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By	



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

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

To: Board of Education

From: Kyla Jognson-Trammel, Superintendent  
Nicole Knight, Executive Director, English Language Learner and Multilingual Achievement

Subject: **Grant Award - Walter and Elise Haas Fund - English Language Learner and Multilingual Achievement (ELLMA) Department**

**ACTION REQUESTED:**

Acceptance by the Board of Education of Grant Award from the Walter and Elise Haas Fund, in the amount of \$40,000.00, to support OUSD schools for the period of December 01, 2019 through May 31, 2020, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

**BACKGROUND:**

Grant Award for OUSD schools for the 2019-2020 fiscal year was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
19-2377	Yes	Grant	Oakland Unified School District, English Language Learner & Multilingual Achievement (ELLMA) Office	Professional Development and Teacher Retention activities for teachers of Newcomer ELLs	December 01, 2019 - May 31, 2020	Walker and Elise Haas Fund	\$40,000.00

**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: \$40,000.00

**RECOMMENDATION:**

Acceptance by the Board of Education of Grant Award from the Walter and Elise Haas Fund, in the amount of \$40,000.00, to support OUSD schools for the period of December 01, 2019 through May 31, 2020, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

**ATTACHMENTS:**


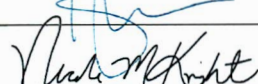
Grant Face Sheet, Grant Award Letter, Grant Terms and Conditions, Grant Request Record

OUSD Grants Management Face Sheet

<b>Title of Grant:</b> Newcomer Teacher PD Support	<b>Funding Cycle Dates:</b> December 1, 2019-May 31, 2020
<b>Grant's Fiscal Agent:</b> Oakland Unified School District	<b>Grant Amount for Full Funding Cycle:</b> \$40,000
<b>Funding Agency:</b> Walter and Elise Haas Jr. Fund	<b>Grant Focus:</b> Teacher development for teachers serving newcomer (recent immigrant) students.
<b>List all School(s) or Department(s) to be Served:</b> All Schools	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The purpose of the grant is to build teacher capacity to accelerate English language acquisition and content area learning for recent immigrant students. These students are a fast growing part of OUSD's demographics and represented in nearly all schools.
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 5.94% 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.)	Newcomer outcomes are tracked on nearly all OUSD data dashboards and schools are asked to analyze outcomes during SPSA development. ELLMA analyzes aggregate outcomes and reports annually on progress on our roadmap goals, which are also mapped onto LCAP goals which are similarly reported annually.
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 5.94% 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.)	Tom Felix, Director of Newcomer Programs, ELLMA 1000 Broadway, Suite 440, tom.felix@ousd.org

**Applicant Obtained Approval Signatures:**


Entity	Name/s	Signature/s	Date
Principal	Tom Felix		11/7/19
Department Head	Nicole Knight		11/07/2019


(e.g. for school day programs or for extended day and student support activities)

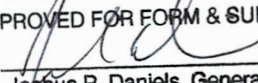
**Grant Office Obtained Approval Signatures:**

Entity	Name	Signature	Date
Fiscal Officer			
Superintendent			

x  11/15/19  
Sondra Aguilera, CAO

  
Jody London  
President, Board of Education  
12/12/2019

  
Kyla Johnson-Trammell,  
Secretary, Board of Education  
12/12/2019

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the General Counsel  
APPROVED FOR FORM & SUBSTANCE  
By:  11/13/19  
Joshua R. Daniels, General Counsel

## GRANT REQUEST RECORD

### Oakland Unified School District

WEHF-20190919 | \$40,000.00

Education | Jamie Allison

*Six months of project support to sustain the Newcomer Teacher Development & Leadership Program in Oakland Unified School District*

**Status**

Active Grant

## WALTER & EISE HAAS FUND

### ▼ Quick Links

Applicant Organization Details  
Key Request Information  
The Basics  
Goals and Objectives  
The Details  
Finances and Funding Strategies  
Additional Context  
Uploaded Documents  
Authorization to Submit Full Proposal

### ▼ Applicant Organization Details

**Are you using a fiscal sponsor?** No  
**Organization:** Oakland Unified School District  
**Location:** Oakland, CA  
**Primary Contact** Nicole Knight  
**Primary Signatory** Sondra Aguilera  
**Primary Financial Officer**

**Need to add contacts?** Yes

Please provide details (name, title, email address and telephone):

Preston Thomas is now Primary Financial Officer for OUSD, his title is Chief Systems and Services Officer, email is preston.thomas@ousd.org, telephone is 510.579.2022

Primary Signatory should be Chief Academic Officer Sondra Aguilera. email is sondra.aguilera@ousd.org, telephone is 510.879.4289

*Please click the green plus sign to upload your current board roster. Be sure it includes board member affiliations, and notes board officers.*

## ▼ Key Request Information

**Request Title:** Six months of project support to sustain the Newcomer Teacher Development & Leadership Program in Oakland Unified School District

*Please provide a brief summary of the program or project you are proposing (up to 200 characters).*

Six months of project support to sustain the Newcomer Teacher Development & Leadership Program in Oakland Unified School District.

**Amount Requested :** \$40,000.00  
**Total Organizational Budget:** \$680,400,000.00  
**Requested grant duration (in months):** 6

## ▼ The Basics

### About Your Organization

Please provide a brief description of your organization and its key programs.

The English Language Learner and Multilingual Achievement (ELLMA) Office of OUSD exists to improve the quality of instruction and programs in service of English Language Learners (ELLs). Our mission is to work collaboratively with all stakeholders to provide ELLs with equity and access to an excellent education, and to ensure all ELLs achieve at high levels and graduate prepared for college, career and ready to contribute to their community. We are guided by three strong beliefs:

- We believe, that given the right support, our English Language Learners can achieve at high levels and graduate college, career, and community ready.
- We believe that students' home language and culture are tremendous assets that we must leverage for their own learning and that of their community.
- We believe that all educators in our system are responsible for our English Language Learners, and therefore all teachers are language teachers.

We are in the second year of our second three year plan, which seeks to leverage the foundation built during the first three year period to accelerate student achievement through development of teachers' capacity and expertise to provide meaningful and language-rich instruction that addresses both the academic and non-academic needs of our newest arrivals.

### Statement of Need

*Discuss the needs or opportunity your request seeks to address. In most cases it is best if you describe these in the context of the places and constituencies served (e.g. neighborhood, school district, demographic group).*

Addressing the needs of English Language Learners (ELLs), including newcomers, is a compelling and urgent issue for the education community. By the end of the 2018-19 school year, the number of newcomers in OUSD had more than doubled since 2013-14, with over 3000 newcomers at the end of the year. More than 1 in 7 high school students in OUSD was a newcomer at the end of that year, underscoring the degree to which this demographic group has begun to reshape Oakland schools. This drastic rise in numbers of newcomers is predominantly attributed to refugee students and unaccompanied minors, largely from Central America, many of whom are fleeing violence, human trafficking or persecution in their home country. Most OUSD teachers have completed only minimal course work in English Language Development as part of their credential program and are ill-prepared to meet the language development needs of students. Yet nearly all teachers in OUSD will need targeted professional development in order to successfully teach newcomer students, who bring numerous strengths but also challenges such as interrupted schooling, deep trauma, and unstable living situations. Teacher turnover tied to high cost of living and challenging working conditions mean the need to support teacher preparation is ongoing.

Because of the concentration of resources supporting high enrollment of unaccompanied minors in the secondary context, supports for elementary teachers have been later in maturing in OUSD. While secondary newcomers are enrolled in special class sections taught by teachers who consider themselves “newcomer teachers,” elementary newcomers are enrolled in the same classrooms as their peers from all other walks of life. As the newcomer population has grown, the reality is that the majority of elementary educators in OUSD are also teachers of newcomers. These newcomers come from primarily Guatemala, Honduras, and El Salvador (Gordon, 2014) and typically have limited or interrupted formal education, commonly experience abuse and physical or psychological trauma before and during their trip to the US. Together with their families, these students experience cultural and social dislocation and linguistic and academic challenges commonly associated with sudden and forced migration (Gozdziak, 2015). Recent political events related to immigration have further complicated the picture for these students and their families, with children separated and then reunited with parents, as well as families being held for longer durations in detention centers and seeing their asylum cases handled differently than in the past.

Within this context, OUSD has taken many steps to address the professional learning needs of teachers serving the newcomer population. With the support of previous Walter & Elise Haas grants, since the 2014-15 school there has been a steady and dramatic increase in the professional development venues available to this teacher population. The proliferation of these learning spaces has resulted in a professional learning landscape that provides opportunities for entry for teachers at all grade levels, in multiple roles, and with varying levels of experience.

## ▼ Goals and Objectives

### **Grant Objectives**

*What do you hope to achieve during the grant period? The Fund is interested in both your big-picture goals and the specific results you anticipate.*

During this grant period, we plan to conclude work in progress in support of two main goals from the previous grant period, while preparing to institutionalize these practices without ongoing grant support. While these goals previously focused on both elementary and secondary teachers, this transitional grant period is focused on supporting the natural transition of the elementary-focused learning spaces.

- **Goal 1: Teacher Development.** Provide articulated, differentiated, and sustainable professional learning pathways for teachers of newcomers in elementary schools that provide both foundational learning as well as opportunities for inquiry and content-area collaboration.

- Goal 2: Teacher Leadership. Develop sustainable cross-site communities of newcomer teachers and newcomer teacher leadership at the site level to advance leadership of newcomer work at elementary schools across Oakland.

Goal 1 represents our effort to bring to provide a smooth transition from grant supported to district-sustained professional learning spaces responsive to the diverse backgrounds, teaching contexts, and levels of experience among our elementary teachers supporting newcomers . Our ultimate objective is to position ourselves to continually strengthen teacher practice so that newcomer student outcomes are improving.

- Objective 1.1: Provision and refinement of foundational learning spaces for elementary teachers of newcomers.
- Objective 1.2: Development of inquiry-centered learning space for elementary teams to apply foundational learnings and engage in cycles of study and action around programmatic approaches that best respond to the needs of elementary newcomers.

Goal 1 will result in the following changes:

- Elementary teachers of newcomers will have access to clear foundational learning on best practices for serving newcomers and core principles of language acquisition.
- Teams of elementary educators will be able to engage in authentic inquiry with their colleagues around questions related to effective pedagogy within their content area.
- Teachers and other educators will have greater understanding of and access to the supports and tools to address the social emotional needs of newcomer students.
- The three above outcomes will ultimately result in improved quality instruction and outcomes for newcomer students.

Goal 2 address the need to create and sustain teacher leadership in elementary schools to sustain work in support of newcomers.

- Objective 2.1: Cross-site communities of elementary teacher leaders form out of foundational and inquiry learning spaces.
- Objective 2.2: Teacher leadership within elementary school teams builds capacity at elementary sites to sustain the ongoing work within their school community to support recent immigrant students.

Goal 2 will result in the following changes:

- Increased agency and expertise at the site-level allows elementary educators to engage in learning around newcomer supports at the site level, and benefit from improved school systems to support newcomer students.
- Elementary teacher retention at sites with high newcomer populations.

## ▼ Target Population

**Total Number Served Annually:** 60

### *Who will benefit from this work?*

Please provide any additional information that helps us understand who your organization serves. If you do not collect this information, you are under no obligation to report it here.

By Location

World / North America / United States / West / Pacific / California / Alameda / Oakland (0%)

By School

By School District

Oakland Unified (100%)

Oakland Schools

By Age and Gender

By Ethnic and Racial Group

By Social and Economic Status

By Sexual Identity

By Work Status and Occupations

By Faith Affiliation

*Or describe the target population in your own words:*

As of Fall 2019, there are approximately 800 newcomer students enrolled in the 17 elementary schools with 25 or more newcomer students, who are targeted for the professional development spaces articulated in this proposal. The proposed professional learning pathways would directly serve approximately 60 teachers from these school sites, and indirectly serve additional teachers who are supported in their learning by the teacher leaders cultivated through these learning spaces.

OUSD defines newcomer students as those within their first three years in US schools. Presently, the vast majority of these students are recent immigrants from the Northern Triangle of Central America, namely Guatemala, El Salvador, and Honduras. These students and families bring tremendous assets, linguistic and cultural, and well as a profound determination to improve the circumstances and education of their children. At the same time, in addition to uncertain legal status exacerbated by the national political landscape, these students and their families face significant social, economic, and educational challenges as they adjust to life in Oakland and the expectations on students in US schools.

▼ The Details

**Organizational & Programmatic Priorities**

*What are your organizational and programmatic priorities for the grant period and why? Please list major activities and a general timeline.*

## **Project Description**

### Teacher Development

Within heterogeneous elementary classrooms, the successful teaching of newcomer students requires a unique subset of pedagogical knowledge and tools, and teachers at different stages of their career need different entry points to build their skills in these areas. In order to ensure that teachers develop this specialized toolkit, we have outlined two approaches to building teacher capacity, that can be clumsily categorized as “input” and “inquiry.” Input refers to spaces where teachers come learn more about how to do the work in question, and appeals to teachers newer to the work who need foundational knowledge. Inquiry spaces create opportunities for all teachers, but particularly those with some experience, to dive deeper into their practice, experience with new techniques, collect data, and evaluate their new approaches in an ongoing, iterative process. Our proposed teacher development program provides for both inquiry and input spaces for teachers serving elementary newcomer students.

Support for teachers of elementary newcomers remains an urgent concern in OUSD, with newcomer populations growing across the district and schools grappling with how to meet the needs of these students. Until recently, extreme spikes in secondary enrollment had prevented a focus on elementary level newcomers. In Spring 2018, ELLMA piloted a new professional learning space for elementary teachers of newcomers, now entitled Newcomer Integration Cohort Elementary (NICE). This space was open to all teachers with one or more newcomer in their classroom (which is, in effect, nearly all teachers in OUSD), was promoted to those at schools with 25 or more newcomers, and was oversubscribed almost immediately. As of Fall 2019, four cohorts of teachers have completed NICE. The PD sequence provides foundational learning on language acquisition as well as deep dives into providing access to newcomers within the curricular framework already in place as well as strategies to attend to the socioemotional needs of newcomers. Given the high demand for this type of learning space, this proposal would enable a second 2019-20 cohort to form in the second semester of the school year while work is underway to transition funding for the PD space to other sources for 2020-21.

A continuation of our collaboration with Mills Teacher Scholars, now in its fifth year, is proposed to provide an inquiry learning space for elementary teachers focused on newcomers. The Mills Teacher Scholars newcomer cohort has developed significantly since its inception, and is now limited to elementary teachers who are strongly encouraged to have a shared instructional background in either the Guided Language Acquisition Design (GLAD) framework or have previously participated in NICE. Through collaboration with Mills Teacher Scholars, ELLMA is in a transitional year in terms of leadership of this program, and the expectation of all parties is that OUSD will sustain this inquiry space beginning in 2020-21 with minimal participation of Mills Teacher Scholars. Teachers consistently report that this space has a significant impact on their practice, and the multiple years of collaboration with Mills Teacher Scholars has allowed ELLMA staff to internalize and deeply understand their approach to inquiry in order to sustain it into the future. This learning space also typically has more applicants than space available, an indication of the interest teachers have in engaging in deep learning around their support and integration of newcomers in elementary classrooms.

### Teacher Leadership

Cultivating and leveraging teacher leadership is an essential strategy to build capacity across the district and ensure that professional learning spaces are responsive to the needs of the newcomer teachers we seek to support. Opportunities for leadership and professional growth are also key drivers of teacher retention, with investment and creative control over work being primary drivers of teacher retention according to a recent analysis conducted by OUSD Human Resources. As such, this proposal intends to build upon the input and inquiry teacher development spaces above to cultivate teacher leadership at the site level in order to broaden the impact of the learning described above while also promoting teacher retention.



In the elementary professional learning spaces described above, teacher leadership is embedded into both strands. The foundational elementary professional learning series, now known as NICE, encourages small teams from schools to participate so that they can bring the learning back to their schools and become a resource for their colleagues in the work of developing instructional approaches that are responsive to the needs of newcomers in their particular context. In this respect, NICE seeks to develop new teacher leaders. Meanwhile, the proposed elementary inquiry space (NICE) seeks to engage and build capacity among already identified leaders of newcomer work within elementary schools in a cross-site community of educators working to iterate and refine programmatic approaches at their schools. Given the breadth of newcomer enrollment in elementary schools, approaches that build teacher capacity to lead ongoing work back at their schools is the only realistic approach to pursue.

The proposed teacher development spaces also align with a cohort of new, elementary school-based newcomer support staff approved as part of the agreement between OUSD and the teacher's union after the teacher's strike in early 2019. These teachers on special assignment will be tasked with supporting the development of teachers at their schools, as well as providing direct supports to newcomer students in addition to their regular classroom instruction. The proposed teacher development activities are synchronized with these new positions, with the expectation that the new Elementary Newcomer Teacher Leaders (ENTLs) created as a result of the new contract, will participate in NICE and/or Mills Teacher Scholars professional learning and leverage their learning to support professional development at their sites. The confluence of these new positions with this transitional grant provide OUSD with a tangible way to sustain the work Haas has supported in elementary newcomer professional learning into 2020-21 and beyond.

## **Work Plan**

### December 2019

- Review feedback from Fall NICE series, begin adjustments for Spring NICE series.
- Applications open for Spring NICE series
- Mills Teacher Scholars Monthly Meeting
- ENTL Collaborative Monthly Meeting

### January 2020

- Continued recruitment for Spring NICE series, review of evaluations from Fall NICE cohort, final adjustment of scope, sequence, and facilitation as indicated.
- NICE Cohort Monthly Meeting
- Mills Teacher Scholars Monthly Meeting
- ENTL Collaborative Monthly Meeting

### February 2020

- Spring NICE Cohort Meeting #1 of 3, participant pre-survey
- Mills Teacher Scholars Monthly Meeting
- ENTL Collaborative Monthly Meeting

### March 2020

- Spring NICE Cohort Meeting #2 of 3
- Mills Teacher Scholars Monthly Meeting
- ENTL Collaborative Monthly Meeting

## April 2020

- Spring NICE Cohort Meeting #3 of 3, participant post-survey
- Mills Teacher Scholars Monthly Meeting
- ENTL Collaborative Monthly Meeting

## May 2020

- Review of Spring NICE pre- and post- evaluations, plan adjustments for 2020-21 school year.
- Mills Teacher Scholars Monthly final meeting, year end exhibition of learning and evaluation. Planning for full OUSD leadership of MTS inquiry space for 2020-21.
- ENTL Collaborative Monthly Meeting, year end reflection, design for collaborative underway for 2020-21.

## **Key Personnel**

*Describe the roles and qualifications of key personnel.*

### Nicole Knight, Executive Director

Nicole Knight is the Executive Director of the English Language Learner and Multilingual Achievement Office at Oakland Unified School District. She is honored to have served Oakland students for the last 20 years as a teacher, teacher leader and instructional leader at the site and district-level. A National Board Certified Teacher in English as a New Language, Nicole has expertise in language and disciplinary literacy development of English Language Learners, curriculum development, and professional development for teachers and principals. She is also the mother of two bicultural and bilingual children, both students at a dual language school in Oakland.

### Tom Felix, Director

Tom Hughes is a Bay Area native who has worked in Oakland schools for 19 years. After seven years in the classroom, Tom moved to be assistant principal at Frick Middle School before becoming principal at Bret Harte Middle School for the last four years. Bret Harte has become a hub for Newcomers and Tom continues his work supporting this population as the Director of Newcomer and ELL Programs, now in his fifth year.

### James Kindle, Newcomer/ELL Specialist

James Kindle, a National Board Certified Teacher, is an Elementary Language Specialist in the English Language Learner and Multilingual Achievement Office at OUSD. He taught elementary and middle school English language learners for seven years in Minneapolis Public Schools, where he co-developed the district's New-to-Country Accelerated Bilingual Academic Development program. Until recently, he was a teacher/co-manager of an English language summer camp in Ramallah.

## **Assessment, Evaluation & Learning**

*Briefly describe the organization's evaluation plan. What are you collecting to assess your organization's work?*

## **Teacher Development**

The foundational professional learning spaces for elementary teachers (Objective 1.1) will enable 40 elementary teachers of newcomers to increase their knowledge of foundations of language acquisition, basic lesson design responsive to the needs of newcomers, and a set of strategies to provide access for newcomer students to grade level curriculum. Pre and post self assessments will be utilized to measure teacher self-assessment of their capacities aligned with program objectives.

As a result of elementary newcomer teacher inquiry through the Mills Teacher Scholars Program (Objective 1.2), teachers will hone a specific skill in their craft. We will measure Objective 1.2 through the metrics established by Mills Teacher Scholars that include pre and post surveys, classroom data collection, and teacher reflections. Further classroom data collection may be possible using the ELL Review classroom walkthrough tool, and will provide broader, school level data.

As a result of these two objectives, we expect that teachers will be better equipped to meet the language and social emotional needs of newcomer students. We will monitor progress toward these objectives using the measures indicated above after each engagement along with a deeper evaluation at the conclusion of each grant year period, including review of ELL Review data from all participating elementary sites.

### **Teacher Leadership**

As a result of the teacher leadership embedded into foundational and inquiry learning spaces (Objective 2.1), all elementary schools with newly created ENTL positions will have identified newcomer focus groups of teachers and other educators led by the ENTLs and informed by the learning of NICE and Mills Teacher Scholars groups.

As a result of the emphasis on creating elementary teacher leaders focused on newcomers (Objective 2.2), at least 10 schools will identify leaders who will, in turn, develop professional learning plans for their school faculties as well as programmatic recommendations responsive to these needs. An analysis of these plans will indicate coherence with research-based best practices and available resources.

## **▼ Finances and Funding Strategies**

### **Finances**

*Please provide an overview of the organization's current financial situation, including major sources of support for the organization and campaign pledges and whether or not this funding is pending or committed.*

In Oakland Unified School District the Chief Systems and Services Officer manages the department of Financial Services, ensuring effective structure and practices. This leader oversees the budget and provides frequent reports to the school board regarding current district status in terms of revenue and expenses, and projections for the future.

The goal of our funding system is to enable and support student achievement and increase our students' college and career readiness upon graduation from high school. Our district maximizes funding at the school site, where parents, community members and other stakeholders have opportunities to participate in the budgeting process and to align funding with specific performance results and activities that will result in higher student achievement.

The ELLMA Office relies primarily on Title III funding which covers the salaries of our specialists and other ELL professional development initiatives. Over the last two years, the ELLMA office has increased the number of central specialists focusing on ELLs and newcomers made possible through

increased funding through the Local Control Funding Formula and in response to needs from the surge in the newcomer student population. This grant will allow us to focus on building capacity and expertise at sites through teacher leadership and retention that will sustain the efforts of ensuring high quality instruction for all students.

## Funding Strategy

*Discuss the organizational funding strategy and plans for sustaining the work.*

ELLMA and OUSD understand this grant to be transitional and mark an ending to this particular partnership between the Walter and Elise Haas Fund and OUSD around newcomer teacher development. As such, the intention of this request is to provide for a conclusion to Haas-funded activities already underway for the 2019-20 school year while providing adequate time for the ELLMA office to plan and prepare to assume full fiscal ownership of these practices for the 2020-21 school year. Specifically, the proposed six months of support will intersect with the budget development cycle for 2020-21, and ELLMA leadership will be able to make strategic decisions around sustaining this work with an eye to minimizing disruption to the work.

## Financial Document Uploads

### About Financial Document Uploads

**Current Year Operating Budget** Use your own format **but you must indicate whether income is pending, Budget committed, or received.**

**Current Financial Statements** Include both a balance sheet and a profit and loss statement.

**List of Major Funders** Provide names and amounts, and whether funds are pending or committed.

**Year End Financial Statements** Audited, if available. Please provide statements from the most recently completed fiscal year.


List of Major Funders

### ▼ Additional Context

*Is there anything else you think the Fund should know about your organization's programs or current challenges?*


### ▼ Uploaded Documents

## REQUEST ATTACHMENTS

 20190919 Oakland Unified School District - DocuSigned.pdf


### **Signed Grant Agreement**

 Current version added by Marcel Marania at 11:55 AM on October 9, 2019

 Screen Shot 2019-09-30 at 10.58.41 AM.png

### **Organization Board Roster**

Added by Nicole Knight at 10:59 AM on September 30, 2019

 18-2631 District - Annual Financial (Audit) Report - Fiscal Year Ending ...

### **Current Year Operating Budget**

Added by Nicole Knight at 10:55 AM on September 30, 2019

 2018-21 Roadmap to ELL Achievement v. 2018-09-12 (1).pdf

### **Other Document**

Added by Nicole Knight at 2:56 PM on September 27, 2019

 2018-19 EOY summary (1).pdf

### **Other Document**

Added by Nicole Knight at 2:55 PM on September 27, 2019

 19-1511 Annual Statement of All Receipts and Expenditures of the Distric...

### **Current Financial Statements**

Added by Nicole Knight at 2:50 PM on September 27, 2019

 18-2631 District - Annual Financial (Audit) Report - Fiscal Year Ending ...

### **Year End Financial Statements**

Added by Nicole Knight at 2:49 PM on September 27, 2019

 Haas Transition Grant Proposed Budget 092719.xlsx

### **Project Budget**

Added by Nicole Knight at 2:49 PM on September 27, 2019

## ▼ Authorization to Submit Full Proposal

By clicking below, the applicant organization authorizes the submission of this application. Authorization will be verified by the Water and Elise Haas Fund prior to acceptance of this submission.

**The organization authorizes the submission of this application.** Yes

# WALTER & ELISE HAAS FUND

October 3, 2019

Sondra Aguilera  
Chief Academic Officer  
Oakland Unified School District  
1000 Broadway, Suite 680  
Oakland, California 94607

RE: Agreement for Grant WEHF-20190919

Dear Sondra:

I am pleased to inform you that the Walter and Elise Haas Fund has approved a six-month, \$40,000 project support grant to sustain the Newcomer Teacher Development & Leadership Program in Oakland Unified School District. The grant is payable as follows: \$40,000 outright in 2019. A report is not required for this award.

This letter and its appendices constitute a legally binding agreement. It will be effective upon our receipt of this letter signed by an authorized representative of your organization. We will arrange for payment of \$40,000 upon receipt. Please keep a copy for your files.

On behalf of the Fund's Board and staff, let me express how delighted we are to support this important work. We wish you every success.

Sincerely,

DocuSigned by:  
*Jamie Allison*  
C038705366A447D...  
Jamie Allison  
Executive Director

cc: Nicole Knight

Accepted on behalf of Oakland Unified School District:

DocuSigned by:  
*Sondra Aguilera*  
291567D95DF84AC  
Sondra Aguilera  
Chief Academic Officer

Date: 10/6/2019 | 8:55 AM PDT

Appendix: Grant Terms and Conditions

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the General Counsel  
APPROVED FOR FORM & SUBSTANCE  
BY *[Signature]* 11/13/19  
Joshua R. Daniels, General Counsel

Trustees  
John D. Goldman, *President*  
Elizabeth H. Eisenhardt • Daniel S. Goldman • Peter E. Haas, Jr. • Jennifer C. Haas • Charlotte Haas Prime

Jamie Allison, *Executive Director*

## GRANT TERMS AND CONDITIONS

1. **Use of Funds.** Grantee shall use the grant funds only for the purposes of the specific project described in the attached award letter. Grantee shall repay to the Fund any portion of the grant funds which is not spent or committed for these purposes. Any significant changes in the purposes for which grant funds are spent must be approved in writing by the Fund before the funds are spent. Prior permission from the Fund is required for budget revisions of 10% or more for line items over \$1,000.
2. **Reporting.** To enable the Fund to evaluate the effectiveness of this grant, Grantee shall submit to the Fund a grant report. The report shall contain: (1) a description of the progress that Grantee has made toward achieving the purposes for which this grant was made; (2) a financial accounting of the expenditure of grant funds; and, if applicable, (3) copies of any publications resulting from the grant. Reports are due to the Fund at the conclusion of the grant period. The Fund may also request additional reports at its discretion.
3. **Financial Recordkeeping.** Grantee shall maintain books to show or track the grant funds separately. All expenditures made in furtherance of the purposes of the grant shall be charged off against the grant and shall appear on Grantee's books. Grantee shall keep adequate records to substantiate its expenditures of grant funds. Grantee shall make these books and records available to the Fund at reasonable times for review and audit, and shall comply with all reasonable requests of the Fund for information and interviews regarding use of grant funds. Grantee shall keep copies of all relevant books and records and all reports to the Fund for at least four years after completion of the use of the grant funds.
4. **Sub-grantees.** Grantee shall retain full discretion and control over the selection of any sub-grantees to carry out the purposes of this grant and shall act completely independently of the Fund. The Fund and grantee acknowledge that there is no agreement, written or oral, by which the Fund may cause grantee to choose any particular sub-grantee. Grantee shall require any sub-grantees to comply with the applicable requirements of this grant agreement. All obligations of grantee shall remain in full force and effect.
5. **Prohibited Uses.** Unless otherwise noted in the award letter, grantee shall not use any portion of the funds granted<sup>1</sup>:
  - a. To attempt to influence legislation, within the meaning of Section 4945(d)(1) of the Internal Revenue Code ("IRC"), as interpreted by its accompanying regulations;
  - b. To influence the outcome of any specific election for candidates to public office, or to carry on, directly or indirectly, a voter registration drive within the meaning of IRC Section 4945(d)(2), as interpreted by its accompanying regulations;

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<sup>1</sup> A number of organizations provide excellent advice and guidance on eligibility of non-profit advocacy efforts and other issues related to non-profit tax-exempt status. One of these, the Center for Lobbying in the Public Interest ([www.clpi.org](http://www.clpi.org)) has recently gotten important clarification from the IRS on lobbying and related activities; the IRS letter is posted on CLPI's web site.

- c. To undertake an activity for any purpose other than a religious, charitable, scientific, literary, educational, or other purpose specified in IRC Section 170(c)(2)(b); or
  - d. To induce or encourage violations of law or public policy, to cause any private inurement or improper private benefit to occur, or to take any other action inconsistent with IRC Section 501(c)(3).
6. **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 501(c)(3) and that it is not a private foundation as defined in IRC Section 509(a). Such representation and warranty shall continue through the completion date of this grant.
  7. **Notice.** Grantee shall give the Fund immediate written notice of any change in Grantee's tax-exempt or public charity status. Grantee shall also give the Fund immediate written notice of any change in Grantee's executive staff, key staff responsible for achieving the grant purposes, or members of its governing body.
  8. **Publications; License.** Any information contained in publications, studies, or research funded by this grant shall be made available to the public following such reasonable requirements or procedures as the Fund may establish from time to time. Grantee gives to the Fund an irrevocable, nonexclusive license to publish any publications, studies, or research funded by this grant at its sole discretion.
  9. **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. The grant award letter shall not create any agency relationship, partnership, or joint venture between the parties, and grantee shall make no such representation to anyone.
  10. **Further Assurances.** Grantee acknowledges that it understands its obligations imposed by this grant award letter, 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 contract, including those incorporated by reference to the IRC, grantee will promptly contact the Fund or legal counsel.
  11. **No Pledge.** Neither this contract nor any other statement, oral or written, nor the making of any combination or grant to Grantee, shall be interpreted to create any pledge or any commitment by Fund or by any related person or entity to 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 Fund and Grantee or any other entity.
  12. **Indemnification.** Grantee irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless the Fund, 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



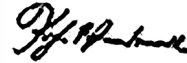
program to be supported by the Grant, except to the extent that such claims, liabilities, losses, or expenses arise from or in connection with any act or omission of the Fund, its officers, directors, employees or agents.

13. **Remedies.** If the Fund determines, in its sole discretion, that grantee has substantially violated or failed to carry out any provision of this contract, including but not limited to failure to submit reports when due, the Fund may, in addition to any other legal remedies it may have, refuse to make any further grant payments to grantee under this or any other grant agreement, and the Fund may demand the return of all or part of the unexpended grant funds, which grantee shall immediately repay to the Fund. The Fund may also avail itself of any other remedies available by law.
14. **Entire Agreement.** The award letter and accompanying documents supersede 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 writing signed by both parties.
15. **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.



12/12/19

Aimee Eng  
President, Board of Education



12/12/19

Kyla Johnson-Trammell  
Secretary, Board of Education

## Certificate Of Completion

Envelope Id: EF6BFFFEFA1E24599BCE436A01A07AF0D  
 Subject: Walter & Elise Haas Fund - Grant #20190919 Oakland Unified School District  
 Source Envelope:  
 Document Pages: 4 Signatures: 2  
 Certificate Pages: 5 Initials: 0  
 AutoNav: Enabled  
 EnvelopeId Stamping: Enabled  
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Status: Completed

Envelope Originator:  
 Marcel Marania  
 1 Lombard Street Suite 305  
 San Francisco, CA 94111  
 grantsmanager@haassr.org  
 IP Address: 107.152.24.150

## Record Tracking

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Holder: Marcel Marania  
 grantsmanager@haassr.org

Location: DocuSign

## Signer Events

Jamie Allison  
 jamie@haassr.org  
 Executive Director  
 Walter & Elise Haas Fund  
 Security Level: Email, Account Authentication  
 (None)

## Signature

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Signature Adoption: Pre-selected Style  
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Sent: 10/3/2019 3:36:18 PM  
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## Electronic Record and Signature Disclosure:

Accepted: 2/2/2018 8:43:30 AM  
 ID: 9e0db3cf-fc0a-4bbe-b68a-b6dd83a973f4

Sondra Aguilera  
 sondra.aguilera@ousd.org  
 Security Level: Email, Account Authentication  
 (None)

DocuSigned by:  
  
 291567D95DF84AC...

Signature Adoption: Pre-selected Style  
 Using IP Address: 73.158.145.108

Sent: 10/3/2019 4:54:44 PM  
 Viewed: 10/6/2019 8:54:54 AM  
 Signed: 10/6/2019 8:55:42 AM

## Electronic Record and Signature Disclosure:

Accepted: 10/6/2019 8:54:54 AM  
 ID: a43e2105-5652-4b95-b093-7f95d940de0c

## In Person Signer Events

## Signature

## Timestamp

## Editor Delivery Events

## Status

## Timestamp

## Agent Delivery Events

## Status

## Timestamp

## Intermediary Delivery Events

## Status

## Timestamp

## Certified Delivery Events

## Status

## Timestamp

## Carbon Copy Events

## Status

## Timestamp

Nicole Knight  
 nicole.knight@ousd.org  
 Executive Director, ELLMA  
 Nicole Knight  
 Security Level: Email, Account Authentication  
 (None)

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**Carbon Copy Events**

Faiza Bukhari  
faiza@haassr.org  
Program Associate  
Walter & Elise Haas Fund  
Security Level: Email, Account Authentication (None)

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Marcel T. Marania  
grantsmanager@haassr.org  
Grants Manager  
Walter and Elise Haas Fund  
Security Level: Email, Account Authentication (None)

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Resent: 10/6/2019 8:55:46 AM

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**Notary Events**

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**Timestamp**

**Envelope Summary Events**

**Status**

**Timestamps**

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Completed	Security Checked	10/6/2019 8:55:45 AM

**Payment Events**

**Status**

**Timestamps**

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OUSD or the District verifies that the Contractor does not appear on the Excluded Parties List at <https://www.sam.gov/>

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**Required hardware and software**

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Browsers:	Final release versions of Internet Explorer® 6.0 or above (Windows only); Mozilla Firefox 2.0 or above (Windows and Mac); Safari™ 3.0 or above (Mac only)
PDF Reader:	Acrobat® or similar software may be required to view and print PDF files
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	Allow per session cookies

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