

File ID Number	21-2487
Introduction Date	12/1/21
Enactment Number	21-1924
Enactment Date	12/1/2021 CJH
By	



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

December 1, 2021

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Wes Jacques, Executive Director, Academics and Instruction Department  
Romy Trigg-Smith, Director, Early Literacy

Subject: Grant Agreement - The Kenneth Rainin Foundation - Oakland Early Literacy Project - Teaching & Learning Grant #20210077

**ACTION REQUESTED:**

Approval by the Board of Education of a Grant Agreement between the District and The Kenneth Rainin Foundation, Oakland, CA, accepting a grant from the latter, in the amount of \$2,360,000.00, to support District's participation in The Kenneth Rainin Foundation Early Literacy Cohort Project via the Academics and Instruction Department, for the period of September 1, 2021 through August 31, 2023, pursuant to the terms and conditions thereof.

**BACKGROUND:**

Grant agreement for OUSD schools for the 2021-2023 fiscal year 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
21-2487	Yes	Grant	Oakland Unified School District, 39 OUSD Elementary Schools	To renew support to fund a continued partnership with the Rainin Foundation to provide transitional kindergarten to 2nd grade literacy support in 39 District schools.	September 1, 2021 August 31, 2023	Kenneth Rainin Foundation	\$2,360,000.00

**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: \$2,360,000.00

**RECOMMENDATION:**

Approval by the Board of Education of a grant agreement for 39 OUSD Elementary School sites for fiscal year 2021-2023, pursuant to the terms and conditions thereof, if any.

**ATTACHMENTS:**

Grant Face Sheet  
Grant Award Letter

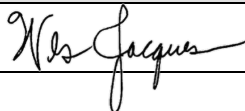
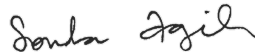
## OUSD Grants Management Face Sheet

<b>Title of Grant:</b> Rainin TK-2 Early Literacy Grant	<b>Funding Cycle Dates:</b> September 1, 2021 – August 31, 2023
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address) Miyesha Perry, Director of Grants Management Kenneth Rainin Foundation 155 Grand Avenue Oakland, CA 94612 (510) 625-5214	<b>Grant Amount for Full Funding Cycle:</b>  First Installment: \$1,180,000.00 Second Installment: \$1,180,000.00 Total Amount: \$2,360,000.00  Distributed over two (2) years.
<b>Funding Agency:</b> Kenneth Rainin Foundation 155 Grand Avenue Oakland, CA 94612	<b>Grant Focus:</b> To renew support to fund a continued partnership with the Rainin Foundation to provide transitional kindergarten to 2nd grade literacy support in 39 District schools.
<b>List all School(s) or Department(s) to be Served:</b> 39 OUSD schools: Global Family, ICS, Bridges, Manzanita Community, Esperanza, Manzanita SEED, Korematsu Discovery Academy, Sankofa United, MLA, Prescott, TCN, Emerson, EnCompass, Greenleaf Tk-8, Horace Mann, New Highland, Hoover, PRIDE, Madison Primary, Brookfield, Grass Valley, RISE, Burckhalter, Bella Vista, Howard, Carl Munck, Markham, Futures, Community United, Parker, Fruitvale, Allendale, Garfield, Reach, La Escuelita, MLK, Franklin, Piedmont, and Laurel Elementary Schools	

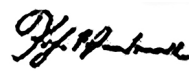
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Our district data shows a distinct need for bolstering literacy achievement in the early years, especially when we disaggregate the data by subgroup. Our literacy achievement data shows concerning disproportionality. For example, our 18-19 ELA SBAC data for 3rd graders reflect that only 19% of African American students and 23.9% of Latino students are meeting or exceeding proficiency. This highlights the need for our district to focus on improving our early literacy instruction in Tk-2nd grade to ensure our students are accurate and fluent readers by the end of 2nd grade. Therefore, this grant serves to provide essential Early Literacy support to 39 of our schools that show a demonstrated need based on achievement data. The grant will contribute to sustained student achievement by funding: <ul style="list-style-type: none"> <li>● Early Literacy tutors for the 39 schools based on the number of Kinder classrooms to provide foundational skill reading support</li> <li>● SEEDS tutors for TK classrooms</li> <li>● Stipends for TK-2nd grade tutors to attend PLC/PD</li> <li>● Stipends for TK-2nd teachers to attend PLC/PD</li> </ul>
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 4.22% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	We intend to track metrics of student achievement for all students in the 39 schools in Tk-2nd grade. Additionally, we intend to track improvement data by a subgroup of students as well. These metrics will include measures such as ProMoT, IGDIs/FAST, Letter Identification metrics, DIBELS metrics, SIPPS mastery test progress and i-Ready. We will also complete feedback surveys to assess teacher and tutor learning after Early Literacy Professional development and track the participation rate in our PD offerings.

Does the grant require any resources from the school(s) or district? If so, describe.	No
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?  (If yes, include the district's indirect rate of 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	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.)	No Romy Trigg-Smith, Director of Early Literacy Academics and Instructional Innovation Department Oakland Unified School District 1000 Broadway, Suite 440 Oakland, CA 94607 romy.trigg-smith@ousd.org (808) 265-7248

**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal/Administrator	Wesley Jacques		9/30/21
Chief Academic Officer	Sondra Aguilera		10/1/2021

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Superintendent	Kyla Johnson-Trammell		12/2/2021



**October 7, 2021**

Mr. Wesley Jacques  
Oakland Unified School District  
1000 Broadway, Suite 300  
Oakland, 94606

**RE: Agreement for Education – Teaching & Learning Grant #20210077**

Dear Wesley,

It is my pleasure to inform you that the Kenneth Rainin Foundation (the “Foundation”) has approved a grant of **\$2,360,000.00** to Oakland Unified School District (“Grantee”) to support the Oakland Early Literacy Project, for the grant period of **09/01/2021 - 08/31/2023**, per the application submitted 04/09/2021.

This letter is a legally binding agreement (“Agreement”). It will be effective when we receive an original copy signed by an authorized representative of your organization. This grant will be paid in four installments, upon receipt and approval of the narrative and budget-vs-actual financial reports and progress toward the achievement of the milestones outlined, per the schedule below. Please review the terms and conditions of this Agreement very carefully, including the reporting requirements. Please keep a copy of the signed Agreement for your files.

Please read the terms and conditions of this Agreement very carefully, including the reporting requirements above.

#### **TERMS AND CONDITIONS**

- 1. Use of Funds.** Grantee shall use the grant funds only for the purposes of the specific project described above. Grantee may not make any significant changes in the purposes for which grant funds are spent without the Foundation’s prior approval. Alternatively, the Foundation may require the Grantee to repay to the Foundation any portion of the grant funds that is not spent or committed for the specific purposes described above.
- 2. Reporting.** To enable the Foundation to evaluate the effectiveness of this grant, Grantee shall submit to the Foundation requested reports including deidentified student data, on the activities funded with this grant for any annual accounting period of Grantee during which Grantee receives, holds, or spends any of the grant funds. Grantee should refer to the Foundation’s online

system to view the requirements for the grant report. Grant requirements must be submitted via the Foundation’s online system, on the following due dates:

**OUSD Early Literacy Project Conditions, Payments & Reporting Schedule**

**Grant #20210077 Grant Period 09/01/2021 – 08/31/2023**

Legend: SY=School Year

<b>Report Due Date</b>	<b>Report(s)</b>	<b>Milestone (Condition)</b>	<b>Payment Schedule Date</b>	<b>Payment Amount</b>	<b>Notes</b>
On or before 10/1/2021	Final Report for the 2020-2021 SY & Signed GAL	Narrative and student data, with Grant budget vs Actuals Financials for 2020-2021 SY grant	10/15/2021	\$590,000	* Less any carryover from 2020-2021 SY
3/1/2022	Interim Report & Budget vs Actuals Financial Report	Narrative and student data and Budget vs Actuals Financials for SY22 to date.	03/15/2022	\$590,000	*Less any carryover from initial payment
07/01/2022	Interim Report & Budget vs Actuals Financial Report	Narrative and student data, with Grant budget vs Actuals Financials for 2021-2022 SY.	07/15/2022	\$590,000	*Less any carryover from second payment
3/1/2023	Interim Report & Budget vs Actuals Financial Report	Narrative and student data and Budget vs Actuals Financials for SY23 to date.	03/15/2023	\$590,000	*Less any carryover from third payment
10/1/2023	Final Report for the	Final report for SY22-23 including narrative,			

	2022-2023 SY	qualitative and quantitative student data, as described in the Project SOW, with budget-vs-actuals financial report.		
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3. **Recordkeeping.** Grantee shall treat grant funds as restricted assets and shall maintain books to show the grant funds, together with other project funds, separately. All expenditures made in furtherance of the purposes of the grant shall be charged off against the project funds and shall appear on Grantee's books. Grantee shall keep adequate records to substantiate its expenditures of project funds. Grantee shall make these books and records available to the Foundation at reasonable times for review and audit, and shall comply with all reasonable requests of the Foundation for information and interviews regarding use of project funds. Grantee shall keep copies of all relevant books and records and all reports to the Foundation for at least four years after completion of the use of the project funds.
  
4. **Prohibited Uses.** Grantee shall not use any portion of the funds granted in a manner inconsistent with Internal Revenue Code ("IRC") Section 501(c)(3), including:
  - a. Influencing the outcome of any specific election for candidates to public office, or
  - b. Inducing or encouraging violations of law or public policy, or causing any private inurement or improper private benefit to occur, or taking any other action inconsistent with IRC Section 501(c)(3).
  
5. **Lobbying; Reliance on Project Budget.** The Foundation is relying on Grantee's representations, made in Grantee's grant request and proposed budget, as to the amount budgeted by Grantee for project activities that are **not** attempts to influence legislation. This grant is not earmarked for influencing legislation within the meaning of IRC Section 4945(e), and the Foundation and Grantee have made no agreement, oral or written, to that effect. Thus, any use of grant funds by Grantee for such activities constitutes a decision of Grantee that is wholly independent of the Foundation.<sup>1</sup>
  
6. **No Pledge.** Neither this Agreement nor any other statement, oral or written, nor the making of any contribution or grant to Grantee, shall be interpreted to create any pledge or any commitment by the Foundation or by any related person or entity to

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<sup>1</sup> Note that the Grantee must submit a total project budget (not just a budget for use of the Foundation grant) showing that more will be spent for non-lobbying purposes than the amount of the Foundation's grant.

make any other grant or contribution to Grantee or any other entity for this or any other project. The Grant contemplated by this Agreement shall be a separate and independent transaction from any other transaction between the Foundation and Grantee or any other entity.

- 7. Representation and Warranty Regarding Tax Status.** By entering into this Agreement, Grantee represents and warrants that Grantee is exempt from federal income tax under IRC Section 170(c)(1) and that it is not a private foundation as defined in IRC Section 509(a). Such representation and warranty shall continue through the last date that Grantee spends grant funds.
- 8. Notice.** Grantee shall give the Foundation immediate written notice of any change in the Internal Revenue Service's recognition of Grantee's tax-exempt or public charity status. Grantee shall also give the Foundation immediate written notice of any change in Grantee's executive staff, key staff responsible for achieving the grant purposes, or the members of its governing body.
- 9. Publications; License.** Any information contained in any publications, studies, or scientific research funded by this grant shall be made available to the public following such reasonable requirements or procedures as the Foundation may establish from time to time. Grantee grants to the Foundation an irrevocable, nonexclusive license to publish any publications, studies, or research funded by this grant at its sole discretion.
- 10. Indemnification.** Grantee irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless the Foundation, its officers, directors, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) directly, indirectly, wholly, or partially arising from or in connection with any act or omission of Grantee, its employees, or agents, in applying for or accepting the grant, in expending or applying the grant funds, or in carrying out any project or program to be supported by the grant, except to the extent that such claims, liabilities, losses, or expenses arise from or in connection with any act or omission of the Foundation, its officers, directors, employees, or agents.
- 11. No Agency.** Grantee is solely responsible for all activities supported by the grant funds, the content of any product created with the grant funds, and the manner in which any such product may be disseminated. This Agreement shall not create any agency relationship, partnership, or joint venture between the parties, and Grantee shall make no such representation to anyone.
- 12. Grant Announcements.** Grantee shall acknowledge this Grant in its written materials or on Grantee's website. Any such acknowledgements shall list the Foundation's full legal name: Kenneth Rainin Foundation. If Grantee wishes to describe the Foundation



further, it shall describe the Foundation as: “Kenneth Rainin Foundation is a private family foundation dedicated to enhancing quality of life by championing and sustaining the arts, promoting early childhood literacy and supporting research to cure chronic disease. Collaboration and innovation are at the heart of all its programs. Its vision is guided by the belief that change is possible through inquiry, creativity and compassion.” Grantees are permitted to use the Foundation’s logo in promotional materials for the Project. Logo files and usage guidelines can be downloaded from <http://krfoundation.org/about/grantee-communications/core-program-grants/>.

- 13. Further Assurances.** Grantee acknowledges that it understands its obligations imposed by this Agreement, including but not limited to those obligations imposed by reference to the IRC. Grantee agrees that if Grantee has any doubts about its obligations under this Agreement, including those incorporated by reference to the IRC, Grantee will promptly contact the Foundation or legal counsel.
- 14. No Waivers.** The failure of the Foundation to exercise any of its rights under this Agreement shall not be deemed to be a waiver of such rights.
- 15. Remedies.** If the Foundation determines, in its sole discretion, that Grantee has substantially violated or failed to carry out any provision of this Agreement, including but not limited to failure to submit reports when due, the Foundation may demand the return of all or part of any disbursed grant funds not properly spent, including any funds spent or committed to third parties, and/or refuse to make any further grant payments to Grantee under this or any other grant agreement. If funds have been disbursed and the Foundation determines adequate progress has not been made, then the Grantee shall immediately repay funds to the Foundation. The Foundation may also avail itself of any other remedies available by law.
- 16. Captions.** All captions and headings in this Agreement are for the purposes of reference and convenience only. They shall not limit or expand the provisions of this Agreement.
- 17. Entire Agreement.** This Agreement supersedes any prior or contemporaneous oral or written understandings or communications between the parties and constitutes the entire agreement of the parties with respect to its subject matter. This Agreement may not be amended or modified, except in a writing signed by both parties.
- 18. Governing Law.** This Agreement shall be governed by the laws of the State of California applicable to contracts to be performed entirely within the State.

**(Signatory Page Below)**

Please state your organization's fiscal year below as indicated, and have an authorized officer of your organization sign this Agreement and return it to the Foundation. Please keep a copy of the signed Agreement for your files.

Please direct all future communications concerning this grant agreement to the Grants Management Team at grants@krfoundation.org. We wish you every success.

In witness whereof, the parties have entered into this Agreement as of the last date set forth below.

**Foundation:**



Signature: \_\_\_\_\_

Date: 10/7/2021

Printed Name: Miyesha Perry

Title: Director of Grants Management

**Grantee:**


Signature:  \_\_\_\_\_

Date: 12/2/2021

Printed Name: Shanthi Gonzales

Title: President, Board of Education

Fiscal year ends: June / 30  
Month Day

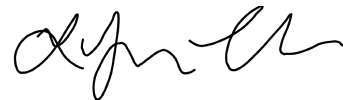
Signature: 

Printed Name: Kyla Johnson-Trammell

Title: Secretary, Board of Education

Date: 12/2/2021

Approved as to form by OUSD Staff Attorney Lynn Wu on 11/5/2021





**Kenneth  
Rainin**  
FOUNDATION

**AUTOMATED CLEARING HOUSE (ACH) INFORMATION REQUEST FORM**

*Please complete this form with your banking information or that of your fiscal sponsor organization, if applicable. A member of our Finance team will contact you for verification. If you have questions while completing the form, please contact Grants Management at grants@krfoundation.org.*

***You may submit the form through your account in our online grants portal. PLEASE DO NOT EMAIL IT!***

**Payee Information:**

Payee Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_ Phone#: (    ) \_\_\_\_\_

Email Address: \_\_\_\_\_

**Banking Information:**

Payee's Bank Name: \_\_\_\_\_

Bank Address: \_\_\_\_\_

Bank's City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Account Name: \_\_\_\_\_

ABA/ Routing #: \_\_\_\_\_

Account #: \_\_\_\_\_

Account Type  
(please check only one)      Checking       Savings

# Application: Education Renewal Application

## Hello Romy,

Welcome to the Kenneth Rainin Foundation's Education Renewal application.

- You may use any browser when filling out the application, though we recommend Chrome for the best experience.
- You may copy and paste from other sources, however, some formatting may not translate (e.g. bullets, special characters).
- The form will save your responses each time you click out of a field or every 30 seconds. You may also click the "Save and Come Back Later" button at any time, to save your work.
- You may click the "Flag this Page" checkbox at the bottom of each page, to signal to yourself or others, that there are questions on that page that you wish to return to later to complete. You will see an orange flag icon appear on the tab for that page to remind you. Once you have resolved your open issues on that page, you may remove the flag.
- Required fields are noted with a red asterisk. Once all required fields on a page have been completed, a green checkmark will appear on the page's tab.
- Once all pages have all required fields completed and no pages have flags remaining, you may submit the application on the "Review and Submit" page.
- If you need to print a copy of the application form to review offline, you may click the "View/Print Application" button available at the bottom of each page. You can choose to include any responses you have already provided in the printout, or exclude responses so that a blank copy of the application is printed.
- Please add mail@givingdata.com to your safe senders' list.

If you have any questions or need any assistance, please email grants@krfoundation.org (mailto:grants@krfoundation.org).

## Organization Information

Tell us about your organization...

### Executive Summary

**\*Organization Name**

Oakland Unified School District

**Primary Address**

1000 Broadway, Suite 300  
Oakland, CA 94606  
United States

**\*Phone Number**

5108798000

**\*Website**

<http://www.ousd.org>

**\*Tax ID**

94-6000385

**\*Is your organization a 501(c)(3) or are you fiscally sponsored?**

If you select "Fiscally Sponsored" please provide the information requested on the "Fiscal Sponsor Information" page of this application.

501(c)(3)

## Organization Overview

**\*Mission Statement**

Describe your organization's history and mission. Include significant milestones and key accomplishments.

**Our Mission**

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

**Our Vision**

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.



**\*Organization Background**

Describe your organization's current activities, projects or programs.

The Oakland Unified School District is a high-need urban district with 37,000 students in grades K-12 at 87 schools. Nearly 75% of our students are low income and most would be the first in their families to go to college, 90% are students of color (Latinos 44% and African-Americans 27%), 50% speak another language at home, and 12% of students receive Special Education services. Up to 45% of students live in single parent homes, kinship care, or foster care, 40% receive government assistance, and 25% of students live in public housing.

While many of our students face barriers to fully engaging and succeeding in school, OUSD has shown some of the greatest improvement in student achievement of any large urban district in California over the past decade (ELA proficiency scores increased from 19% to 43%, and Math increased from 21% to 41%). Still, our students' achievement lags well behind that of their peers. White and Asian students fare substantially better than African Americans, Latinos, and English Learners. Our 20% dropout rate far exceeds the 13% statewide rate, and OUSD's African-American male students graduate at much lower rates and drop out at higher rates than peers.

These achievement gaps parallel persistent socioeconomic and health inequities between the affluent Oakland hills and the "flatlands." African-American children in the flatlands are seven times more likely than White children in the hills to be born into poverty and four times less likely to read at grade level by fourth grade.

Focused on eliminating inequities and closing achievement gaps, OUSD was the first district nationwide to adopt a vision of Full-Service Community Schools -- integrating strong academics with social, health, and other services addressing students' needs. OUSD is committed to our overall mission that all students graduate from high school ready for college and careers.

**\*Collaborations & Partnerships**

Describe your organization's most significant collaborations and partnerships with other organizations in the Early Childhood Education field.

Early Learning and Early Literacy in Oakland is a robust and collaborative field. OUSD partners with Starting Smart and Strong which aims to make sure every child has access to high-quality early learning experiences, We also partner closely with CARES and the implementation of SEEDs and SIPPS. This year we have held monthly community partnership meetings to foster strong communication and collaboration between us and our partners to support our goals and alignment across organizations. Below are a list of collaborative partners OUSD currently works with to support Early Learning and Early Literacy:

City of Oakland, Head Start  
City of Oakland, Mayor's Office, Brilliant Baby  
Lotus Bloom Family Resource Center  
First 5 Alameda  
Parent Voices Oakland  
Alameda Social Services  
Alameda County Interagency Children's Policy Council (ICPC)  
Alameda County Public Health Department  
BANANAS  
Center for Healthy Schools and Communities  
Bay Area PLAN  
Oakland Literacy Coalition  
Oakland Fund for Children & Youth  
Unity Council  
Laney College

East Oakland Youth Development Center

Family Engagement Lab

Fulcrum

The Oakland REACH

Reading Partners

Eat. Learn. Play.

### **Growth & Impact**

Please discuss any plans to increase further collaboration for scale and impact?

We intend to continue to collaborate with the partners named above as well as deepen this collaboration. We work closely with CARES to support coaching our teachers and tutors with SEEDS and SIPPS implementation. We also have extended our partnership with The Oakland REACH by launching six additional virtual hubs at OUSD schools and plan to continue this partnership as well as expand it. We have had the support of the Oakland Literacy Coalition, Reading Partners, Eat. Learn. Play., and the Oakland Promise with launching our first Reading Challenge this Spring to bolster reading (Sora Digital Library Book checkouts) and i-Ready usage. Finally, we have also collaborated with members of NAACP to plan for Dyslexia Screening in the upcoming school year in order to build on our work rolling out i-Ready this current school year.

### **\*Organization Niche**

What makes your organization different from other groups doing similar work?

We are responsible for students' core learning from 8:30-3:00pm during their school day. We have a significant number of instructional minutes with our students and therefore a great responsibility to ensure that they have access to strong Tier 1 instruction in their schools and classrooms.

### **\*Diversity, Equity & Inclusion (DEI)**

Please describe how your organization is building a diverse and inclusive board and staff, including any challenges in doing so. You may also briefly discuss the organization's efforts to advance diversity, equity, and inclusion (DEI) among stakeholders within the broader ecosystem.

In 2010, Chris Chatmon co-founded Oakland Unified School District's African American Male Achievement (<http://www.ousd.org/page/495?q=5>) Initiative (AAMA) to address the marginalization of African American male students and provide targeted supports to uplift achievement and graduation rates, and, in turn, positively impact the perception of these particular students across the district.

Over the past ten years, AAMA and other programs supporting African American females, Latinx students, and Asian and Pacific Islander students have achieved nationwide recognition (<http://www.nytimes.com/2016/02/07/education/edlife/in-oakland-building-boys-into-men.html>) as a replicable model for institutionalizing student and parent efficacy and dismantling barriers to achievement. As Executive Director, Raquel Jimenez now leads implementation of the District's Equity Policy (<https://www.ousd.org/cms/lib/CA01001176/Centricity/Domain/4433/USD%20Board%20Approved%20Equity%20Policy%20.pdf>) and efforts to help the district better initiate and align efforts to educate African American, Latino, English Language Learner, Newcomers, LGBTQ and Special Education students.

At OUSD, *equity* means providing each student with the academic, social and emotional supports they need to prepare for college, career, or community success in the future. Equity-based programs recognize that every student brings a valuable and unique perspective to school. Our district not only celebrates diversity as an asset, but also dedicates human and financial resources to expanding programs that successfully improve outcomes for groups of learners most often denied opportunities.

The equity framework is embedded in everything from hiring and budgeting to aligning instructional approaches to ensure rigorous standards are met. We use an equity lens when analyzing student outcomes, developing professional learning experiences, and reviewing financial allocations.

Founded in 2016, the Office of Equity is charged with helping ALL students graduate ready for college, career, and community success with programs designed to:

- eliminate the correlation between social and cultural factors and probability of success;
- examine biases, interrupt and eliminate inequitable practices, and create inclusive and just conditions for all students; and
- discover and cultivate the unique gifts, talents, and interests that every student possesses.

### **\*Stakeholder Engagement**

Explain how the population you serve is involved in the work of the organization, and/or how client feedback is collected and incorporated.

We regularly collect survey feedback from all of our OUSD parents during the annual California Healthy Kids Survey. This data helps us understand families' connection to their schools, trends across the district, and areas of need or growth. Additionally, we try to regularly host parent sessions to hear from our families their needs and wants. Each school is tasked with creating an SSC that allows for parent leaders to support budget decisions as well strategic planning. This year, we incorporated parent voice in focus groups as we developed our Strong Start plans and also created our Early Literacy annual plan with parent input. Additionally, we launched Literacy Summits every other month to engage parents and other stakeholders. We use this space to collect feedback as well as to hold workshops to support parents.

### **\*Board of Directors**

Briefly describe the Board of Director's role in relation to leadership and staff, including how members are recruited and selected and how they carry out their responsibility for financial and programmatic oversight and fundraising. Indicate the percentage of directors who make monetary contributions.

OUSD's Office of Academics, Talent Division, and Early Childhood Education department collaborates and provide details of the project to OUSD Senior Leadership and Board of Directors.

### **Staff & Board Changes**

Describe any significant staff or Board changes that have occurred within the past twelve months or are expected to take place in the coming year.

4 new board members started in January 2020.

## Organization Financial Information

### Annual Budget

Please share your total annual budget amount. **If you are a fiscally-sponsored organization, please share the budget for your organization, not the fiscal sponsor.**

**Fiscal Year Ending:** Jun 30, 2021

Expenses: \$18,500,000.00

#### Revenue

#### Expenses

\$18,500,000.00

### \*Operating Budget

Please upload your operating budget (i.e. profit and loss statements) for the current and previous fiscal year, as one PDF document. **If you are a fiscally-sponsored organization, please submit the statements for your organization, not your fiscal sponsor.**

Early Literacy Rainin.Fiscal 01 as of 4-5-21.pdf

### \*Balance Sheet

Please upload your balance sheet for the current and previous fiscal year, as one PDF file. **If you are a fiscally-sponsored organization, please submit the statements for your organization, not your fiscal sponsor.**

Early Literacy Rainin.Fiscal 01 as of 4-5-21.pdf

### Audited Financials

If you are required to complete an annual audit, please upload your audit reports here. If you are unable to provide an audit report, please explain below.

*File not uploaded*

### Explanation for absence of audit

A full fiscal report can be uploaded once OUSD closes its books.

### \*Financial Assessment

Please discuss the current financial status of your organization. Do you anticipate any financial challenges during the project period? What are your plans to address the challenges?

OUSD closes books in June 2021, and a full fiscal report can be uploaded at that time.

## Contact Information

### \*Organization Executive Contact



- Wesley Jacques

### **\*Primary Contact for this Application**

- Romy Trigg-Smith

### **Fiscal Sponsor Contact**

If your organization is fiscally sponsored, please provide the contact information for the main point of contact at your sponsoring organization.

If your organization is a 501(c)(3), you may leave this field blank.

## Contacts Submitted in Grantee Portal

### Romy Trigg-Smith

Title: Early Literacy Coordinator

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📍 Work (Preferred): 1000 Broadway  
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### Wesley Jacques

Title: Executive Director, Academics and Instructional Innovation

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## Request Information

Tell us what you need support for...

### **\*Project Title**

Please make any updates to the project title (grant purpose).

Oakland Early Literacy Project

### **\*Project Updates**

Please discuss any significant changes to the project or the timeline for achieving the goals stated in your last grant, including any staff changes.

Objective 1: Adapt Current Cohort to Expand & Increase Impact

Objective 2: Scale Supports to Sites

Objective 3: Clarify and Monitor Implementation of Early Literacy Expectations to Improve Student Outcomes

We set out to scale the work done in our Early Literacy cohort to all elementary schools in OUSD. We deliberately focused coaching and tutor support on 39 schools demonstrating distinct need in Early Literacy support as measured by a combination of Kinder Readiness, Kinder Letter Naming data, and 3rd grade SRI data. Despite the challenging context of distance learning, we have still made considerable progress to this end. We have expanded Early Literacy Tk-2nd tutor work from 16 schools to 39 schools, and currently only have 4 vacancies to fill.

Additionally, since July 1st, our district central team has worked diligently to scale the Early Literacy work begun in our cohort model. We hired a new Early Literacy Coordinator, Romy Trigg-Smith, previously a part of OUSD's Early Literacy cohort, a principal of Greenleaf Tk-8 for several years, former instructional coach, and former first grade teacher. Although hiring has been more

challenging given the COVID context, she also hired three Early Literacy coaches to support the scaling work and work directly with site leaders (principals and Early Literacy Site Reps). One of these coaches works directly to support tutors with professional development, coaching, and PLC coordination.

This Early Literacy Team has worked hard to support schools during distance learning with administering diagnostic assessments over zoom and analyzing the data to support their literacy instruction. The Early Literacy Team has organized and facilitated numerous professional development sessions to support leaders, teachers, and tutors implement evidence-based early literacy instructional strategies with both curriculum agnostic professional learning aligned to the Science of Reading as well as curriculum based sessions to support SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words).

The Early Literacy Team also worked to ensure clarity over instructional priorities for TK-2nd teachers with regards to literacy instruction. We set clear expectations for how to use instructional minutes in distance learning and shared these expectations verbally in sessions with teachers, tutors, and Early Literacy Site Representatives. We followed up with monthly messaging of expectations and priorities in our Early Literacy Newsletter.

Additionally, at the outset of the year we set clear guidelines for our TK-2nd grade tutors' work through their MOU to ensure their focus on foundational literacy skill support in differentiated small groups based on data. We supported these guidelines by providing tutors with onboarding support, ongoing training, monthly PLC spaces, and coaching. We also provided expectations for Early Literacy Site Representatives to support their schools with building out systems to support instructional priorities. Finally, the Early Literacy Team as also developed a comprehensive Site SIPPS Implementation rubric to evaluate all 39 Rainin Funded Tutor sites with their progress towards implementing small group foundational skill instruction and to ensure tutor support is in alignment with our grant objectives.

### **\*Accomplishments & Lessons Learned**

Please share results, accomplishments and lessons learned from your last grant.

Share qualitative and/or quantitative information (e.g., student outcome data, client evaluations etc.).

#### Results:

The results of this grant funding have been significant for our leaders, teachers, and students. Due to the grant funding, we have been able to fund tutors to provide differentiated foundational skill instruction to Tk-2nd grade students in 39 schools based on their demonstrated literacy needs.

Additionally, the funds have allowed us to develop a central team to support tutors, teachers, principals, and Early Literacy Site representatives with implementing evidence based instructional strategies to support early literacy instruction. This central team has facilitated PLC sessions for 49 site representatives two times per month to support professional development, data collection, data analysis, and early literacy instructional shifts. The Early Literacy Team has provided 5 professional development sessions directly to principals and over 25 professional development sessions directly to Tk-2nd grade teachers to help implement evidence based instructional strategies and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words).

Finally, our Rainin Funded Early Literacy Team has been instrumental in supporting the implementation of a new K-2nd grade assessment system to incorporate a Universal Screener, i-Ready, and move towards embedding Dyslexia screening in our assessment system. Our Early Literacy coordinator has led the implementation of i-Ready and conducted training for teachers and leaders. She has also created data analysis protocols for our teachers and leaders as well. Despite the challenging circumstances of virtual learning, we have managed to have close to 90% participation rate for both i-Ready administrations, Beginning of the Year and Middle of the Year, across Kinder-2nd grades. Additionally, we have seen a 5% increase in reading proficiency for both 1st and 2nd graders from Beginning of the Year to Middle of the Year.

#### Accomplishments:

Our Rainin Grant has enabled us to scale and expand our work to impact all of our elementary schools, while focusing coaching and tutor support on 39 schools. This has led to strong coherence and alignment across our schools with a clear Early Literacy Vision across the district. The Early Literacy team, collaborating with the Academics, Office of Equity, and Early Childhood departments, developed an Early Literacy Annual strategic plan (<https://drive.google.com/file/d/1t2DfgY0WfZte9qO08V6ArQkw5dsikjV1/view?usp=sharing>) to outline goals and strategies for our work this year. Additionally, we have made a full shift in our assessment system to

include a Universal Screener for K-2nd grade students. We have also conducted a significant number of Professional Development sessions to support teacher and tutor learning around evidence based instructional strategies to improve literacy achievement. Finally, we have also created a new website "Early Literacy Central" for all assessment resources, PD materials, and instructional resources

- Several principals have provided comments and anecdotes that express appreciation for the support that TK-2nd tutors and the Early Literacy team has provided them. - Here is one quote from principal: "I just wanted to share how very, very helpful the resources on the Early Literacy Page have been to myself and to my teachers. I am really feeling a positive shift in the cohesion and responsiveness of this department. Honestly, in my 7 years as principal, this is the most clear I feel about Early Literacy data, expectations, benchmarks and curriculum. I especially appreciate the amazing SIPPS slides - what an incredible resource!! And, now, even my most slow to change teachers are using SIPPS in a differentiated way, because it is so easy and teacher friendly. Thank you!!!"

#### Lessons Learned:

We learned this year that strong tutor support is essential to ensure that students in small groups receive quality instruction. Since we want to develop community and school based pipelines for our tutor roles, we sometimes hire individuals with strong community ties but who don't have teaching backgrounds. Therefore, we need to continue to invest in training and supporting tutors to ensure they can develop their skills to support students.

Additionally, we learned that having strong site representation for Early Literacy learning at our PLCs correlates with site implementation of evidence based strategies that we discuss and practice. Our current Early Literacy Site Rep strategy for PLC learning provides an opportunity for one staff member from each site to receive necessary training to build site based practices. However, we recognize that this theory of action requires that the designated Site Representative must have capacity and leverage with teachers. We are reflecting on how to ensure that the right person takes on this role from each site.

Finally, we realize the importance of site based leadership in order to champion an instructional priority and return to goals around Early Literacy over the course of a school year. Therefore, we plan to continue to develop Principal Professional Learning in alignment with Early Literacy goals and priorities so that Principals can set expectations, reinforce and monitor these at the site level.

#### Challenges

Please share any challenges during your last grant, including any unforeseen financial changes.

We cannot dismiss that COVID and the current pandemic has disrupted our normal operations and that several aspects of our work have been challenging this year. The biggest challenge has been translating early literacy best practices to virtual learning and zoom class. We have had to spend considerable time and effort to curate resources to support teachers and tutors with conducting SIPPS lessons over zoom. Additionally, we had to work hard to overcome the challenges of conducting assessments over zoom as well. The many factors that can impact students' time on zoom has put into question the reliability of assessment data and has made SIPPS lessons challenging to facilitate. Of course it has also been very challenging for teachers to form relationships and focus on Social Emotional Learning the way that they would in person for our youngest students.

Additionally, hiring and onboarding in the virtual context has been more difficult and took longer than expected especially to find tutor candidates to fill all of our new openings for this school year. However, we persevered and dedicated resources to recruitment, outreach, and interviewing tutor candidates as well as training and coaching them after onboarding. Our grant proposal focuses on funding our tutor work as we just expanded their reach this current school year and want to realize the full impact of these tutors over time.

Finally, the transition to Hybrid learning has also made work this year complicated. In order to design schedules that worked for cohorts of students, we had to focus time and energy into providing guidance for Hybrid learning, new schedules, and new PD. - This slowed our progress in building out SIPPS instruction in some instances.

#### Project Sustainability

If this project extends beyond the grant period, what is the timeline for the entire project?

We are moving to try to directly fund a few of the leadership positions that are essential to supporting the continued scaling of our early literacy work through district funds. Our Superintendent has named Early Literacy as a focus for her multi-year strategic plan. One of the key levers of our current strategy is the direct student support provided by the TK-2nd grade tutors so that students, identified by screening data, receive small group literacy instruction. Additionally, our tutors support with essential, frequent progress monitoring to ensure students are developing early literacy skills. In order to maintain this support for students, we hope to continue this tutoring for the foreseeable future, which is why we have kept this as the main priority for Rainin Grant funding.

### **\*School Relationships**

Select your organization's relationship with the schools you serve, if applicable, from the choices below (Select all that apply).

**Data sharing agreements in place;** District leader support; Principal/site admin support for our project; The school/district supports our work

### **\*School Relationships Continued...**

Describe and discuss the details of your collaboration(s) noted in the question above.

Our principals are incredibly grateful for the support that tutors provide students at their schools, especially since students typically served by tutors need additional instruction. We will continue to collaborate with Principals and their site leaders.

### **\*Oakland Schools Served**

Please select, if applicable, the schools you serve. Click the "plus sign" for a drop-down menu to select individual schools, as needed.

**Schools in East Oakland;** Schools in North Oakland; Schools in West Oakland

## **Demographics**

Please tell us about the population that you are serving (estimates are acceptable).

### **\*Number of birth to 3 years old (infants/toddlers) served**

0

### **\*Number of 4 to 5 years old (PreK/TK) served**

500

### **\*Number of 5 to 9 years old (K-3) served**

8900

### **\*Number of 9 – 13 years old (4th – 8th) served:**

0

**\*Number of 14 – 18 years old (8th – 12th) served:**

0

**\*Total number of families you serve:**

9400

## Project Financials

**Please provide financial information about the project.**

**\*Requested Amount**

**How much are you requesting from the Kenneth Rainin Foundation?**

\$1,180,609.00

**\*Grant Start**

When will the work of the grant begin?

Jul 1, 2021

**\*Grant End**

When will the work of the grant end?

Jun 30, 2021

**\*Project Budget**

**Please provide the total budget amount for this project.**

\$1,180,609.00

**\*Project Budget Attachment**

Please provide the budget for this project, in an Excel file only. Feel free to use your own budget template.

Proposal Early Literacy 2021-2022 Rainin.pdf

**\*Is the Rainin Foundation the sole institutional funder for this project?**

If you answered 'No', please provide the information for your three largest funders for this project in the fields below. Otherwise, please skip the questions about other funders below.

Yes

# Feedback

## \*Application Survey

Please take 5 minutes to help us improve your experience by completing the survey below.

When you've completed the survey, please copy the confirmation number into the text box. **The confirmation number is randomly generated and is not tied to your survey results. We are unable to identify your responses.**

FB721197

Click here to complete the survey. (<https://form.jotform.com/203276159103046>)