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OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education
From: Tony Smith, Superintendent
Subject: District Submitting Grant Proposal

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal years 2015-2016 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2015-2016 fiscal year were 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
			Oakland Unified School District Teaching and Learning	K-3 Literacy	July 1, 2015- June 30, 2016	Target	\$50,000.00

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:

RECOMMENDATION:

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



ATTACHMENTS:

OUSD Grants Management Facesheet

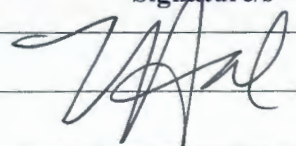
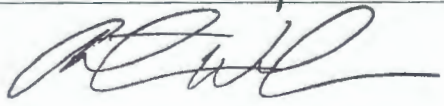
Title of Grant: K-3 Literacy for All	Funding Cycle Dates: July 1, 2015-June 30, 2016
Grant's Fiscal Agent: Oakland Unified School District	Grant Amount for Full Funding Cycle:
Funding Agency: Target Corporations	Grant Focus: Literacy
List all School(s) or Department(s) to be Served: All K-3 Students	

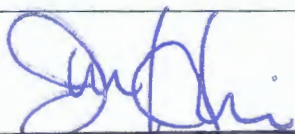
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will strengthen the impact of the Office of Elementary Language and Literacy on K-3 Literacy.
How will this grant be evaluated for impact upon student achievement?	SRI and the Fountas and Pinnell Reading Record
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?	Yes
Will the proposed program take students out of the classroom for any portion of the school day?	No
Who is the contact managing and assuring grant compliance?	Julia Bennett Oakland Unified School District 1000 Broadway, Suite 398 Oakland, CA 94607 510879-1648, julia.bennett@ousd.org

Applicant Obtained Approval Signatures:

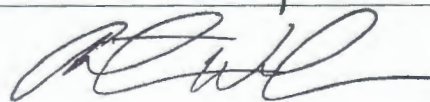
Entity	Name/s	Signature/s	Date
Principal	Julia Bennett		9/10/15
Department Head	David Chambliss		9/10/15

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		9/11/15
Superintendent	Antwan Wilson		



James Harris
President, Board of Education



Antwan Wilson
Secretary, Board of Education

TARGET APPLICATION

K-5 Literacy 2015

DRAFT based on Meeting on 2-6-15

Attending: Madeleine, Julia, David, Nancy

<p>*Title of Grant [30 characters]</p>	<p>Every Child Reading by Third Grade</p>
<p>*Use of Target Grant (Paragraph)(500 character maximum) Instructions: <input type="checkbox"/> Describe how the Target Grant will be used</p>	<p>Professional Development</p>
<p>Project/Program Description (Paragraph)(2000 character maximum) Instructions: • Please provide an overview of the program. Include how the program is unique or new.</p> <p>145</p>	<p>Oakland Unified School District would like to request a grant of \$50,000 to strengthen K-5 Literacy. We will use the following strategies to increase literacy performance on the SRI at the participating schools.</p> <p>Our program is unique in that Oakland was an early adopter of the California Common Core Standards and has now devoted three full years to training our teachers in both developing and delivering a standards-based curriculum that accelerates student literacy K to 3rd grade. Schools and teachers strategically and thoughtfully build and supplement their site literacy program using read-alouds, guided reading, literature circles, content area reading, and independent reading</p> <p>The GOALS of our K-5 Professional Development are:</p> <ol style="list-style-type: none"> 1. Build strong literacy foundations in alignment with OUSD's Balanced Approach to Literacy 2. Provide authentic opportunities for vertical and horizontal grade level alignment amongst & between teachers and principals 3. Establish stronger inter-rater reliability on Common Core assessments & student portfolios <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Analyze and provide data on Balanced Literacy to K-5 schools. 2. Apply the standards for excellence for the teaching of reading K-5. 4. Conduct rigorous observations of the teaching and learning of literacy K-5 in collaboration with Principals and Lead Teachers and in the context of Instructional Rounds. 5. Help principals and teachers to incorporate high quality literacy practices into their annual strategic plans. 6. Improve K-5 Literacy by rigorous review of data from SRI and writing assessments.
<p>*Key Metrics (Paragraph)(2000 character maximum)[1729] Instructions:</p>	<p>The effectiveness of our effort will be measured by year over year student</p>

TARGET APPLICATION

K-5 Literacy 2015

DRAFT based on Meeting on 2-6-15

What key metrics do you plan on collecting to determine if the outcomes have been achieved?

performance on the Scholastic Reading Inventory for second and third graders. Currently for the district overall approximately three fourths of our 2nd grade to 5th grade students start the school year reading at their new grade level.

Individual Student Progress: Teachers use diagnostic and formative assessments on a daily basis to improve instruction. The SRI is particularly useful because it can measure the skill levels of students who are very below grade level and students who are very high above grade level. The computer software generates increasingly difficult levels of complexity. These assessments combined with direct minute-by-minute observation and immediate relevant feedback to the students, are crucial to accelerating literacy acquisition for students who come into school below grade level. The SRI provides longitudinal data three times per year and is collected and analyzed for broad trends and gives a student a sense of their own progress.

Groups of Students Progress, Year over Year: Summative data is generated from the statewide standardized tests. The state of California administers a summative assessment once per year in the spring. In spring 2015, the state is making a transition to a new assessment, called the Smarter Balanced Assessment, which is align to the Common Core standards. OUSD is ahead of most districts in the state in that we started the transition to the new national Common Core standards one year earlier than was required.