	Johnstonville Elementary School District	1172	168	35	20.83%
CA	06	19170	Junction City Elementary School District	736	53	13	24.53%
CA	06	19230	Junction Elementary School District	148	13	4	30.77%
CA	06	19260	Jurupa Unified School District	99959	21721	5785	26.63%
CA	06	32340	Kashia Elementary School District	79	9	2	22.22%
CA	06	19320	Kelseyville Unified School District	12235	1932	554	28.67%
CA	06	19440	Keppel Union Elementary School District	21207	2836	779	27.47%

CA	06	19490	Kerman Unified School District	20169	4623	1663	35.97%
CA	06	19540	Kern Union High School District	608089	42895	11969	27.90%
CA	06	19590	Kernville Union Elementary School District	11657	888	390	43.92%
CA	06	19620	Keyes Union Elementary School District	5913	943	284	30.12%
CA	06	19650	King City Joint Union High School District	37959	2633	592	22.48%
CA	06	19680	King City Union Elementary School District	16349	2594	589	22.71%
CA	06	19700	Kings Canyon Joint Unified School District	46848	10567	4349	41.16%
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	19740	Kings River Union Elementary School District	3295	525	266	50.67%
CA	06	19800	Kingsburg Joint Union Elementary School District	14904	2118	499	23.56%
CA	06	19830	Kingsburg Joint Union High School District	17818	1173	494	42.11%
CA	06	19860	Kirkwood Elementary School District	297	35	11	31.43%
CA	06	19890	Kit Carson Union Elementary School District	2418	326	89	27.30%
CA	06	19920	Klamath River Union Elementary School District	476	31	13	41.94%
CA	06	19950	Klamath-Trinity Joint Unified School District	6325	1201	403	33.56%
CA	06	20070	Konocti Unified School District	22400	3269	1196	36.59%
CA	06	20160	La Grange Elementary School District	203	30	8	26.67%
CA	06	20190	La Habra City Elementary School District	50741	6369	1461	22.94%
CA	06	20430	Laguna Joint Elementary School District	353	34	9	26.47%
CA	06	20610	Lake Elementary School District	417	81	21	25.93%
CA	06	00027	Lake Elsinore Unified School District	121795	25602	5232	20.44%
CA	06	20640	Lake Tahoe Unified School District	29757	4093	879	21.48%
CA	06	20670	Lakeport Unified School District	10620	1564	384	24.55%
CA	06	20730	Lakeside Union Elementary School District	9007	1425	326	22.88%
CA	06	20760	Lakeside Union Elementary School District	2564	400	162	40.50%
CA	06	20850	Lamont Elementary School District	16545	2686	1348	50.19%
CA	06	20880	Lancaster Elementary School District	114324	16334	4360	26.69%
CA	06	21090	Lassen View Union Elementary School District	2820	326	86	26.38%

CA	06	21150	Laton Joint Unified School District	3795	817	223	27.29%
CA	06	21210	Lawndale Elementary School District	48846	6228	1751	28.11%
CA	06	42580	Laytonville Unified School District	2911	425	95	22.35%
CA	06	21240	Le Grand Union Elementary School District	2314	355	112	31.55%
CA	06	21270	Le Grand Union High School District	8427	664	237	35.69%
CA	06	09665	Leggett Valley Unified School District	585	89	46	51.69%
CA	06	21330	Lemon Grove Elementary School District	35456	4155	1182	28.45%
CA	06	21360	Lemoore Union Elementary School District	26116	3833	866	22.59%
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	21420	Lennox Elementary School District	29558	4464	1817	40.70%
CA	06	21480	Lewiston Elementary School District	1653	112	53	47.32%
CA	06	21570	Liberty Elementary School District	2048	177	62	35.03%
CA	06	21810	Linden Unified School District	11860	2331	542	23.25%
CA	06	21870	Lindsay Unified School District	16622	4272	2244	52.53%
CA	06	21900	Linns Valley-Poso Flat Union School District	625	50	20	40.00%
CA	06	21960	Little Shasta Elementary School District	326	32	10	31.25%
CA	06	21990	Live Oak Elementary School District	22847	1571	353	22.47%
CA	06	22050	Live Oak Unified School District	10543	2207	616	27.91%
CA	06	22170	Livingston Union Elementary School District	15893	2468	931	37.72%
CA	06	22410	Lompoc Unified School District	58299	10679	2598	24.33%
CA	06	22440	Lone Pine Unified School District	2542	408	85	20.83%
CA	06	22500	Long Beach Unified School District	518443	88452	23468	26.53%
CA	06	22710	Los Angeles Unified School District	4607820	752855	232786	30.92%
CA	06	22740	Los Banos Unified School District	40474	9619	3028	31.48%
CA	06	22860	Los Molinos Unified School District	3520	600	205	34.17%
CA	06	22890	Los Nietos Elementary School District	15218	2016	497	24.65%
CA	06	22950	Lost Hills Union Elementary School District	2801	508	211	41.54%
CA	06	23040	Lucerne Elementary School District	3381	269	134	49.81%

CA	06	00015	Lucerne Valley Unified School District	6820	1151	255	22.15%
CA	06	23130	Luther Burbank Elementary School District	3943	438	103	23.52%
CA	06	23160	Lynwood Unified School District	69401	16266	5138	31.59%
CA	06	23340	Madera Unified School District	88629	21056	7546	35.84%
CA	06	23430	Magnolia Elementary School District	63690	6448	1845	28.61%
CA	06	23460	Magnolia Union Elementary School District	184	21	5	23.81%
CA	06	23550	Manchester Union Elementary School District	637	63	18	28.57%
CA	06	23670	Manton Joint Union Elementary School District	402	35	7	20.00%
CA	06	23700	Manzanita Elementary School District	1109	218	61	27.98%
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	23730	Maple Creek Elementary School District	48	6	4	66.67%
CA	06	23760	Maple Elementary School District	546	100	34	34.00%
CA	06	23820	Maricopa Unified School District	1838	337	123	36.50%
CA	06	23940	Mariposa County Unified School District	17678	2277	529	23.23%
CA	06	24000	Mark West Union Elementary School District	14526	1228	331	26.95%
CA	06	24090	Marysville Joint Unified School District	61626	12267	3712	30.26%
CA	06	24210	McCloud Union Elementary School District	1331	111	25	22.52%
CA	06	24230	McFarland Unified School District	13831	3335	1313	39.37%
CA	06	24300	McKinleyville Union Elementary School District	15310	1649	334	20.25%
CA	06	24330	McKittrick Elementary School District	169	8	3	37.50%
CA	06	24390	Meadows Union Elementary School District	2197	308	120	38.96%
CA	06	00022	Mendota Unified School District	12529	2835	1617	57.04%
CA	06	24600	Merced City Elementary School District	85731	12110	4499	37.15%
CA	06	24630	Merced River Union Elementary School District	825	138	33	23.91%
CA	06	24660	Merced Union High School District	170876	12193	3647	29.91%
CA	06	24750	Middletown Unified School District	9943	1732	368	21.25%
CA	06	24780	Midway Elementary School District	470	51	14	27.45%
CA	06	25020	Mineral Elementary School District	161	12	3	25.00%

CA	06	25110	Mission Union Elementary School District	316	52	12	23.08%
CA	06	25130	Modesto City Elementary School District	115952	15804	6203	39.25%
CA	06	25150	Modesto City High School District	270867	17338	4018	23.17%
CA	06	25190	Modoc Joint Unified School District	6302	1011	280	27.70%
CA	06	25230	Mojave Unified School District	19252	3426	1620	47.29%
CA	06	25290	Monroe Elementary School District	1198	251	138	54.98%
CA	06	25350	Monson-Sultana Joint Union Elementary School District	2478	410	208	50.73%
CA	06	25380	Montague Elementary School District	1969	244	77	31.56%
CA	06	25470	Montebello Unified School District	166190	33083	9853	29.78%
CA	06	25650	Montgomery Elementary School District	861	58	19	32.76%
						Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17		
CA	06	25800	Moreno Valley Unified School District	173723	39763	11104	27.93%
CA	06	25860	Morongo Unified School District	70361	10278	2789	27.14%
CA	06	26340	Mount Baldy Joint Elementary School District	382	38	17	44.74%
CA	06	26040	Mount Shasta Union Elementary School District	7117	624	168	26.92%
CA	06	26100	Mountain Empire Unified School District	11621	2006	609	30.36%
CA	06	27040	Mountain Union Elementary School District	1294	97	27	27.84%
CA	06	00018	Mountain Valley Unified School District	3054	381	156	40.94%
CA	06	26190	Mountain View Elementary School District	57851	8443	3103	36.75%
CA	06	26430	Mulberry Elementary School District	148	16	4	25.00%
CA	06	26490	Muroc Joint Unified School District	5723	1159	342	29.51%
CA	06	26670	National Elementary School District	59103	5393	1709	31.69%
CA	06	26760	Needles Unified School District	7248	1133	376	33.19%
CA	06	26970	New Hope Elementary School District	1597	263	79	30.04%
CA	06	27200	Newman-Crows Landing Unified School District	13366	3024	784	25.93%
CA	06	27590	North Monterey County Unified School District	26848	5211	1248	23.95%
CA	06	27780	Nuview Union Elementary School District	10222	1096	279	25.46%

CA	06	27870	Oak Run Elementary School District	605	53	11	20.75%
CA	06	27900	Oak Valley Union Elementary School District	1420	220	76	34.55%
CA	06	27930	Oak View Union Elementary School District	2927	404	111	27.48%
CA	06	28050	Oakland Unified School District	402281	57421	16028	27.91%
CA	06	28170	Ocean View Elementary School District	17779	2626	570	21.71%
CA	06	28250	Oceanside Unified School District	138192	22362	4777	21.36%
CA	06	28470	Ontario-Montclair Elementary School District	171870	24433	7630	31.23%
CA	06	28530	Orange Center Elementary School District	1787	304	156	51.32%
CA	06	00045	Orland Joint Unified School District	13127	2675	611	22.84%
CA	06	29100	Oroville City Elementary School District	22244	2306	640	27.75%
CA	06	29130	Oroville Union High School District	53403	3116	885	28.40%
CA	06	29160	Outside Creek Elementary School District	738	103	51	49.51%
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	29220	Oxnard Elementary School District	127920	17346	4543	26.19%
CA	06	00031	Pacific Unified School District	455	25	5	20.00%
CA	06	29400	Pacific Union Elementary School District	3053	414	169	40.82%
CA	06	29430	Pacific Union Elementary School District	4778	349	73	20.92%
CA	06	29490	Pajaro Valley Joint Unified School District	116270	22264	5249	23.58%
CA	06	29540	Palermo Union Elementary School District	8194	998	309	30.96%
CA	06	29550	Palm Springs Unified School District	170674	26437	8616	32.59%
CA	06	29580	Palmdale Elementary School District	131825	20998	6367	30.32%
CA	06	29640	Palo Verde Unified School District	25172	3796	989	26.05%
CA	06	29670	Palo Verde Union Elementary School District	2759	506	236	46.64%
CA	06	06390	Panama-Buena Vista Union Elementary School District	121491	17631	3930	22.29%
CA	06	29770	Panoche Elementary School District	128	10	3	30.00%
CA	06	29790	Paradise Elementary School District	902	95	23	24.21%
CA	06	29820	Paradise Unified School District	39639	5129	1201	23.42%
CA	06	29850	Paramount Unified School District	78785	17480	4892	27.99%

CA	06	29910	Parlier Unified School District	15847	3899	1750	44.88%
CA	06	29940	Pasadena Unified School District	205350	27820	5664	20.36%
CA	06	30030	Patterson Joint Unified School District	25867	6169	1398	22.66%
CA	06	30090	Peninsula Union Elementary School District	473	43	13	30.23%
CA	06	30180	Perris Elementary School District	48745	6493	3716	57.23%
CA	06	30210	Perris Union High School District	165273	16487	4533	27.49%
CA	06	30520	Pioneer Union Elementary School District	1528	87	20	22.99%
CA	06	30600	Pittsburg Unified School District	57441	11160	3025	27.11%
CA	06	30630	Pixley Union Elementary School District	5314	1016	468	46.06%
CA	06	30810	Plainsburg Union Elementary School District	455	62	15	24.19%
CA	06	30840	Planada Elementary School District	5657	912	343	37.61%
CA	06	30870	Plaza Elementary School District	345	70	15	21.43%
CA	06	31050	Pleasant View Elementary School District	2565	478	216	45.19%
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	31140	Plum Valley Elementary School District	441	30	7	23.33%
CA	06	31170	Plumas Unified School District	18778	2413	509	21.09%
CA	06	31290	Pollock Pines Elementary School District	8753	869	199	22.90%
CA	06	31320	Pomona Unified School District	169119	33460	9640	28.81%
CA	06	31350	Pond Union Elementary School District	706	132	49	37.12%
CA	06	00064	Porterville Unified School District	99306	15185	6970	45.90%
CA	06	31400	Potter Valley Community Unified School District	2064	285	65	22.81%
CA	06	31680	Raisin City Elementary School District	2009	462	223	48.27%
CA	06	31860	Ravenswood City Elementary School District	36008	5301	1206	22.75%
CA	06	31920	Raymond-Knowles Union Elementary School District	1271	129	39	30.23%
CA	06	31950	Ready Springs Union Elementary School District	5073	451	99	21.95%
CA	06	32010	Red Bluff Joint Union High School District	42629	2481	527	21.24%
CA	06	31980	Red Bluff Union Elementary School District	20319	2406	1003	41.69%
CA	06	32040	Redding Elementary School District	35246	3616	819	22.65%

CA	06	32250	Reeds Creek Elementary School District	1280	94	31	32.98%
CA	06	32270	Reef-Sunset Unified School District	17040	2627	1018	38.75%
CA	06	32370	Rialto Unified School District	122268	28347	7977	28.14%
CA	06	32400	Richfield Elementary School District	1192	158	34	21.52%
CA	06	32430	Richgrove Elementary School District	3321	662	370	55.89%
CA	06	21450	Richland-Lerdo Union Elementary School District	19461	3400	1149	33.79%
CA	06	32710	Rio Bravo-Greeley Union Elementary School District	4881	753	200	26.56%
CA	06	32730	Rio Dell Elementary School District	3458	403	101	25.06%
CA	06	00061	Riverbank Unified School District	15035	3128	907	29.00%
CA	06	00040	Riverdale Joint Unified School District	6209	1483	486	32.77%
CA	06	33150	Riverside Unified School District	254158	46171	9910	21.46%
CA	06	33210	Roberts Ferry Union Elementary School District	382	72	16	22.22%
CA	06	33240	Robla Elementary School District	19891	2152	751	34.90%
CA	06	33270	Rockford Elementary School District	1320	227	114	50.22%
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	33330	Rohnerville Elementary School District	6062	788	220	27.92%
CA	06	33390	Romoland Elementary School District	25064	2818	680	24.13%
CA	06	33570	Rosemead Elementary School District	27577	2859	934	32.67%
CA	06	33720	Round Valley Unified School District	2594	466	273	58.58%
CA	06	33750	Rowland Unified School District	110560	18496	4442	24.02%
CA	06	33840	Sacramento City Unified School District	330494	52283	17521	33.51%
CA	06	33930	Salinas City Elementary School District	79812	8412	2758	32.79%
CA	06	33980	Salinas Union High School District	175960	17215	4547	26.41%
CA	06	34050	San Antonio Union Elementary School District	1894	220	44	20.00%
CA	06	34080	San Ardo Union Elementary School District	769	126	26	20.63%
CA	06	34170	San Bernardino City Unified School District	257447	56603	23270	41.11%
CA	06	34320	San Diego City Unified School District	1042257	139538	32965	23.62%
CA	06	34425	San Gabriel Unified School District	42409	6064	1420	23.42%

CA	06	34440	San Jacinto Unified School District	47669	10909	3020	27.68%
CA	06	34620	San Juan Unified School District	328389	49862	11327	22.72%
CA	06	34770	San Lucas Union Elementary School District	413	63	19	30.16%
CA	06	35010	San Miguel Joint Union Elementary School District	5138	936	259	27.67%
CA	06	35070	San Pasqual Valley Unified School District	3512	704	273	38.78%
CA	06	35220	San Ysidro Elementary School District	42584	4080	1465	35.91%
CA	06	35250	Sanger Unified School District	50763	11056	3207	29.01%
CA	06	35310	Santa Ana Unified School District	261927	54879	15995	29.15%
CA	06	35670	Santa Maria Joint Union High School District	144955	9534	2069	21.70%
CA	06	05580	Santa Maria-Bonita Elementary School District	100030	14501	4387	30.25%
CA	06	35730	Santa Paula Elementary School District	28571	4057	1032	25.44%
CA	06	35760	Santa Paula Union High School District	32415	1993	425	21.32%
CA	06	35790	Santa Rita Union Elementary School District	23190	2680	702	26.19%
CA	06	35940	Saucelito Elementary School District	182	28	10	35.71%
CA	06	36000	Sausalito Elementary School District	10826	575	200	34.78%
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	36030	Savanna Elementary School District	30015	2723	553	20.31%
CA	06	00159	Scott Valley Unified School District	5220	767	199	25.95%
CA	06	36210	Seeley Union Elementary School District	3032	412	91	22.09%
CA	06	36240	Seiad Elementary School District	323	23	10	43.48%
CA	06	36270	Selma Unified School District	29716	6626	2654	40.05%
CA	06	36330	Semitropic Elementary School District	357	68	21	30.88%
CA	06	36360	Sequoia Union Elementary School District	2125	273	90	32.97%
CA	06	36420	Shaffer Union Elementary School District	10063	290	58	20.00%
CA	06	36660	Shiloh Elementary School District	760	112	38	33.93%
CA	06	36800	Sierra Sands Unified School District	35962	6479	1397	21.56%
CA	06	36820	Silver Valley Unified School District	13872	2474	577	23.32%
CA	06	36960	Snelling-Merced Falls Union Elementary School District	691	89	31	34.83%

CA	06	37050	Soledad Unified School District	27193	4332	1277	29.48%
CA	06	37140	Somis Union Elementary School District	3242	333	104	31.23%
CA	06	37230	Sonora Elementary School District	8681	718	155	21.59%
CA	06	37260	Sonora Union High School District	38943	1742	390	22.39%
CA	06	37350	South Bay Union Elementary School District	6924	939	329	35.04%
CA	06	37380	South Bay Union Elementary School District	77826	7580	2238	29.53%
CA	06	37470	South Fork Union Elementary School District	3752	285	117	41.05%
CA	06	37560	South Whittier Elementary School District	29236	4209	1152	27.37%
CA	06	37590	Southern Humboldt Joint Unified School District	8576	1052	331	31.46%
CA	06	37620	Southern Kern Unified School District	19916	4122	1346	32.65%
CA	06	37630	Southern Trinity Joint Unified School District	1060	126	29	23.02%
CA	06	37680	Spencer Valley Elementary School District	461	31	7	22.58%
CA	06	37770	Springville Union Elementary School District	3881	307	79	25.73%
CA	06	37890	Standard Elementary School District	23360	3063	1116	36.43%
CA	06	37950	Stanislaus Union Elementary School District	30308	3718	1020	27.43%
CA	06	38010	Stockton Unified School District	207016	42838	15226	35.54%
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	38040	Stone Corral Elementary School District	731	109	51	46.79%
CA	06	38070	Stony Creek Joint Unified School District	954	166	45	27.11%
CA	06	38130	Strathmore Union Elementary School District	5714	911	341	37.43%
CA	06	38340	Sundale Union Elementary School District	2394	411	141	34.31%
CA	06	38430	Sunnyside Union Elementary School District	2320	422	228	54.03%
CA	06	38520	Surprise Valley Joint Unified School District	1226	154	43	27.92%
CA	06	38550	Susanville Elementary School District	11220	1270	308	24.25%
CA	06	38640	Sweetwater Union High School District	467094	44655	9643	21.59%
CA	06	38670	Sylvan Union Elementary School District	72886	9452	2201	23.29%
CA	06	38700	Taft City Elementary School District	19514	2301	764	33.20%
CA	06	38730	Taft Union High School District	20557	1203	303	25.19%

CA	06	38880	Tehachapi Unified School District	35902	5511	1178	21.38%
CA	06	39060	Terra Bella Union Elementary School District	5923	984	584	59.35%
CA	06	39180	Thermalito Union Elementary School District	17087	2160	964	44.63%
CA	06	39300	Tipton Elementary School District	3320	635	171	26.93%
CA	06	39600	Traver Joint Elementary School District	1238	199	102	51.26%
CA	06	01331	Trinity Alps Unified School District	9060	886	218	24.60%
CA	06	39750	Trinity Center Elementary School District	448	17	10	58.82%
CA	06	39840	Trona Joint Unified School District	1926	303	100	33.00%
CA	06	39870	Tulare City Elementary School District	61578	10044	3454	34.39%
CA	06	39930	Tulare Joint Union High School District	80277	5893	1888	32.04%
CA	06	39940	Tulelake Basin Joint Unified School District	2448	529	143	27.03%
CA	06	00158	Turlock Unified School District	82093	14539	3467	23.85%
CA	06	00012	Twin Ridges Elementary School District	2532	201	74	36.82%
CA	06	01332	Twin Rivers Unified School District	185758	33982	12197	35.89%
CA	06	40300	Ukiah Unified School District	38851	6887	2296	33.34%
CA	06	40470	Upper Lake Union Elementary School District	5404	514	141	27.43%
CA	06	40500	Upper Lake Union High School District	8785	401	105	26.18%
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
CA	06	91135	Val Verde Unified School District	84243	20686	5391	26.06%
CA	06	40650	Valle Lindo Elementary School District	6125	724	190	26.24%
CA	06	40710	Vallecitos Elementary School District	2219	185	57	30.81%
CA	06	40740	Vallejo City Unified School District	121155	19385	4119	21.25%
CA	06	40800	Valley Home Joint Elementary School District	1668	307	76	24.76%
CA	06	41040	Victor Elementary School District	96609	11372	3992	35.10%
CA	06	36972	Victor Valley Union High School District	162302	17349	6189	35.67%
CA	06	41130	Vineland Elementary School District	4288	743	361	48.59%
CA	06	41160	Visalia Unified School District	145756	30908	9651	31.22%
CA	06	41220	Vista del Mar Union Elementary School District	514	45	10	22.22%

CA	06	41400	Wasco Union Elementary School District	26820	3678	1357	36.90%
CA	06	41430	Wasco Union High School District	30523	1959	658	33.59%
CA	06	41460	Washington Colony Elementary School District	2903	374	165	44.12%
CA	06	01415	Washington Unified School District	18989	2905	1507	51.88%
CA	06	41580	Washington Unified School District	49515	8878	2125	23.94%
CA	06	00063	Waterford Unified School District	9755	2221	481	21.66%
CA	06	41820	Waukena Joint Union Elementary School District	1004	180	77	42.78%
CA	06	41880	Weaver Union Elementary School District	12927	2329	1210	51.95%
CA	06	41980	Weed Union Elementary School District	3977	404	133	32.92%
CA	06	42060	West Park Elementary School District	1848	287	148	51.57%
CA	06	42150	Westminster Elementary School District	86095	10271	2576	25.08%
CA	06	42180	Westmorland Union Elementary School District	2642	410	132	32.20%
CA	06	42210	Westside Elementary School District	1350	369	157	42.55%
CA	06	42300	Westwood Unified School District	1756	284	74	26.06%
CA	06	42330	Wheatland Elementary School District	7302	1010	314	31.09%
CA	06	42420	Whitmore Union Elementary School District	732	62	23	37.10%
CA	06	42560	Willits Unified School District	12913	2123	634	29.86%
CA	06	42600	Willow Creek Elementary School District	639	37	16	43.24%
						Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17		
CA	06	42710	Willows Unified School District	9405	1839	480	26.10%
CA	06	42810	Wilsona Elementary School District	10305	1590	586	36.86%
CA	06	42900	Winship Robbins Elementary School District	606	72	28	38.89%
CA	06	42960	Winton Elementary School District	10723	1820	657	36.10%
CA	06	43020	Woodlake Union Elementary School District	9846	1591	636	39.97%
CA	06	43050	Woodlake Union High School District	12894	918	266	28.98%
CA	06	43170	Woodville Elementary School District	2739	514	325	63.23%
CA	06	43380	Yreka Union Elementary School District	9774	1025	383	37.37%
CA	06	43470	Yuba City Unified School District	73815	14537	3291	22.64%

