

File ID Number	17-2359
Introduction Date	11/8/17
Enactment Number	17-1648
Enactment Date	11/8/17
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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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

November 8, 2017

To: Board of Education
From: Kyla Johnson-Trammell, Superintendent
Subject: Grant SubAgreement No. 00009086 - The Regents of the University of California, Berkeley, CA - California Department of Education Grant Number: 16-15196-3001-00

ACTION REQUESTED:

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

BACKGROUND:

Grant Subagreements for OUSD schools for the 2016-2017 fiscal years 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
17-2359	Yes	Grant	Oakland Unified School District, five dual language schools: Community United, Esperanza, Global Family, International Community, and Melrose Leadership Academy for the Teaching and Learning Department.	To support the Oakland Language Immersion Advancement In Science (OLAS) Project for the Leadership Development for Next Generation Science Standards. This amendment is to change the Berkeley financial contact.	January 1, 2016 - December 31, 2016	California Department of Education via the SubAgreement with the Regents of the University of California, Berkeley, CA	(2016-2017) First Grant Year, \$116,873.00

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: \$116,873.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting grant subagreement for OUSD schools for fiscal years 2016-2017 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:

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



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

Legislative File ID No. 17-2359

Department: Teaching and Learning Department

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

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

Annual Cost: \$ 116,873.00

Approved by: David Chambliss

Is Vendor a local Oakland business? Yes No

Why was this Vendor selected?

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

Summarize the services this Vendor will be providing.

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

Was this contract competitively bid? Yes No

If No, answer the following:

- 1) How did you determine the price is competitive?

2) Please check the competitive bid exception relied upon:

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

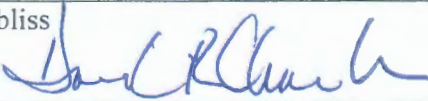

OUSD Grants Management Face Sheet

Title of Grant: California Elementary Mathematics and Science Professional Learning Initiative, CDE Grant Number: 16-15196-3001-00	Funding Cycle Dates: January 1, 2016 - December 31, 2016
Grant's Fiscal Agent: University of California at Berkeley (contact's name, address, phone number, email address) Ellen Thompson Campus Shared Services University of California 2111 Bancroft Way, 317-24 Berkeley, CA 94720 (510) 642-6564 elnt@berkeley.edu	Grant Amount for Full Funding Cycle: (2016-2017) First Grant Year \$116,873.00
Funding Agency: Melissa Flemmer, Associate Government Program Analyst Educator Excellence Office, Professional Learning Support Division California Department of Education 1430 N Street, Suite 4309 Sacramento, CA 95814-5901	Grant Focus: To support the Oakland Language Immersion Advancement in Science (OLAS) Project for the Leadership Development for Next Generation Science Standards. This amendment is to change the Berkeley contact.
List all School(s) or Department(s) to be Served: Five Dual Language Schools: Community United Elementary School, Esperanza, Global Family, International Community School, and Melrose Leadership Academy	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will provide professional learning and tools for leadership development at five dual language elementary schools to help them implement the Next Generation Science Standards (NGSS). Activities include two summer institutes, professional development during the school year, consultancies, and coaching. In turn, these leaders will help their school sites and the district to transition to the new science standards in a dual language setting focusing on English Language Learners.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.59% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	Surveys, evaluations, planning documents, observations, and tools and resources developed.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes, commit to staffing a project coordinator that is partially funded by the grant. The district would also provide facilities for the institutes and professional learning sessions.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.59% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No

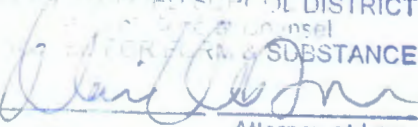
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Laura Prival Elementary Science Grant Coordinator Oakland Unified School District 1000 Broadway, Suite 600 Oakland, CA 94607 (510) 918-0422 laura.prival@ousd.org
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Applicant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

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

Grant Office Obtained Approval Signatures:

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

OAKLAND UNIFIED SCHOOL DISTRICT
 Attorney General's Office
 ATTORNEY GENERAL'S OFFICE
 DIRECTOR OF LAW & SUBSTANCE

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

SUBAGREEMENT NO.: 00009086

between

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

and

OAKLAND UNIFIED SCHOOL DISTRICT

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

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

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

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

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

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

Article I. Statement of Work

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

Article II. Period of Performance

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

Article III. Financial Consideration

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

Article IV. Invoicing and Payment

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

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

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

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

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

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

Berkeley Financial Contact:

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

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

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

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

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

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

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

Article V. Reports

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

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

Reports are to be submitted to:

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

Article VI. Project Management

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

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

Article VII. Notices

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

For Business Matters:

For Berkeley:

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

For Subawardee:

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

Article VIII. Reserved

Article IX. Records and Audits

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

Article X. Indemnification

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

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

Article XI. Insurance

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

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

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

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

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

3. Workers' Compensation Coverage per statutory limits.

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

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

Article XII. Assurance of Compliance – Human Subject Use

Subawardee assures:

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

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

Article XIII. Prime Award Terms and Certifications

A. CDE Grant Agreement

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

B. Prime Grant Agreement

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

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

B. Certifications

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

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

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

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

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

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

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

Article XIV. Governing Law

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

Article XV. Termination

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

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

Article XVI. Independent Contractor

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

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

Article XVII. Disputes

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

Article XVIII. Changes

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

Article XIX. Entire Agreement

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

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

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

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

FOR OAKLAND UNIFIED SCHOOL DISTRICT ("Subawardee")

By: *Sevin Milton*
 Name: Sevin Milton, Ph.D.
 Title: Chief Academic Officer
 Date: *1/23/17*

James Harris
 President, Board of Education
 OAKLAND UNIFIED SCHOOL DISTRICT
 Office of General Counsel

APPROVED FOR FORM & SUBSTANCE
 00009086/OUUSD Page 8 of 8

By: *[Signature]*
 Attorney at Law
presented & approved on 1/23/17

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

By: *Jyl Baldwin*
 Jyl Baldwin
 Associate Director
 Sponsored Projects Office

Date: *[Signature]*
 Kyla R. Johnson-Trammell
 Secretary, Board of Education

Berkeley/CDE/ 15-15196-3001

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

EXHIBIT A

Scope of Work and budget justification

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

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

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

All the above funds include benefits per district requirements.

EXHIBIT B

Subaward No.: 0009086

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

Updated OLAS OUSD BUDGET

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

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

Two Year Total				\$235,729
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Reference

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

Grant Award Notification

GRANTEE NAME AND ADDRESS The Regents of the University of California Sponsored Projects Office 2150 Shattuck Avenue, Suite 300 Berkeley, CA 94704			CDE GRANT NUMBER			
			FY	PCA	Vendor Number	Suffix
			15	15196	3001	00
Attention Jyl Baldwin, Associate Director			STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office Sponsored Programs Foundation			Resource Code	Revenue Object Code	01	
Telephone 510-642-0120			N/A	N/A	INDEX	
Name of Grant Program California Elementary Mathematics and Science Professional Learning Initiative						0590
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$249,138.00		\$249,138.00		01/01/2016	12/31/2016
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency	
84.367B	S367B150005	Improving Teacher Quality Grants—SAHEs			U.S. Dept. of Education	
<p>I am pleased to inform you that you have been funded for the California Elementary Mathematics and Science Professional Learning Initiative.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) within 10 days of receipt to:</p> <p style="text-align: center;">Melissa Flemmer, Associate Governmental Program Analyst Educator Excellence Office California Department of Education 1430 N Street, Suite 4309 Sacramento, CA 95814-5901</p>						
California Department of Education Contact Melissa Flemmer				Job Title Associate Governmental Program Analyst		
E-mail Address mflemmer@cde.ca.gov					Telephone 916-324-5689	
Signature of the State Superintendent of Public Instruction or Designee Tom Torlakson					Date December 23, 2015	
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS						
<p>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</p>						
Printed Name of Authorized Agent				JYL BALDWIN ASSOCIATE DIRECTOR SPONSORED PROJECTS OFFICE		
E-mail Address spoawards@berkeley.edu					Telephone 510-642-8110	
Signature Jyl Baldwin					Date 1/5/16	

Grant Award Notification (Continued)

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

The following special conditions apply:

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

cc: Lead IHE Contact/Project Director

RECEIVED
EDUCATOR EXCELLENCE OFFICE
DECEMBER 23 2015

Form C: California Elementary Mathematics and Science Professional Learning Initiative



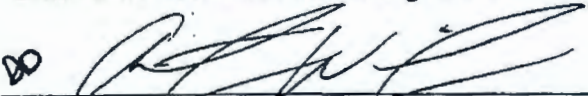

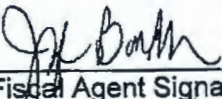
Statement of Assurances

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

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

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

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

	9/14/15
Dean of School of Arts & Sciences Signature	Date
	9/10/15
Dean of School of Education Signature	Date
	9/2/15
Superintendent of High-Need LEA Signature	Date
	9/2/15
Director of Administrator Preparation Program Signature	Date
	9/23/15
Fiscal Agent Signature	Date

JYL BALDWIN
ASSOCIATE DIRECTOR
SPONSORED PROJECTS OFFICE

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Debarment and Suspension

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

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

Instructions for Certification

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

Certification

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

Name of Applicant: Oakland Unified School District

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

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

Signature: [Signature] Date: 3-28-10

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

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

Last Reviewed: Tuesday, May 19, 2015

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Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements

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

Grantees Other Than Individuals

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

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

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

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

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

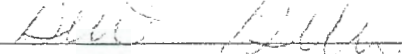
Check if there are workplaces on file that are not identified here

Grantees Who Are Individuals

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

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

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

Name of Applicant: Oakland Unified School District
Name of Program: Oakland Language Immersion Advancement in Science (OLAS)
Printed Name and Title of Authorized Representative: Desir Dillion, Chief Academic Officer
Signature:  Date: 3-28-16

CDE-100DF (May-2007) - California Department of Education

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

Last Reviewed: Friday, January 15, 2016

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Lobbying

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

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

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

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

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

Name of Applicant: Oakland Unified School District

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

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

Signature:  Date: 3-28-16

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

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

Last Reviewed: Tuesday, May 19, 2015



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General Assurances 2013-14

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

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, *California Code of Regulations (CCR)*
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the *Education Code (EC)*, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (PL 105-17; 34 *Code of Federal Regulations (CFR)* 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The local educational agency (LEA) will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (CCR T5, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 *CFR* 76.722, 76.730, 76.731, 76.734, 76.760; 34 *CFR* 80.42)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (CCR T5, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 *CFR* Part 82.
13. The LEA has complied with the certification requirements under 34 *CFR* Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 *CFR* Part 85)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Standardized Testing and Reporting program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (CCR T5, §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; CCR T5, §3934)

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

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

Last Reviewed: Friday, August 28, 2015

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

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

Federal Funding Accountability and Transparency Act (FFATA) Reporting Worksheet

Attachment B

Date: 3/21/2016

Request Sent To: Laura Prival

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

RE: FFATA Reporting for:

Subcontract #: 00009086

Prime Federal Award #: 15-15196-3001-00

Subcontracting entity: Oakland Unified School District

Project Title: California Elementary Mathematics and Science Professional Learning Initiative

Prime Recipient PI: Judith Warren Little

Subrecipient PI: Rebecca Cheung

Dear Subrecipient,

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

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

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

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

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

Attachment 3B
Research Subaward Agreement
Subrecipient Contacts

Subaward Number:
00009806

Subrecipient Place of Performance

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

State: CA

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

Institution Type: City/Township Gov't

Is Subrecipient currently registered in SAM? Yes No
Is Subrecipient exempt from reporting compensation? Yes No

If no, please complete 3B page 2

DUNS No.:

Parent DUNS No.:

Congressional District:

Congressional District:

076554500

13

Subrecipient Administrative Contact

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

State: CA

Zip Code: 94607-4099

Fax:

Subrecipient Principal Investigator (PI)

Name: N/A
Address:

City:

State:

Zip Code + 4:

Telephone:

Fax:

E-mail:

Subrecipient Financial Contact

Name: Caleb Cheung
Address: 1000 Broadway, Suite 600
City: Oakland
Telephone: (510) 418-0607
E-mail: caleb.cheung@ousd.org

State: CA

Zip Code: 94607-4099

Fax:

Subrecipient Authorized Official

Name: Devin Dillion
Address: 1000 Broadway, Suite 600
City: Oakland
Telephone: (510) 879-8156
E-mail: devin.dillion@ousd.org

State: CA

Zip Code: 94607-4099

Fax:

Attachment 3B Page 2
Research Subaward Agreement
Highest Compensated Officers

Subaward Number:

00009806

Subrecipient

Name:

PI:

Highest Compensated Officers

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

Officer 1 Name

Officer 1 Compensation

Officer 2 Name

Officer 2 Compensation

Officer 3 Name

Officer 3 Compensation

Officer 4 Name

Officer 4 Compensation

Officer 5 Name

Officer 5 Compensation

CALIFORNIA DEPARTMENT OF EDUCATION



REQUEST FOR APPLICATIONS

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

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

Deadline for Applications:

Postmarked by Friday, September 25, 2015

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

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

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Introduction – 2015 Request for Applications

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

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

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

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

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

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

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

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

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

II. Program Authorization

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

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

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

III. Eligible Partnerships

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

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

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

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

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

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

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

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

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

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

IV. Eligible Project Participants

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

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

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

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

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

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

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

V. General Project Requirements

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

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

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

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

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

VI. The Application – Project Description

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VII. General Application and Project Information

A. Request for Applications Timeline

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

B. General Provisions and Requirements

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

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

C. Grant Award Assurances and Certifications

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

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

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

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

D. Grant Terms and Conditions

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

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

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

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

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

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

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

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

E. Funding

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

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

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

Allowable Activities and Costs

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

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

Non-allowable Activities and Costs

Funds provided under this grant may not be used to:

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

Factors Affecting Allowability of Costs

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

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

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

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

Direct Costs

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

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

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

Administrative Indirect Cost Rate

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

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

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

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

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

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

- Equipment, as defined in 2 CFR 200.33.

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

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

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

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

Ownership of Materials and Intellectual Property Rights

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

F. Intent to Submit an Application and RFA Questions

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

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

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

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

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

G. Cost of Preparing an Application

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

H. Application Format

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

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

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

I. Submission of Application

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

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

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

J. Appeals Process

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

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

Attention: Carrie Roberts

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

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

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

K. Application Review and Award Process

Selection of the final grantee will follow the process below.

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

VIII. Grant Awards and Reporting Requirements

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

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

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

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

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

IX. Cover Sheet and Structure of the Application

Application Instructions

A complete application consists of the following components:

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

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

plan section length and content accordingly.

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

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

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

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

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

Scoring and the Rubric

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

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

X.
REQUIRED
FORMS

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

Intent to Submit an Application

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

Return this form to:

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

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

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

Superintendent of High-Need LEA Signature

Date

Dean of School of Education Signature

Date

Dean of School of Arts & Sciences Signature

Date

Director of Administrator Preparation Program Signature

Date

Form B: California Elementary Mathematics and Science Professional Learning Initiative

Application Cover Sheet

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

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

Superintendent of High-Need LEA Signature

Date

Dean of School of Education Signature

Date

Dean of School of Arts & Sciences Signature

Date

Director of Administrator Preparation Program

Date

Fiscal Agent Signature

Date

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

Statement of Assurances

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

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

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

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

Dean of School of Arts & Sciences Signature

Date

Dean of School of Education Signature

Date

Superintendent of High-Need LEA Signature

Date

Director of Administrator Preparation Program Signature

Date

Fiscal Agent Signature

Date

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

Logic Model/Activities, Timeline, and Responsible Parties

Instructions:

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

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

Form E: California Elementary Mathematics and Science Professional Learning Initiative

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

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

PROPOSED BUDGET SUMMARY

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

CDE use only

Reviewed and Approved by:

CDE Fiscal Analyst:	Title:	Date:
CDE Program Monitor:		
CDE Administrator:		

**Form F- California Elementary Mathematics and Science
Professional Learning Initiative**

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

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

PROPOSED BUDGET NARRATIVE

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

XI.
APPENDICES

APPENDIX A: California Elementary Mathematics and Science Professional Learning Initiative

Scoring Rubric for Application Narrative

Part 1 – The Context (20 points)

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

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

Part 2 - Professional Learning Strategies (20 points)

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

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

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

Part 3 - Goals and Expected Outcomes (10 points)

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

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

Part 4 - Project Leadership (10 points)

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

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

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

Part 5 - Project Staff (10 points)

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

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

Part 6 - Project Participants (10 points)

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

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

Part 7 - Evaluation Plan (10 points)

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

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

Part 8 - Budget and Cost Effectiveness (10 points)

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

Appendix B: California Elementary Mathematics and Science Professional Learning Initiative

Eligible High-Need School Districts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

File ID Number	15-2102
Introduction Date	11-4-15
Enactment Number	15-1780
Enactment Date	11/4/15
By	AK



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education
From: Antwan Wilson, 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 2015-18 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 FY15-18 fiscal year was submitted for funding as indicated in the chart below. The grant gace sheet and grant proposal packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant Proposal	Oakland Unified School District Teaching and Learning Science Department	Leadership Development for Next Generation Science Standards	1/1/2016 through 12/31/2017	University of California, Berkeley/California Department of Education	\$235,729.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student
- 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: \$235,729.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal years 2015-2018 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.



ATTACHMENTS: Grant Face Sheet, Proposal and Budget

OUSD Grants Management Face Sheet

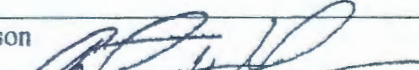
Title of Grant: Oakland Language immersion Advancement in Science (OLAS)	Funding Cycle Dates: Jan 1, 2016 to Dec. 31, 2017
Grant's Fiscal Agent: University of California at Berkeley	Grant Amount for Full Funding Cycle: \$239,729.00
Funding Agency: California Department of Education	Grant Focus: Leadership Development for Next Generation Science Standards
List all School(s) or Department(s) to be Served: Five Dual Language Elementary Schools	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will provide professional learning and tools for leadership development at the five dual language elementary schools to help them implement the Next Generation Science Standards (NGSS). Activities include two summer institutes, professional development during the school year, consultancies, and coaching. In turn, these leaders will help their school sites and the district to transition to the new science standards in a dual language setting focusing on English Language Learners.
How will this grant be evaluated for impact upon student achievement?	Surveys, evaluations, planning documents, observations, and tools and resources developed.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes, commit to staffing a project coordinator that is partially funded by the grant. The district would also provide facilities for the institutes and professional learning sessions.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	No
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?	Laura Prival 1000 Broadway Suite 600 Oakland, CA, 94607 510-879-, Laura.prival@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Science Manager	Caleb Cheung		10/7/2015
Department Head	David Chambliss		10/7/2015

Grant Office Obtained Approval Signatures:

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


James Harris
 President, Board of Education


Antwan Wilson
 Secretary, Board of Education

Form B: California Elementary Mathematics and Science Professional Learning Initiative

Application Cover Sheet

Project Director/Title:	<u>Judith Warren Little Professor</u>
Project Office:	<u>Principal Leadership Institute, U.C. Berkeley</u>
Address (including city, state, and zip code):	<u>UC Berkeley, 3653 Tolman Hall Mail Code 1670 Berkeley, CA 94720-1670</u>
Telephone: <u>510-643-5784</u> Ext.: _____ Fax: _____	
E-mail: <u>jwlittle@berkeley.edu</u> County-District (CD) Code: <u>01 61259</u>	
CCSESA Region:	<u>4</u>
Required IHE School of Education Partner:	<u>U.C. Berkeley, Graduate School of Education</u>
Required IHE School of Arts & Science Partner:	<u>U.C. Museum of Paleontology</u>
Required High-Need LEA Partner:	<u>Oakland Unified School District</u>
Required IHE Administrator Preparation Program:	<u>U.C. Berkeley Principal Leadership Institute</u>
Fiscal Agent:	<u>The Regents of the University of California Sponsored Projects Office</u>
Fiscal Agent Address, Telephone Number and Email:	<u>2150 Shattuck Ave, Suite 300, Berkeley, CA 94704 510-642-0120, spoawards@berkeleyu.edu</u>
List of Additional IHE and LEA partners:	<u>Multicultural Urban Secondary English (MUSE) Master's and Credential Program</u>

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

NO [Signature] 9/9/15
 Superintendent of High-Need LEA Signature Date

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

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

[Signature] 9/9/15
 Director of Administrator Preparation Program Date

[Signature] 9/23/15
 Fiscal Agent Signature Jyl Baldwin, Associate Director
 Sponsored Projects Office Date

The Regents of the University of California at Berkeley application
for the 2015 CDE CEMSPLI grant
Oakland Language immersion Advancement in Science (OLAS)

PART 1: The Context

Purpose Oakland Language immersion Advancement in Science (OLAS) is a partnership between the University of California at Berkeley (UCB) and the Oakland Unified School District (OUSD) that focuses on supporting the implementation of the NGSS (We choose to use NGSS rather than CACSS in this document because it reflects the most updated language for California's new science standards.) in five elementary dual language schools, especially prioritizing the need to create equitable access for students from low-income families, girls, students of color, and English Language Learners. OLAS partners at UCB include the Principal Leadership Institute (PLI), Multicultural Urban Secondary English (MUSE) program, and the University of California Museum of Paleontology (UCMP). Additionally, OLAS partners in OUSD are the OUSD Science Department and the OUSD English Language Learner and Multilingual Achievement (ELLMA) Office.

Context- High needs LEA The Oakland Unified School District consists of 86 schools and 36,923 students district wide. There are a total of 1,911 teachers PK-12 grade. Seventy (70%) percent of the students participate in the federally subsidized Free and Reduced Lunch program and approximately 25% of students live in public housing. Under the Local Control Funding Formula (LCFF), OUSD has an LCFF unduplicated pupil percentage of 78% of students are English Language Learners, Foster Youth and living in poverty. The student ethnic composition of the District is 38% Latino, 31% African-American, 14% Asian, and 12% White. There are over forty-nine languages spoken in the District, 31% of the District's students are English Language Learners and 34.9% of students speak Spanish at home. Ten (10%) percent of students are in the Special Education program. The District's mission is to 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.

For this project, OLAS will focus on supporting five dual language elementary schools: Melrose Academy, Esperanza, Manzanita SEED, International Community School, and Global

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Family. Together, they serve 1,965 students in grades K-5. 64% of the students are English Language Learners (ELLs) and 83% are considered socio-economically disadvantaged. The racial makeup of the student population is 82% Hispanic/Latino, 9% African American, 5% White, and 2% Asian. Eighty (80) teachers work in these five schools.

Over the past nine years, OUSD has nurtured a districtwide K-12 science program. The elementary program includes a science board policy with weekly required science instructional minutes, a system for providing FOSS curriculum materials to every classroom three times a year, the Science Instructional Reflection and Assessments (SIRA) for 3-5th grade, a wide range of professional learning opportunities for teachers, support for teacher leadership at every school, professional learning for principals, and award-winning citywide science events. In the past three years, much of the work has focused on the NGSS transition with support from a dedicated central district office that includes the Chief Academic Officer, Network Superintendents, and a district Science Department. However, there has been little attention paid to the specific curricular needs of the dual language elementary schools.

OUSD's LCAP and English Learner Subgroup Self-Assessment (ELSA) tool both indicate that professional development is needed to build teachers' and principals' capacity to provide quality, language rich instruction across that content areas that meets the needs of diverse language learners. Specifically, the ELSA-identified a lack of opportunities for site leaders to develop their knowledge base to support their English Language Learner students.

Project Development UCB and OUSD have a long history of cross organizational partnership both related to staffing and professional development. Currently, over 60 PLI alumni work in OUSD: 71% of them in administration. Nearly 60 percent of the teachers MUSE has trained since 1998 are currently teaching in OUSD. In addition, PLI, MUSE (via its outreach arm Bay Area Writing Project or BAWP), and UCMP have all provided extensive professional development in partnership with the district. In the last ten years, PLI provided multiple years of site based coaching and mentoring for new principals in OUSD. BAWP has facilitated the development of writing assessments for elementary schools within OUSD. UCMP has served as a university partner on a California Math Science Partnership grant as well as a CPEC Improving Teacher Quality grant. The UCMP *Understanding Science* resources have been an instrumental part of OUSD's efforts to support the integration of the nature and process of science into

existing courses or professional development workshops. All of these long standing working relationships have been maintained through regular and ongoing communications, joint efforts, and cross participation in events.

When planning for the OLAS proposal, UCB and OUSD used these prior connections and relationships as a foundation. First, we met to update each other on our most recent work. Then, we identified and reviewed key data and feedback, which included school wide and district wide educational improvement plans as well as principal and teacher feedback. These discussions informed and shaped our project development and planning. The OUSD Science Department reported that they recently provided a first ever Oakland Unified Next Generation Science Standards and Language Development Institute at the end of the 2014-2015 school year. In the participant feedback through the event, the dual language elementary schools expressed strong interest in continued collaborations to support the equitable implementation of the NGSS. Therefore, the OUSD Science department invited the OUSD ELLMA department to join our discussions.

ELLMA recently commissioned a study conducted by the Understanding Language division of the Stanford University Graduate School of Education entitled *The Review of Services for English-Language Learners in the Oakland Unified School District (2015)*. This report then informed the recently published OUSD Roadmap to ELL Achievement 2015-2018 that outlines four priorities including: advancing quality instruction, meeting the needs of the whole child, expanding and enhancing robust language programs, and developing policies and practices across the central office. With the focus schools selected, the UCB partners then brainstormed their potential contributions that matched the school level and district identified needs related to content and instructional leadership areas.

Collaborative Relationship between PLI and MUSE

The PLI and MUSE programs are two of six credential programs in the Graduate School of Education. Underlying Berkeley's programs of educator preparation are two fundamental bodies of educational theory and research. First, the programs share a vision anchored in research on professional preparation. From that body of research, the programs derive their emphasis on the integration of theory, research and practice; their approach to a progressive sequence of field experiences; their deep concern for issues of diversity and equity; their sensitivity to the particularities and demands of local

The primary participants in OLAS are the site level Instructional Leadership Teams (ILTs). Composed of the lead teachers from various subjects as well as the site administrator, the ILTs at each school are responsible for leading the instructional charge. In the first phase of the project, ILTs from each school will be supported in engaging in an evidence based site level assessment focused on a variety of factors related to the implementation of the NGSS including: teacher capacity, current state of science instruction, student performance, issues of access for low-income families, girls, students of color, English Language Learners, and family and community feedback to identified needs. Instruments that will be used include the OUSD K-12 Science Learning Principles and Actions Tool, Oakland Unified School District Leadership Dimensions, Equity Audit tools developed by researchers McKenzie and Skrla (2009, 2011), student outcome scores such as the CELDT or benchmark assessments, as well as staff, student, family and community surveys. The process will model research based use of evidence to inform instructional leadership as well as professional learning. In addition, the evidence itself will serve as the basis for determining a problem of practice that the ILT wants to address, monitor, and refine during the school year.

Rationale As described in the QPLS, quality professional learning uses varied sources and kinds of information to guide priorities, design, and assessments. Phase 1 incorporates all four elements of the QPLS Data Standard including multiple measures of student data, an understanding of the educators' current capacity and future development needs, school wide information, as well as reviewing purposes, processes, and outcomes. In addition, Phase 1 also incorporates all of the elements of the QPLS Equity Standard, specifically academic, systemic and climate equity.

Phase 2: Summer Institute 2016

"Leaders with content-embedded knowledge will have the confidence to not turn over or abdicate leadership to others, but to take an active role in effective equity-oriented reforms."
(Theoharis & Brooks, 6)

In the second phase of the project, the UCB partners will provide 40 hours of differentiated professional learning using the UDL framework through a one week summer institute to be hosted in Oakland. The four purposes of the institute are to (1) deepen and expand NGSS content knowledge for teachers and principals; (2) provide expanded tools such as

community contexts; and their commitment to the educative value of performance assessment. Second, the programs also shape their purposes, curriculum, and assessments in response to theory and research in the area of specialization represented by their credential.

To support the programs in these two areas, collaborative program structures are already in existence for PLI, MUSE, and the other credential programs. For example, the Teacher Education Inquiry Group, which includes the Director of Professional Programs, faculty, and program directors from teacher education and PLI, focuses on innovations and inquiry that respond to emerging issues in policy and practice. Last year, the MUSE program presented about their exploration into the ways in which digital technology can be integrated more seamlessly in teacher preparation and with greater attention to discipline-specific needs. Thus, PLI and MUSE have the benefit of ongoing collaborations within the GSE that can serve as both a foundation and springboard for this grant.

Part 2: Professional Learning Strategies

Overview OLAS is comprised of five phases of professional learning activities that have been sequenced according to the grant timelines and the professional development sequence of OUSD as well as aligned to the Universal Design for Learning (UDL) Model, the Design and Structure Standards of the Superintendent's Quality Professional Learning Standards (QPLS), and other research based professional learning strategies. They are: (1) Site assessment, (2) Summer Institute, (3), Site based leadership coaching and equity centered professional learning community, (4) Regional Summer institute, and (5) Regional network launch. Together, these five phases reflect the elements of the Design and Structure Standard of the QPLS with purposeful professional learning sustained over time, many opportunities to analyze their school and practice, differentiated and relevant opportunities to learn, as well as a variety of active learning opportunities.

Description of learning strategies, rationale, and outcomes

Phase 1: Site assessment

"Leadership effects on student achievement occur largely because effective leadership strengthens professional community- a special environment within which teachers work together to improve their practice and improve student learning. Professional community, in turn, is a strong predictor of instructional practices that are strongly associated with student achievement."

(Louis & Wahistrom, 25)

curriculum frameworks, instructional materials, equipment and technology to assist the ILT teams in the next steps they identify for their site to advance the implementation of the NGSS; (3) create a supportive professional network of dual language schools across the district; and (4) provide time for site teams to design an NGSS implementation plan for the school year.

PLI will provide content related to instructional leadership such as creating the structures, conditions, and resources for leadership teams to successfully implement the NGSS. Strategies may include conducting an organizational analysis, establishing collegial relationships through structures such as professional learning communities, and developing a coaching stance for giving feedback about instruction. MUSE and BAWP will focus on developing content and evidence based pedagogical strategies related to language development and the integration of literacy through the science content area. For example, teachers may learn about the "genre approach" and the stages of the integrated curriculum cycle: 1. Building the field, 2. Modeling the text type, 3. Joint construction, and 4. Independent writing. UCMP will focus on providing content and pedagogical strategies related to the NGSS Science and Engineering Practices such as (1) Asking questions and defining problems, (2) Developing and using models, (3) Planning and carrying out investigations, and (4) Analyzing and interpreting data. In addition, time and support will be provided to help each ILT to finalize the school site NGSS implementation plans for 16-17 school year.

Rationale The National Center for Universal Design for Learning suggest providing *multiple means of engagement, representation, action and expression in order to increase reduces* barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. In Phase 2, the summer institute will include professional learning that both models and demonstrates UDL strategies as well as builds the capacity of the participants to implement UDL strategies at their sites. UDL is in alignment with the QPLS Content and Pedagogy Standard, specifically the building of educators' knowledge and understanding of subject matter curricula and materials, the expansion of instructional and assessment skills, practices, and behaviors, as well as the educators' attitudes, beliefs, and dispositions to ensure that all students have differentiated support to meet content and performance expectations.

The QPLS Collaboration and Shared Accountability standard calls for the development of a shared purpose for student learning and collective responsibility for achieving it. Phase 2 activities focus on building a collaborative culture within each ILT as well as across school sites, provides a mechanism for shared accountability through the development of the NGSS implementation plan, and facilitates external networks with UCB partners, OUSD district office, as well as other school sites.

Phase 3: Site based support

“Teachers and principals agree that the most instructionally helpful specific leadership practices are: (a.) focusing the school on goals and expectations for student achievement; (b.) keeping track of teachers’ professional development needs; and (c.) creating structures and opportunities for teachers to collaborate.” (Leithwood, 57)

In Phase 3 of the grant, professional learning will take place in three formats: cross site curricular working groups, equity centered professional learning communities for principals, and site based leadership support in the form of coaching and facilitation. The cross site curricular working groups will provide curricular support to fill gaps identified by the schools during Phase 2 of the project. They will be supported by OUSD personnel as well as UCMP and MUSE. PLI will provide facilitators to facilitate equity-centered professional learning for the principals, providing a confidential and supportive space to discuss leadership dilemmas, particularly those related to issues of equity and instruction in Dual Language schools. Finally, PLI will provide trained leadership coaches who will provide 10 hours of coaching and facilitation to each school to support the ILT to meet the goals set in the NGSS implementation plan.

Rationale QPLS Alignment and Coherence Standard states that quality professional learning contributes to a coherent system of education learning and support that connects district and school priorities and needs with state and federal requirements and resources. Phase 3 of OLAS specifically integrates NGSS policy expectations within a local context, aligns district and school improvement efforts, and provides support that meets the needs of the ILT team, considering their development on the professional career continuum, to lead school wide initiatives. In addition, the cross curricular working groups will leverage cross campus expertise to address gaps in the instructional program as noted in QPLS Content and Pedagogy Standard Element A.

Phase 4: Regional Summer Institute 2017

“Accountability deepens and becomes a more meaningful guide to individual and collective action as individual educators take on new classroom practices and collaborate in new

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ways...Horizontal accountability emerges more clearly and is recognized among professionals who hold a collective sense of purpose and integrity, with public expectations for themselves and each other." (Wagner, Kegan, et. al, 155)

This phase will build on the new learning in phases 1, 2, and 3 and include a regional learning showcase focused on opportunities for educators to analyze their evidence-based practice, apply new learning, and incorporate new learning through reflection, feedback, and support from a broader professional learning community. Dual language elementary schools from neighboring high needs LEAs such as Hayward Unified, SF Unified, Pittsburgh Unified, and Ravenswood School District, will be invited to attend the Regional Summer Institute 2017 at no fee. Each ILT will be given an opportunity to exchange and share one promising practice, strategy, resource and/or accomplishment learned or developed in this project. In addition, the external collaboration provided by UCMP, MUSE, and PLI as effective professional learning options for educators will be shared as local and regional resources.

Rationale Phase 4 rationale parallels the Summer Institute in Phase 2. Additionally, it also addresses QPLS Resource Element, specifically utilizing various sources of expertise and experience to address collective learning goals (Element B: Human Capital), maximizing time for educators to collaborate and learn (Element C: Time), and expanding the availability of the learning (Element D: Equipment and Materials).

Phase 5: Regional Network Launch

"We must begin by acknowledging that the source of the problem of underachievement among many children of immigrants is not the students' language, but the way our school system treats language difference. Rather than building n these students' assets, we define them as liabilities and treat them as though their languages and cultures are of no value and need to be replaced."
(Gandara, 166)

This phase will sustain the OLAS grant activities beyond the grant period by supporting the ILTs of dual language elementary schools from across the region. The grant will pay for all OUSD schools to participate in two regional learning institutes consisting of content knowledge and pedagogical strategies in the areas of science, language, and instructional leadership. In addition, PLI will provide a facilitator and support for an online equity centered professional learning community for all principals.

Rationale Phase 5 rationale parallels Phase 4 as it is the extension of the work that is launched in Phase 4.

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Increasing Family Involvement

OUSD Science will develop multi-lingual materials to help build awareness and understanding of the shifts and changes demanded by the new NGSS that can be utilized by participating teams to increase parent involvement. In addition, the department has developed kits and professional development that teaches schools how to host Family Science events and Science Fairs that complement the science and engineering practices and cross cutting concepts in the NGSS. The summer professional learning offerings during Phase 2 and 4 will include these materials as a way of supporting the schools to create authentic learning experiences for both students and families.

Impacting Teacher Content Knowledge and Pedagogical Skills *In Greatness by Design:*

Supporting outstanding teaching to sustain a golden state, professional learning is described as activities that “bring together the priorities of the state, district, schools and individual educator needs, along with the unique needs of the culturally and linguistically diverse student population that educators are serving” (page 50). OLAS, through its researched based design that is aligned to the principles of UDL and the QPLS standards, provides such an opportunity, specifically focused on the needs of dual language elementary teachers who are implementing the NGSS. It is our belief that by providing deep and sustained learning opportunities for each school’s ILT, they will have increased capacity to improve the teaching and learning within their school sites thereby improving equitable access, opportunities, and outcome for all students; especially English Learners.

Ongoing Project Improvements

The UDL model describes assessment as the process of gathering information about a learner’s performance using a variety of methods and materials in order to determine learners’ knowledge, skills, and motivation for the purpose of making informed educational decisions. Within the UDL framework, the goal is to improve the accuracy and timeliness of assessments, and to ensure that they are comprehensive and articulate enough to guide instruction – for all learners. OLAS will enact the UDL assessment strategies throughout the grant by systematically collecting and analyzing data regarding participants’ experience of each phase of activities through observation, survey, and individual feedback.

Part 3: Goals and Expected Outcomes

Primary Goals and Outcomes

The two main goals of OLAS are to 1) support the successful implementation of NGSS in dual language elementary schools by providing professional learning opportunities that strengthen the ILTs content and pedagogical knowledge as well as instructional leadership skills; and 2) develop the capacity of school teams to provide equitable access to NGSS for students from low-income families, girls, students of color, and English Language Learners. Measurable outcomes include:

1. 90-95% of implementation goals met in the School Site NGSS Implementation Plans for each school (includes an equitable access goal)
2. 90-95% of participants report increased science and language development content and pedagogical knowledge
3. 90-95% of participants report increased instructional leadership skills for the successful implementation of NGSS
4. 100% of schools have increased observations of vital student actions as described in the OUSD K-12 Science Learning Principles and Actions Tool
5. 100% of regional participants express increased collaboration and knowledge exchange of promising practices & resources

Desired impact in teacher content knowledge and pedagogical skills NGSS demands three dimensional teaching and learning that includes the science engineering practices, cross cutting concepts, and disciplinary core ideas. OLAS seeks to increase teacher content knowledge and pedagogical skills focused on the NGSS science and engineering practices as they overlap with the CA CCSS and create opportunities for students to accelerate language learning and apply language arts skills within the content area of science. For example, academic discussions as well as non-fiction reading and writing can be systematically integrated into science instructional practices to increase opportunities for English Language Development. The grant will also increase content and pedagogical knowledge for the science engineering and practices that are more focused on science content such as modeling, argumentation, evaluating information, analyzing data, and constructing explanations. Through a range of well-tested activities, the UCMP will provide professional learning strategies so teachers can guide their students in the process of science in an exploratory fashion. These activities include working with authentic data to emulate what scientists do when they study things: making observations, posing questions, formulating hypothesis that can be tested and explained.

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Integration of content and language, within science content in particular, is an area of need for OUSD instructional leadership development according to the 2015 Review of Services for English Language Learners in Oakland Unified School District. MUSE and BAWP will provide a series of inquiry-based literacy workshops during the summer institutes that will support teachers in using science as content for explicit instruction in reading strategies, such as questioning, activating background knowledge, searching for information, summarizing, and synthesizing information in order to communicate with others that is aligned to the CA English Language Development Standards (CA ELD). For example, the series of workshops will assist the ILTs in developing a more nuanced understanding of how to address the 8 science and engineering practices within the NGSS through CA ELD Part I: Interacting in Meaningful Ways through collaborative, interpretive, and productive strategies. Science as a content area provides the unique opportunity to consistently integrate inquiry-based learning and language development as “Science provides a setting in which students are intellectually obligated to make sense of data, draw inferences, construct arguments based on evidence, infer word meanings, and, of course, construct meanings for text” (Pearson, Moje & Greenleaf, 2010, p. 460). An ambitious conception of inquiry-oriented instruction in science requires that students develop their lexicon, language, and discourse abilities.

Research in elementary science classrooms has demonstrated that integrating content-language and literacy with inquiry-based science increases students science knowledge and their language and literacy skills to engage in the key activities of science, such as developing inquiry questions, investigating texts, communicating hypothesis through multiple representations, and reflecting on their own learning. Language is essential to successfully engage in the science practices and therefore provide multiple language learning opportunities. The impact is essential for *English Language Learners*, particularly when *science notebooks and peer discussions on scientific activities* are key routines within the classroom (aligned with CA ELD Part 2 and 3).

Designing learning environments that engage students in inquiry-based science while also developing students’ language and literacy skills, especially a language that is not the students native language, requires that teachers understand the various aspects that impact learning such as the nature of texts, in terms of their grammatical, lexical and discourse features. To support teachers in identifying and preparing scaffolds as necessary texts both in English and Spanish, MUSE and BAWP, will include sessions that guide teachers in applying the Lexile Framework

both in English and in Spanish to improve the ability to select texts in English and Spanish that both support and guide the development of students' abilities to engage scientific texts that inform their science inquiry. Applying the Lexile Framework is significant as the transition to Common Core State Standards requires teachers to understand and support the reading and writing development of students through a selection of various text types at various complexities. The understanding of text complexity, in this case by using of the English and Spanish Lexile Framework also supports the ILTs deepened understanding of the grammatical variation of Spanish which can impact a student's fluency in Spanish as a second language or inform translation of key ideas from Spanish to English in written form.

In combination with supporting complex language development through text deconstruction and reconstruction, structured opportunities for student talk leading to academic discussion, and leveraging students' home language to increase bi-literacy transfer across the two languages of instruction, the combination of reading strategies and focus on identifying and modifying texts for complexity will result in a set of core practices that will support the literacy development of students within the bilingual program. The core practices will provide the ILTs with the opportunity and structure to create a set of terminology across bilingual program school sites. The development of core practices and terminology allows for movement across and within schools without losing the learning from the initiative, as the knowledge gained will not reside in one or a few educators. This is vital for sustaining and evaluating the work beyond the initiative and it allows for movement across programs without losing the expectation that science literacy and language development hold a vital role within bilingual programs.

Outcome decision making process and goal setting As described in Part 1 of the application, UCB and OUSD have a long standing partnership that serves as the foundation for this grant. Outcomes were identified through our grant design conversations and were informed by student level and school level data as well as district reports such as *The Review of Services for English-Language Learners in the Oakland Unified School District* (2015) and the OUSD Roadmap to ELL Achievement 2015-2018.

Goal setting will be strongly informed by evidence throughout the project mirroring an inquiry process in which a question is posed, evidence is collected, and analysis is conducted to inform the design of professional learning activities. For example, in Phase 1 of the grant

activities, the focus is on assisting the ILTs in assessing their school's progress and professional learning needs to fully implement the NGSS. Through the evidence collection process that will include data such as staff, family & community surveys, instructional walkthroughs, analysis of student achievement, and equitable access audits including issues of language fluency and language status of language-minority students, the Core Leadership Team and Grant Advisory Team will be able to set appropriate and ambitious goals for the summer institutes. Then, the cycle will be repeated in subsequent phases throughout the project.

Capacity to collect, analyze, and use data The Graduate School of Education at Berkeley takes as its mission to be a world academic leader in producing and promoting scholarship that improves the quality and equity of educational practices in all settings in which teaching and learning occur. We take improvement to include the generation of new knowledge that informs our understanding of core micro processes in practices of teaching and learning as well as the macro institutional and policy contexts that support them. Our mission entails four central goals, each related to our primary function as a professional graduate school in a world-class research university: (1) producing high quality scholarship; (2) preparing the next generation of educational scholars; (3) Improving professional practice; (4) contributing to the public educational and social good.

As a School of Education in a flagship public institution, we bear a significant responsibility. *What we do to fulfill this mission and achieve these goals must also improve the learning, achievement, and quality of life for students in America's public schools.* Everything we do- research, professional programs, doctoral programs, and outreach to school and community organizations- must stand the ultimate test of improving practice, extending educational and social opportunity, and enhancing performance in our society's educational institutions. We view educational opportunity for all as a central feature of a democracy.

Research is at the heart of the work at UCB. All faculty and graduate students receive extensive and high level training on how to collect and analyze data as well as design and conduct evaluations. Through this grant, we intend to use both qualitative and quantitative data such as observation, survey, semi-structured interviews, field notes as well as document analysis to inform our decisions, monitor ongoing progress, and evaluate overall effectiveness.

Part 4: Project Leadership

Management Structure The OLAS' Core Leadership Team will consist of one representative from each of the partners. Mia Settles Tidwell, Coordinator of Leadership Connection for PLI, will serve as the OLAS grant coordinator for UC Berkeley. She will also design the leadership professional development offerings, and coordinate the site based coaching, facilitation, and principal's equity centered professional learning communities. Dr. Lanette Jimerson, Program Director of MUSE, will serve as the evaluation coordinator and will design the professional development offerings focused on literacy and language in conjunction with BAWP. Dr. Lisa White, Director of Education and Outreach for UCMP, will serve as the coordinator for science professional learning offerings. Laura Prival, Elementary Science Coordinator, will serve as the grant coordinator for Oakland Unified School District. Periodically, the Core Leadership Team will ask for support and input from the OLAS Grant Advisory Team composed of the following members:

- Dr. Judith Warren Little, Professor and Project Director, Graduate School of Education (GSE)
- Dr. Rebecca Cheung, Program Director, Principal Leadership Institute, GSE
- Nicole Knight, Executive Director of English Language Learner and Multilingual Achievement (ELLMA) Office, Oakland Unified School District
- Caleb Cheung, Manager of Science, Oakland Unified School District

Collaborative Process With four partners, it is critical to establish a rhythm to the collaborative process. In addition, it is important to weave the evaluation plan throughout the grant project so that it is meaningful and supports the overall direction of the grant. As the lead applicant, PLI will create a regular meeting schedule with the Core Leadership Team, Grant Advisory Team, as well as various members of the four partner organizations as appropriate. The U. C. Berkeley Grant Coordinator will be the main project manager of this grant providing accountability checkpoints and progress updates for the core and advisory teams. In addition, PLI will develop electronic systems and structures that support the collaboration such as a shared calendar for grant activities as well as file sharing mechanisms.

Partners and Partner Selection The University of California at Berkeley embraces a mission of teaching, research, and service in pursuit of the public good. The preparation of professional educators (teachers, administrators, and pupil services personnel) is distributed

among four of the University's decanal units: Graduate School of Education, the School of Social Welfare, the Division of Mathematical and Physical Sciences within the College of Letters and Sciences, and University Extension. Institutional leaders have a shared mission in professional education: to prepare educators who demonstrate the knowledge, skill and dispositions to advance both excellence and equity, and who will emerge as leaders in their schools, districts, and profession.

The preparation of education professionals constitutes a central component of the Graduate School of Education's mission at the University of California, Berkeley. Our programs, and those sponsored by other units on campus with whom we collaborate, demonstrate our commitment to the preparation of education professionals for California schools and districts and represent a significant contribution of our faculty and staff to the quality of K-12 education. As the lead applicant for OLAS, PLI was responsible for selecting the members of the partnership. Criteria included prior successful working relationships, the existence of current successful working relationships, willingness, interest, and expertise related to the OLAS grant goals.

The mission of the Principal Leadership Institute is to prepare, induct, and support a diverse community of equity focused school leaders who will improve education for vulnerable and historically underserved students in California's public schools in support of social justice. To date, the program has graduated over 500 educational leaders, 88% of whom work in the Bay Area. Currently, over 60 alumni work in OUSD.

The Multicultural Urban Secondary English (MUSE) program develops teachers that are able to effectively respond to the complex context of urban schools. To date, MUSE has prepared over 360 teachers, 60% of whom work in OUSD. Dr. Lanette Jimerson will be leading the evaluation portion of OLAS. In a previous role, she was one of the designers of the Writing Performance Tasks for the Smarter Balanced Assessment Consortium and has led trainings for the Literacy Design Collaborative, a nation-wide collaborative, that support teachers in all genres to implement content-area literacy. Dr. Jimerson is also a trained educational researcher and a former Program Manager for the Stanford Center for Assessment, Learning and Equity (SCALE). In this position she designed, implemented and evaluated teacher and student performance assessments

UCMP has a long history of providing educational support for undergraduate and

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graduate students as well as K-12 teachers and students. They have developed award-winning online resources that are highly regarded by educators and support professional development for teachers. Since, the site Understanding Evolution (<http://evolution.berkeley.edu>) was launched in 2004, it has been recognized throughout the evolution education community, by instructors and students alike with more than 1,000,000 page requests per month during the school year. UCMP has also developed the site Understanding Science (<http://undsci.berkeley.edu/>) which supports a broader public understanding of what science is and why it matters and improves teacher understanding of the nature of the scientific enterprise. Finally, UCMP is developing a new web resource, *Understanding Global Change*, which will be an accessible and scientifically valid site designed to meet the needs teachers and the general public seeking information that describes and explains the nature of global change.

Common Interests, Benefits, and Contributions Founded in 1868, the University of California's fundamental missions are teaching, research and public service. Informed by the University of California Academic Plan, the UC system strives to "serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge." OLAS is aligned to the UC mission because it provides a formalized opportunity for PLI, MUSE, and UCMP to share the latest educational research in a practice oriented setting that will ultimately support California's K-12 student population. In addition, the opportunity to *work in depth with Instructional Leadership Teams provides important insight and learning that will inform the preparation of future teachers and leaders as well as professional learning offerings provided by the university.*

OUSD has benefitted from multiple partnerships with UCB particularly in the areas of content knowledge and professional development. OLAS presents an opportunity to focus on a current gap- the systematic support of English Learner students through content instruction in a dual language environment with the support of deep content expertise. In addition, it provides an opportunity for the Science and ELLMA departments to work closely together.

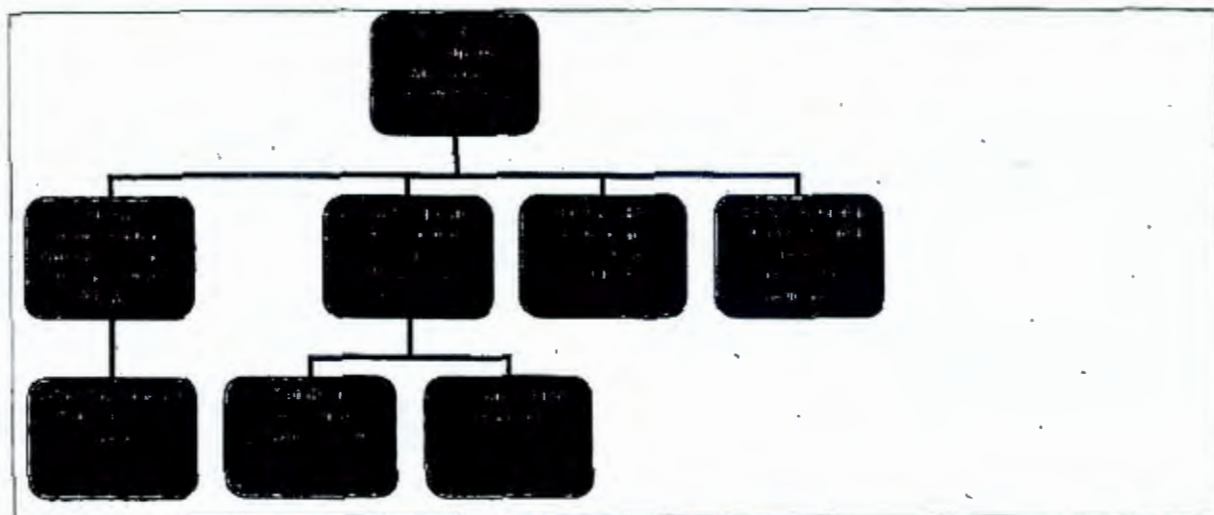
Private School Outreach In accordance with the grant requirements, all 44 private schools within the LEA boundaries were contacted via email about the grant. The email described the focus of the work and invited them to apply if we receive funding. To date, one private dual language school has expressed interest in applying. Others have responded, but have not met the

qualifications.

Local and Regional Impact Currently, each district is individually responsible for supporting effective professional learning opportunities for the NGSS as well as the support for dual language instruction at large. One of the strengths of the OLAS grant is that it will spark the creation of an ongoing network that supports the ILTs of dual language elementary schools in the region to implement the NGSS. This network will sustain the work of OLAS and expand the regional reach of the grant beyond OUSD to other high needs LEAs who have dual language programs such as Hayward Unified, Vallejo Unified, Ravenswood School District, Pittsburgh Unified, and San Francisco Unified.

Part 5: Project Staff

OLAS Organizational Chart



*Core Leadership Team members highlighted in bold.

Core Leadership Team Responsibilities Mia Settles Tidwell is the coordinator of Leadership Connection, the outreach arm of PLI. Mrs. Tidwell will be the OLAS Grant Coordinator responsible for the full implementation of all grant activities in collaboration with the four partners. In addition, she will develop the instructional leadership component of the grant and coordinate the site based coaching and facilitation as well as the provision of the Equity Centered Professional Learning Communities. Prior to joining the PLI in July of 2015, Mrs. Tidwell served as the Chief of Operations for OUSD. Her deep knowledge of our LEA partner, OUSD, and 23 years of experience designing and implementing professional learning and project-management leading projects within the district will support her role as the OLAS project

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coordinator.

Dr. Lanette Jimerson is the director the MUSE program and former co-director of the Bay Area Writing Project. The MUSE program has a 15-year history of training educators that understand how to plan and implement lessons that support students' literacy development with BAWP, a regional professional network that supports teachers in K-16 educational environments in implementing literacy development with a particular focus on developing literacy across the content areas for underserved populations. Dr. Jimerson will develop the literacy component of the summer institute.

Dr. Lisa White is the Director of Education and Public Programs at the UCMP. She has also served as a Professor of Geosciences and Associate Dean of the College of Science and Engineering at San Francisco State University. Lisa is active in efforts to increase diversity in the geosciences and, through programs such as SF-ROCKS (Reaching Out to Communities and Kids with Science in San Francisco) and METALS (Minority Education through Teaching and Learning in the Sciences), she trains and guides underrepresented minority students in wide-ranging geoscience learning experiences. Lisa holds degrees from San Francisco State University (B.A. in Geology) and the University of California at Santa Cruz (Ph.D. in Earth Sciences).

Laura Prival is the Coordinator of Elementary Science in the Oakland Unified School District. Laura has taught science in both urban and rural schools and was previously a fifth grade teacher in Oakland. She has also worked as a service learning specialist, a curriculum writer, and an education consultant for non-profit organizations. Laura is a doctoral student in Education at Mills College. She holds a B.A. in sociology, an M.A. in Teaching, a Single Subject Teaching Credential in Biological Sciences, and a Multiple Subject Teaching Credential.

Part 6: Project Participants

Recruitment and Selection OUSD Science and ELLMA departments identified the five dual language elementary schools that would most benefit from participating in the grant. Criteria included length of implementation of the dual language model at the site as well as principal capacity for collaborative work. Then, the two departments approached the Network Superintendent who supervises the five schools asking for her support. Once she gave her approval, the OUSD science department reached out to each of the principals, informing them

that their supervisor was supportive. Principals discussed the opportunity with their Instructional Leadership Teams (ILTs) and submitted a letter of support if they were interested.

Instructional Leadership Team Description OUSD has required each principal to create an Instructional Leadership Team composed of teacher leaders who support the implementation of various subjects including the Elementary Lead Science Teacher. These teams will be participating together in the OLAS grant. The ILTs of these schools are among the strongest in the district. This can, in part, be attributed to the fact that all of them engaged in a design period and incubation to build their program that was supported by the district such as support in developing leadership structures and providing authentic opportunities for teams to engage in shared visioning work and distributed leadership. These teams are instructionally focused, regularly use data to evaluate, inform, and progress monitor their services to students, and carry the school vision.

Retention Activities As described earlier in Part 1, the partners who will implement the OLAS grant have long-standing relationships and consistent leadership. There is little risk of non-completion. In addition, the schools and teachers recruited for OLAS are deeply committed to their school's dual language instructional model and are eager to receive more support. Stipends will be provided for all school personnel who participate. District leadership support from the Regional Superintendent as well as the Executive Director of ELLMA and Manager of Science will help to buffer the schools from competing commitments. UCB will also provide publicity support to UCB and OUSD to celebrate the work of the OLAS grant.

Part 7: Evaluation Plan

Evaluation Overview and Key Questions The evaluation component of OLAS has been designed to be primarily a process evaluation that is integrated into the project goals and objectives throughout the grant. In addition, it is informed by an intersection of the survey responses from participants in the Oakland Unified Next Generation Science Standards and Language Development Institute; the California Quality Professional Learning Standards; the Review of Services for English Language Learners in the Oakland Unified School District report; and the Oakland Unified School District Leadership Dimensions. The evaluation will investigate the following three key questions through a mixed-methodology:

1. How does the convening of Instructional Leadership Teams from different schools provide opportunities for learning within and inform the learning across Instructional Leadership Teams?

2. How does the current student outcome data inform the implementation needs for NGSS as evaluated by the Instructional Leadership Teams and how do the grant activities align to the identified needs?
3. How do Instructional Leadership Team members engage in inquiry to further develop their instructional leadership capacity?

Evaluation rationale, instrumentation, activities, and techniques

Question 1: How does the convening of Instructional Leadership Teams from different schools provide opportunities for learning within and inform the learning across Instructional Leadership Teams?

Rationale Results from the 2014-15 Oakland Unified Next Generation Science Standards and Language Development Institute survey responses indicate a need to provide additional professional development to support teachers in developing units that have content literacy including opportunities during the school year. Furthermore, the 2015 Review of Services for English Language Learners in Oakland Unified School District recommended that additional opportunities for collaboration across school sites are created and that “extensive professional development to all educators on how the new standards work together and the importance of using both language and content standards to guide instruction” (Understanding Language, Stanford University School of Education, 2015, p. V).

Evaluation activities include Pre and Post Surveys based on Oakland Unified Leadership Dimension 7.1 Instructional Expertise Leader and Leadership Dimension 7.2 Instructional Expertise: Teacher and Teams. Individual Interviews using a semi-structured interview protocol. Observations and field notes of Instructional Leadership Team meetings—both at a particular site and whole group meetings. Data analysis techniques will be descriptive coding (Saldaña, 2009) and simple quantitative analysis such as averages, median, and percentages displayed in *graph and numerical form*.

Question 2: How does the current student outcome data inform the implementation needs for NGSS as evaluated by the Instructional Leadership Teams and how do the grant activities align to the identified needs?

Rationale The 2015 Review of Services for English Language Learners in Oakland Unified School District report noted a need for Oakland Unified to “establish measurable and ambitious language development and academic achievement targets” (Understanding Language, Stanford School of Education, 2015, p. vi). Establishing measurable targets requires Instructional

Judith Warren Little

Leadership Teams to be effective users of data both in identifying appropriate data and analyzing the impact of data on instruction. Additionally the California Quality Professional Learning Standards also indicate the use of disaggregated data as a key point of Element A, indicator 1: Addressing Students' Capabilities and Needs. Lastly, although Oakland recently engaged in professional development focused on the Next Generation Science Standards and Language Development there was not an explicit focus on data collection and analysis for informed decision-making.

Evaluation activities include Pre and Post Surveys on data informed decision-making, individual Interviews using a semi-structured interview protocol, coding of ILT meeting agenda items (indication of focus for ILTs). Data analysis techniques will be descriptive coding (Saldaña, 2009) and simple quantitative analysis such as averages, median, and percentages displayed in graph and numerical form. Sources of evidence include student performance data, observation of vital student actions as outlined in the OUSD K-12 Science Learning Principles and Actions Tool.

Question 3: How do Instructional Leader Team members engage in inquiry to further develop their instructional leadership capacity?

Rationale The QPLS identify ongoing and consistent engagement in professional learning with colleagues as key indicators. Aligned to the QPLS standards are the Oakland Leadership Dimensions of Resilience and Instruction which frames effective instructional leaders as providing consistent opportunities for teachers to push through challenges and engage in collaboration, inquiry, and reflection to respond to student needs and social and organizational structures that may prove challenging.

Evaluation activities include reflection protocol, observations and field notes of Instructional Leadership Team meetings, individual Interviews using a semi-structured interview protocol. Data analysis techniques will be descriptive coding (Saldaña, 2009) and simple quantitative analysis such as averages, median, and percentages displayed in graph and numerical form.

Dissemination of results to the field of education and UCB The evaluation findings will provide key information for institutes of higher education (IHEs) on how to adequately prepare teachers and administrations to work collaboratively to develop students' content literacy skills.

Given that the new standardized writing performance tasks focus on literacy across the disciplines, such as the released 4th and 5th grade practice writing performance, which both focus on science procedures and biology, and thus requires content literacy skills such as reading scientific charts and biological information about animals, IHEs must adequately prepare teachers and principals to plan and implement effective instruction focused on content literacy. Additionally, IHEs play a significant role in developing teachers and leaders that engage in inquiry and collaborate with colleagues through a learner perspective. The evaluation will provide IHEs with information on which strategies and areas of need are most impactful for developing both teachers and leaders understanding of how to plan and implement content literacy as well as the conditions necessary to support inquiry and a learner perspective.

The evaluation team will prepare four white papers that will focus on each of the inquiry questions and the overall implementation, successes and challenges of the grant. The white papers will be disseminated through the Bay Area Writing Project Network that engages over 750 educators in K-16 educational environments, regional Summer Institute members who will attend a professional learning event in June 2017, presentations at various educator preparation conferences such as the California Council of Teacher Educators, University Council for Education Administration, and California Association of Bilingual Education conference, presentations at the GSE Teacher Education Research Group, and finally the white papers will be posted on the GSE Professional Programs website, PLI website, and BAWP website.

Evaluation impact on LEA The evaluation activities seek to track the use of data and research to impact decision-making. This focus along with the reflection protocol, semi-structured interviews, instructional leadership team meeting design, and summer institute will provide OUSD with a model of professional development geared toward the assets of the participants and useful data to understand how to best utilize its structures, such as Instructional Leadership Teams, and develop systematic opportunities for instructional leaders to collaborate and respond to students' needs.

Part 8: Budget and Cost Effectiveness

Personnel UCB

Project Coordinator UCB: Funding based on the amount of \$80,000 is requested for the cost of the Project Coordinator's salary covering the two years of the grant and summer institute activities. Equivalent to .35 FTE (Project yr. 1) and .34 FTE (Project yr. 2) of the Project

Coordinator's time will be spent on project management of the grant, coordination of core team activities and professional learning, and reporting on meeting annual goals, objectives and activities. Total request is \$55,744.

Evaluation Coordinator MUSE: Funding in the amount based on \$91,464 is provide for evaluation support for two years of the grant and summer institute activities. Equivalent to .12 FTE (each project year) of the time will be spent on supervising the evaluation of the grant and management of the Graduate School Researcher. Total request is \$22,171.

Field Supervisors: Funds in the amount of \$24,000 is requested from the for 6 Field Supervisors to provide 10 hours of support, coaching, and critical feedback on leadership dilemmas throughout the two years of project; active participation activities, meetings and summer institute.

Coordinator for Science Content: Funds in the total amount of \$2,500 for the 2 year project is requested to develop of science professional learning offerings. Total personnel costs: \$104,415

Fringe Benefits: The amount of \$45,943 is being requested and is calculated at the federally negotiated rates of 44% for the salaries of the personnel listed above equal \$45,943.

Graduate Student Researcher: Funding total amount of \$21,180 is requested for the GSR based on a salary of \$41,940 to provide evaluation, research support for the grant, analysis, designing, reporting instrumentation, activities, and techniques. Equivalent to .25 FTE (each project year 1.

Graduate Student Researcher Fee Remission

A Partial Fee Remission is for Graduate Student Researchers (GSRs) working 25–44% time. This type of remission is equal to the amount assessed in CARS for the Tuition, the Student Services Fee, and the Health Insurance Fee*. A total of \$34,263 is requested for fee remission.

Other – Services & Direct Costs:

Content Expert Speakers & Content Support

A total of \$30,000 is requested for stipends for 15 content expert speakers to provide research-based support, content, pedagogy, and curriculum innovations in the field of Education.

Facilitators: A total of \$9,200 is requested for stipends for two facilitators to lead equity-centered principals professional learning community and virtual equity-centered principal professional learning community in the fall and spring.

Judith Warren Little

Indirect Costs for UCB: Indirect costs totaling \$18,859 at the rate(s) of 8%% are requested.

Sub-Contractual Costs:

Funding in the total amount of \$235,729 requested for a subcontract with Oakland Unified School District.

Project Coordinator OUSD: Funding in the amount of \$88,022 is requested for .44 FTE of the Project Coordinator's salary covering the two years of the grant to support the OUSD Instructional Leadership Teams (ILTs) and content development.

Participants' Stipend: To support our teacher and principal retention strategies, funds for 25 teacher and principal stipends are requested in the total of \$75,000 over 2 year project.

Fringe Benefits: Fringe benefits are calculated at the federally negotiated rates of 51% for full benefits of the project coordinator for OUSD, and 19% for participant stipends. Fringe benefits for the salaries of the personnel listed above equal \$59,141.

Materials and Supplies Sub-Contractor:

Funds are requested to cover materials and supplies for 25 participants totaling \$1,361.

Indirect Costs of the Sub-Contractor: Indirect charges totaling \$12,204 at the rate(s) of 5.46% are requested from the CEMSPLI Grant.

Application Section III: Required Forms

- **Form A: Copy of Intent to Submit an Application**
- **Form C: Statement of Assurances**
- **Form E: Proposed Budget Narrative**
- **Drug-Free Workplace, CDE-100DF**
- **Lobbying ED 80-0013**
- **Debarment and Suspension, ED 80-0014**
- **General Assurances (CDE-100A)**

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

Intent to Submit an Application

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

Return this form to:

Marcia Troitt, Education Programs Consultant
Professional Learning Support Division
Fax: 916-319-0138
E-mail: mtroitt@cde.ca.gov

Applicant: Institute of Higher Education, University of California, Berkeley	School of Arts and Sciences College of Letters and Science School of Education Graduate School of Education
Contact Person/Title: Rebecca Cheung, Program Director, Principal Leadership Institute	High Need LEA Oakland Unified School District
Telephone: 510-418-2661 cell 510-643-5784 work	Administrator Preparation Program Principal Leadership Institute
E-mail Address: rcheung@berkeley.edu	CCSESA Region: 4

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

Superintendent of High Need LEA Signature

[Signature]
8/19/15
Date

Dean of School of Education Signature

[Signature]
8/17/15
Date

Dean of School of Arts & Sciences Signature

[Signature]
8/20/15
Date

Director of Administrator Preparation Program Signature

[Signature]
8/17/15
Date

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


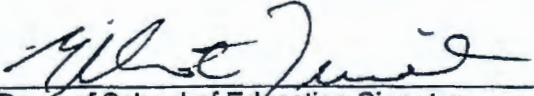


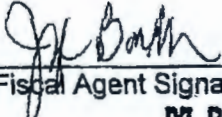
Statement of Assurances

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

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

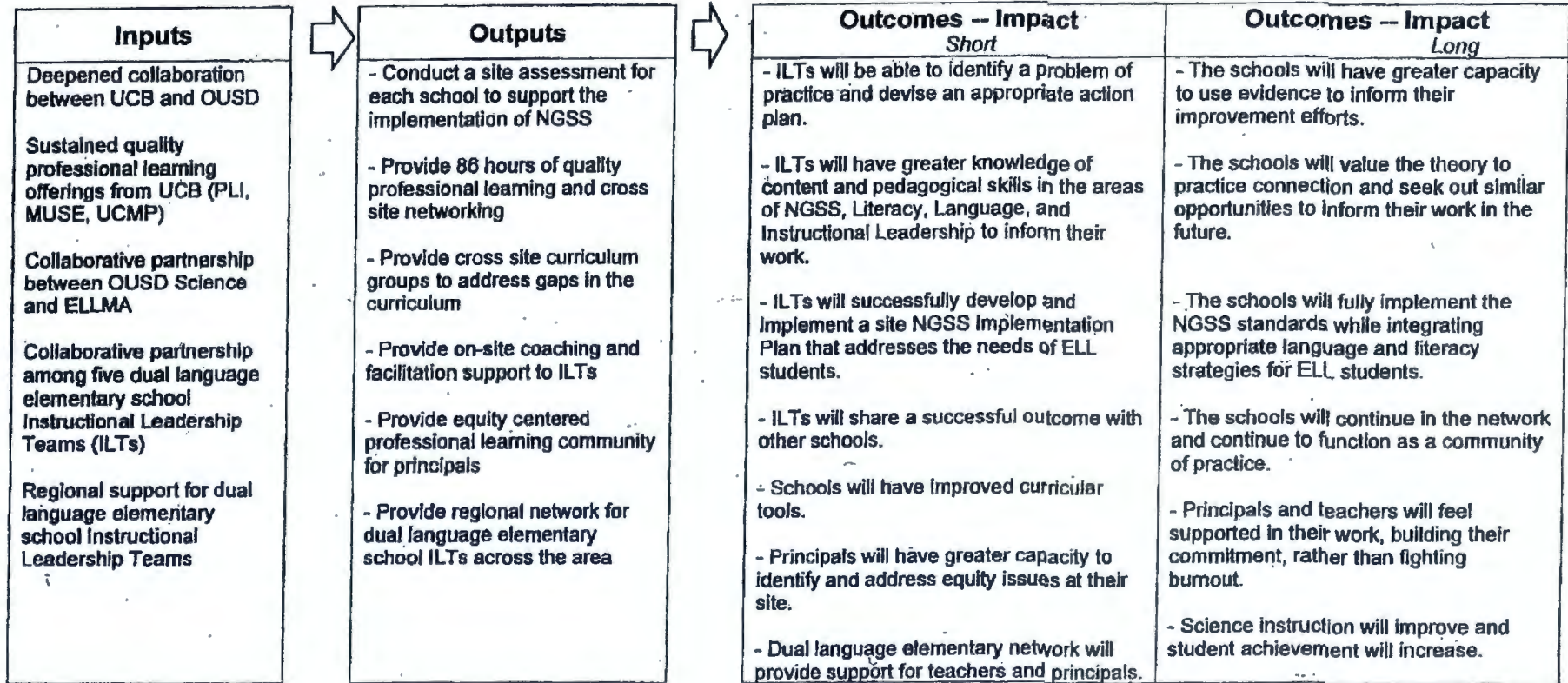
10. Complies with Section 2132(c) of the No Child Left Behind Act of 2001, which requires that "No single participant in an eligible partnership" (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no single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

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

	9/14/15
Dean of School of Arts & Sciences Signature	Date
	9/10/15
Dean of School of Education Signature	Date
	9/2/15
Superintendent of High-Need LEA Signature	Date
	9/2/15
Director of Administrator Preparation Program Signature	Date
	9/23/15
Fiscal Agent Signature	Date

JYL BALDWIN
ASSOCIATE DIRECTOR
SPONSORED PROJECTS OFFICE

Oakland Language immersion Advancement in Science (OLAS) Logic Model



Assumptions

- Instructional Leadership Teams need high quality professional learning experiences to improve their practice.
- Dual language elementary schools need professional learning and support that is specific to their instructional model.
- Universities and school districts both benefit from deep collaboration.

External Factors

- Schools districts will continue to have limited resources to support all professional learning that is needed to improve teaching and learning.
- Dual language elementary school models will continue to exist, but will not become the dominant instructional model across the region.
- Universities will continue to have deep content expertise and can benefit from deep collaboration with school districts.

Form D: Cali

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

Logic Model/

activities, Timeline, and Responsible Parties

Instructions:

1. Develop a chart s
2. Use the chart bel
Timeline, Respon
3. Add additional lin

Following the Logic Model for the proposed project.
Use as a template to outline the Key Project Activities,
Responsible Party/Parties and Evaluation.
Add as needed.

Key Project Activity	Pr	Relates to Which Project Component or Outcome	Completion Date (Timeline)	Responsible Party/Parties	Expected Learning Outcomes
<p>PHASE I Initial Assessment & Self Assessment</p> <ol style="list-style-type: none"> 1) Introductory Letter/Email 2) Initial Site Visit 3) Inaugural Core Team Meeting 		<p>Supporting CEMSPLI Teachers Establishing a professional learning culture Adherence to the Quality Professional Learning Standards (QPLS) use of summative and formative data in addressing students' capabilities and needs; use of data shared by educators about knowledge, skills, and dispositions to determine strengths and gaps in content and pedagogical knowledge; use of school wide information to determine current policies, practices</p>	5/30/2016	<p>Grant Coordinator UCB</p> <p>6 Schools and their ILTs</p>	<p>Gathering baseline data on each participating school</p> <p>Assessment of the school teams professional learning needs</p> <p>Strengths & Challenges of each participating school</p> <p>Expectations & Shared Goals of the Oakland Language immersion Advancement in Science Project</p>

	and outcomes that improve efforts in identifying strengths, gaps and needs			
<p>PHASE II</p> <p>Summer Institute Part I</p> <p>1) 40 hours of differentiated professional learning in a one week summer institute focused on science instruction, literacy and leadership</p> <p>2) In school teams, development & design of school site NGSS implementation plan 2016-17</p> <p>3) Building capacity of school teams to assess current state of implementation at school sites through the use of research-based tools to expand and broaden knowledge and practice</p>	<ul style="list-style-type: none"> ▪ Quality professional learning builds educators' knowledge and understanding of subject matter curricula and materials to meet content and performance expectations and make students college and career ready ▪ Alignment with the Superintendent's Quality Professional Learning Standards (QPLS) which outlines best practices in improving professional learning opportunities. ▪ Improved and expanded teacher content knowledge and pedagogical skills ▪ Increasing family involvement in school ▪ Develops educators' 	8/31/2016	<p>Grant Coordinator UCB</p> <p>Coordinator Science Content</p> <p>Evaluation Coordinator</p> <p>Coordinator Elementary Science OUSD</p>	<p>Deepen Knowledge of research based strategies and pedagogical approaches to teaching and leading in NGSS in dual language communities</p> <p>Alignment of NGSS Implementation plans to meet the identified needs of schools through the analysis of multiple sources of data</p> <p>The role of parental involvement in the academic achievement of students and how to incorporate family and school wide activities to achieve a shared goal or address an</p>

<p>4) Data Analysis & Research Based Activities and Strategies such as: Universal Learning Design, CA QPLS, Greatness by Design, Data Analysis/Self Assessment</p> <p>5) Examining the role and strategies used to increase family involvement in schools</p>	<p>abilities to use formative and summative data to inform planning, resource acquisition and allocation, and modification of content and instruction</p> <ul style="list-style-type: none"> ▪ Analysis of school program and inclusion of Special Education colleagues in CACSM or CACSS 			<p>identified need</p>
<p>PHASE III</p> <p>School Site Based Supports & Conditions for Success</p> <p>1) Provide 10-hours monthly of on-site coaching and facilitation</p> <p>2) Facilitate <i>curricular work</i> groups composed of diverse colleagues and across school sites to identify a problem of practice (POP),</p>	<ul style="list-style-type: none"> ▪ Creating multiple opportunities, in different settings for educators to practice and receive feedback on new skills ▪ Support school instructional leadership teams in identifying a problem of <i>practice</i>, addressing and making recommendations for future improvement in the LEA ▪ Modify instructional and 	<p>5/31/2017</p>	<p>Grant Coordinator</p> <p>PLI Facilitators & Coaches</p>	<p>Analysis and successful consultancy through exploring a problem of practice</p> <p>Establishing a community of practice and implementation of the NGSS school plans</p> <p>Innovative ways in addressing the NGSS for Dual Language Programs</p>

<p>address the (POP) within the professional learning community, link it to student educational outcomes, and make recommendations to the LEA for future improvements in science instruction, literacy and instructional leadership</p> <p>3) Facilitate equity-centered professional learning for school site administrators</p>	<p>leadership practices grounded in researched based activities and strategies</p> <ul style="list-style-type: none"> ▪ Professional learning activities that will support principals in creating the condition for the CEMSPLI teachers to enhance their content knowledge and pedagogical skills while establishing a professional learning culture ▪ Quality professional learning develops educators' attitudes, beliefs, and dispositions to ensure differentiated support is provided to meet performance expectations, build flexible and equitable pathways and strengthen students' participation, engagement, connection and inclusion 			
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<p>PHASE IV</p> <p>Summer Institute II Regional Support Network Launch & Learning Showcase</p> <ol style="list-style-type: none"> 1) 40 hours of differentiated professional learning in a one week summer institute focused on science instruction, literacy and leadership 2) Host and expand professional learning sessions to additional OUSD Spanish Dual Language schools 3) Offer the Greater Region of LEA high needs schools into the Network to participate in the professional learning (such as: SFSUD, HaywardUSD, PittsburgUSD, Ravenswood, Vallejo City USD) 	<ul style="list-style-type: none"> ▪ Value and demonstrate the essential role of current and prospective K-12 personnel in planning and implementing professional learning activities ▪ Builds on educators' school-wide and district goals, needs and perspectives; responsive to educators' contexts by considering grade level, subject matter, school setting, performance and demographics ▪ Applies evidence-based practices, is grounded in research and provides educators with opportunities to analyze, apply, modify, engage, and evaluate learning ▪ Improved and expanded teacher content knowledge and pedagogical skills ▪ Increasing family involvement in 	<p>8-31-2017</p>	<p>Grant Coordinator UCB</p> <p>Coordinator Science Content</p> <p>Evaluation Coordinator</p> <p>Coordinator Elementary Science OUSD</p>	<p>Deepen knowledge of research based strategies and pedagogical approaches to teaching and leading in NGSS in dual language communities</p> <p>Demonstration of metacognitive learning facilitated by participating school instructional teams</p> <p>Implementation plans to meet the identified needs of schools through the analysis of multiple sources of data</p> <p>The role of regional instructional teams in advancing and improving academic achievement for Spanish Dual Language programs in high needs contexts</p>
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	<p>school</p> <ul style="list-style-type: none"> ▪ Quality professional learning builds a culture of collaboration and mutual trust by facilitating opportunities for educators to work together to strengthen practice and improve student learning; Analysis of school program and across schools and regional learning exchanges ▪ Quality Professional learning structures opportunities for educators and external collaborators to exchange promising practices and resources; Regional demonstration of learning and professional growth amongst educational peers 			
<p>PHASE V</p> <p>Fall Network Activities</p> <p>1) Design,</p>	<ul style="list-style-type: none"> ▪ Quality professional development offers diverse, research-based 	12/1/2017	<p>Grant Coordinator</p> <p>Evaluation Coordinator</p>	<p>Evaluation by school teams and accountability for meeting the</p>

<p>develop, and participate in two 3-hour (face-face) sessions on curriculum development and cross networking and learning exchanges</p> <p>2) Facilitate equity centered online professional learning for school site administrators</p> <p>3) Analysis of evaluations from phases 1-4</p>	<p>learning designs with an emphasis on active engagement of educators</p> <ul style="list-style-type: none"> ▪ Ensures that educators interact with content and with internal and external learning networks during a continuous learning process ▪ Uses technology to enhance and extend learning opportunities 		<p>Coordinator Elementary Science OUSD</p>	<p>goals set in the school site NGSS implementation plans</p> <p>Analysis of curricular gaps, student needs, shifts in practice and conditions for successful implementation</p> <p>Identifying leadership and instructional practice dilemmas ; using strategies and approaches that are critical and constructive</p>
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Form E: California Elementary Mathematics and Science Professional Learning Initiative

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

Lead IHE Name: The Regents of the University of California, Berkeley	
Project Director: Judith Warren Little	Phone Number: 510-643-7458/ 510 643-5784
Amount Requested: \$500,000	Fiscal Agent Contact: Yousef Kubis 2150 Shattuck Avenue Suite 300 Berkeley, California 94704-5940 510-642-0120/ FAX 510-642-8236

PROPOSED BUDGET SUMMARY

Object Code	Object of Expenditure	Proposed Expenditures			Other
		FY 2015-16 (1-1-16 to 12-31-16)	FY 2016-17 (1-1-17 to 12-31-17)	Total	Amount from Other Source(s) (In-Kind)
1000	Certificated Salaries	\$10,976 \$28,000 \$12,000 \$1,250	\$11,195 \$27,744 \$12,000 \$1,250	\$104,415	0
2000	Classified Salaries	\$10,485	\$10,695	\$21,180	0
3000	Employee Benefits	\$4,829 \$12,320 \$5,280 \$550	\$4,926 \$12,207 \$5,280 \$550	\$45,943	0
4000	0	0	0	0	0
5000	Services and Other Operating Expenditures (excluding Sub- agreement for Services and Travel)	\$16,552 \$15,000 \$4,600	\$17,711 \$15,000 \$4,600	\$73,463	0
5200	Participant Travel/Project Staff Travel	0	0	0	0
	SUBTOTAL			\$205,801	0

7000	Indirect Costs (5.46%) Cannot Exceed 8%	\$10,423	\$8,436	\$18,859	0
5100	Sub-agreement for Services	\$116,873	\$118,856	\$235,759	0
6000	Capital Outlay	0	0	0	0
	TOTAL	\$249,138	\$250,450	\$499,588	

CDE use only

Reviewed and Approved by:

CDE Fiscal Analyst:	Title:	Date:
CDE Program Monitor:		
CDE Administrator:		

**Form F- California Elementary Mathematics and Science
Professional Learning Initiative**

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

Lead IHE Name: The Regents of the University of California, Berkeley	
Project Director: Judith Warren Little	Phone Number: 510-643-7458/ 510 643-5784
Amount Requested: \$500,000	Fiscal Agent Contact: Yousef Kubis 2150 Shattuck Avenue Suite 300 Berkeley, California 94704-5940 510-642-0120/ FAX 510-642-8236

PROPOSED BUDGET NARRATIVE

Object Code (if applicable)	Detailed Explanation of Expenditure	CEMSPLI Funding	Amount from Other Source(s) (In-Kind)
1000 Certificated Salaries	<p>Year 1:</p> <p>Grant Coordinator UCB: Funding cost of the Project Director's salary covering the two years of the grant and summer institute activities. Equivalent to .35FTE and .34 FTE (each project year) of the Project Director's time will be spent on project managing the grant, coordinating professional learning, and reporting on meeting annual goals, objectives and activities.</p> <p>Evaluation Coordinator: To manage the evaluation and planning of the GSR.</p>	<p>Year 1: \$52,226</p> <p>Year 2: \$52,189</p>	<p>Year 1:</p> <p>Year 2:</p>

Object Code (if applicable)	Detailed Explanation of Expenditure	CEMSPLI Funding	Amount from Other Source(s) (In-Kind)
	<p>Coordinator Science Content for science curriculum development and design</p> <p>Field Supervisors To provide facilitation of site curricular working groups, equity centered professional learning communities for principals, and site based leadership support in the form of coaching and facilitation.</p> <p>Year 2: Grant Coordinator UCB: Funding cost of the Project Director's salary covering the two years of the grant and summer institute activities. Equivalent to .35 FTE (each project year) of the Project Director's time will be spent on project managing the grant, coordinating professional learning, and reporting on meeting annual goals, objectives and activities.</p> <p>Evaluation Coordinator: To manage the evaluation and planning of the GSR.</p> <p>Coordinator Science Content for science curriculum development and design</p> <p>Field Supervisors To provide facilitation of site curricular working groups, equity centered professional learning communities for principals, and site based leadership</p>		

Object Code (if applicable)	Detailed Explanation of Expenditure	CEMSPLI Funding	Amount from Other Source(s) (In-Kind)
	support in the form of coaching and facilitation.		
2000 Classified Salaries	<p>Year 1: Graduate Student Researcher UCB: Funding to provide evaluation support for two years of the grant and summer institute activities. Equivalent to .25 FTE (each project year) of the time will be spent on evaluation, design, supervision and oversight of the Graduate Student Researcher (GSR).</p> <p>Year 2: Graduate Student Researcher UCB: Funding to provide evaluation support for two years of the grant and summer institute activities. Equivalent to .25 FTE (each project year) of the time will be spent on evaluation, design, supervision and oversight of the Graduate Student Researcher (GSR)..</p>	<p>Year 1: \$10,485</p> <p>Year 2: \$10,695</p>	<p>Year 1:</p> <p>Year 2:</p>
3000 Employee Benefits	<p>Year 1: Fringe at 44%</p> <p>Year 2: Fringe at 44%</p>	<p>Year 1: \$22,979</p> <p>Year 2: \$22,963</p>	<p>Year 1:</p> <p>Year 2:</p>
4000 Books and Supplies	<p>Year 1:</p> <p>Year 2:</p>	<p>Year 1:</p> <p>Year 2:</p>	<p>Year 1:</p> <p>Year 2:</p>
5000 (excluding Sub-agreements for Services and Travel)	<p>Year 1: Facilitators: Will host professional learning communities for principals</p> <p>Speakers: Content experts to provide content, pedagogy and curriculum</p> <p>Year 2: Facilitators: Will host professional learning communities for principals</p> <p>Speakers: Content experts to provide</p>	<p>Year 1: \$36,152</p> <p>Year 2: \$37,311</p>	<p>Year 1:</p> <p>Year 2:</p>

Object Code (if applicable)	Detailed Explanation of Expenditure	CEMSPLI Funding	Amount from Other Source(s) (In-Kind)
	content, pedagogy and curriculum		
5200 Participant Travel/ Project Staff Travel	Year 1: Year 2:	Year 1: Year 2:	Year 1: Year 2:
SUBTOTAL	Year 1: Year 2:	Year 1: \$121,842 Year 2: \$123,158	Year 1: Year 2:
7000 Indirect Costs	Year 1: It costs money to manage a project of this significance, beyond direct services, there are indirect costs such as: Equipment and maintenance of services, copiers, phones, IT support, grant management, auditing and reporting, insurance and liability Year 2: It costs money to manage a project of this significance, beyond direct services, there are indirect costs such as: Equipment and maintenance of services, copiers, phones, IT support, grant management, auditing and reporting, insurance and liability	Year 1: \$10,423 Year 2: \$8,436	Year 1: Year 2:
5100 Sub-agreement for Services	Year 1: Sub-agreement with OUSD Project Coordinator Stipends for participants Materials/Supplies Indirect Costs Fringe Benefits Year 2: Sub-agreement with OUSD Project Coordinator Stipends for participants	Year 1: \$116,873 Year 2: \$118,856	Year 1: Year 2:

Object Code (if applicable)	Detailed Explanation of Expenditure	CEMSPLI Funding	Amount from Other Source(s) (In-Kind)
	Materials/Supplies Indirect Costs Fringe Benefits		
6000 Capitol Outlay	Year 1: Year 2:	Year 1: Year 2:	Year 1: Year 2:
TOTAL	Year 1: Year 2:	Year 1: \$250,129 Year 2: \$249,459	Year 1: Year 2:

Oakland Language Immersion Advancement in Science (OLAS)
January 1, 2016 - December 31, 2017

Senior Personnel	mo. Rate	no. months	Yr1 Yr2 Yr3	percentage	Year 1		Year 2	Total
					Yr1	1/1/16 - 12/31/16	1/1/17 - 12/31/17	
Judith Warren Little	0	0	0 cal	100%	100%	0	0	0
Total PI salary						0	0	0
Other personnel								
Project Director L. Jimerson	7,622	12	12 cal	12%	12%	10,976	11,195	22,171
Project Director M. Settles-Tidwell	6,667	12	12 cal	35%	34%	28,000	27,744	55,744
Field Program Supervisors						12,000	12,000	24,000
Coordinator for UCMP						1,250	1,250	2,500
Total Other Personnel						52,226	52,189	104,415
Other Personnel - GSR								
GSR -Evaluation support	3,495	9	3	0.25	0.25	10,485	10,695	21,180
Total Other Personnel						10,485	10,695	21,180
TOTAL SALARIES						62,711	62,884	125,595
Fringe Benefits								
				Rate				
PI						0	0	0
Project Director L. Jimerson				44.0%	44.0%	4,829	4,926	9,755
Project Director M. Settles-Tidwell				44.0%	44.0%	12,320	12,207	24,527
Field Program Supervisors				44.0%	44.0%	5,280	5,280	10,560
Coordinator for UCMP				44.0%	44.0%	550	550	1,100
Fringe benefits for Other Personnel						22,979	22,963	45,943
GSR fee remission								
1 GSR fee remission	2 semesters	(est. 7% ann increase)		8,276	8,855	16,552	17,711	34,263
GSR fee remission						16,552	17,711	34,263
TOTAL BENEFITS						39,531	40,674	80,205
TOTAL SALARIES AND BENEFITS						102,242	103,558	205,800
Other Direct Costs								
Speakers	15 /yr	1,000				15,000	15,000	30,000
Facilitators	2 /yr	2,300				4,600	4,600	9,200
TOTAL OTHER DIRECT COSTS						19,600	19,600	39,200
Subaward								
OUSD						117,864	117,865	235,729
TOTAL SUBAWARD						117,864	117,865	235,729
TOTAL DIRECT COSTS						239,706	241,023	480,729

Indirect Costs
8%

	Yr 1	Yr 2		
	130,290	105,447	10,423	8,436
TOTAL INDIRECT COSTS			10,423	8,436
TOTAL REQUEST			250,129	249,459
				499,588

Form: California Education Leadership Professional Learning Initiative

Organizational Partner Roles, Responsibilities, and Resource Chart

List each partner in the project and describe their roles and responsibilities for each proposed project component in your grant application. Roles and responsibilities should be clearly defined in terms of specific tasks, services, and/ or support that they will provide for project activities. Add additional rows as needed.

	Partner/Organization Name	Roles and Responsibilities in the Project	Resources/Support Provided for Project Activities
1.	U.C. Berkeley, Graduate School of Education (GSE) Multicultural Urban Secondary English Master's and Credential Program (MUSE) Dr. Lanette Jimerson	Dr. Lanette Jimerson will serve as the evaluation coordinator and will design the professional development offerings focused on literacy and language in conjunction with the Bay Area Writing Project (the outreach arm of MUSE)	Manage the evaluation plan Design all instrumentation and complete the analysis of the project implementation and annual goals Communicate and coordinate regularly with Partnership/ Core Team. Attend all project planning and leadership meetings.
2.	U.C. Berkeley Museum of Paleontology (UCMP)	Dr. Lisa White, will serve as the coordinator for science professional learning offerings.	Plan & Design the professional learning offerings for science instruction. Communicate and coordinate regularly with Partnership/Core Team Attend all project planning and

3.	<p>U.C. Berkeley Principal Leadership Institute (PLI)</p>	<p>Mia Settles-Tidwell will serve as UC Berkeley grant coordinator for the OLAS grant; design the leadership professional development offerings, coordinate the site based coaching, facilitation, and principal's equity centered professional learning communities, and provide accountability checks for grant implementation.</p>	<p>Assist with communication to project partnership. Serve as the U.C. Berkeley point of contact for OUSD, MUSE, BAWP, and UCMP. Communicate and coordinate regularly with Partnership. Attend all project planning and leadership meetings. Coordinate and plan project activities with Core Leadership Team. Act as the liaison for the U.C. Berkeley for the partnership Plan, collaborate and facilitate Core Team Meeting Track and document the process and progress of the implementation of the project Report to and seek guidance from OLAS Advisory Team Complete administrative functions for operations and reporting of requirements</p>
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4.	<p>Oakland Unified School District Laura Prival</p>	<p>Science Coordinator, will serve as the grant coordinator for Oakland Unified School District</p>	<p>Recruit participating teachers and principals. Assist with communication to project participants. Serve as the OUSD point of contact for UC Berkeley staff. Communicate and coordinate regularly with UC Berkeley staff. Attend all project planning and leadership meetings. Coordinate and plan project activities with Leadership Team. Act as the liaison for the OUSD Science Department and the English Language Learner and Multilingual Achievement (ELLMA) Office. Completing all stipend payments and reporting requirements</p>
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Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements

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

Grantees Other Than Individuals

As required by Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at 38 Code of Federal Regulations (CFR) Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

b. Establishing an on-going drug-free awareness program to inform employees about:

1. The dangers of drug abuse in the workplace.
2. The grantee's policy of maintaining a drug-free workplace.
3. Any available drug counseling, rehabilitation, and employee assistance programs.
4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a).

d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

1. Abide by the terms of the statement.
2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.

f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant.

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

1000 Broadway

Oakland, California 94607

Alameda County

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

Grantees Who Are Individuals

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

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

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

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

Name of Program: Principal Leadership Institute

Printed Name and Title of Authorized Representative: Angela Ford, Contract & Grant Officer

Signature: *Angela Ford* Date: 9/24/15

Lobbying

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

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

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

a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," (revised July 1997), in accordance with its instructions.

c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

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

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

Name of Program: Principal Leadership Institute

Printed Name and Title of Authorized Representative: Angela Ford, Contract & Grant Officer

Signature: Angela Ford Date: 9/24/15

Debarment and Suspension

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

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

Instructions for Certification

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

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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

Name of Program: Principal Leadership Institute

Printed Name and Title of Authorized Representative: Angela Ford Contract and Grant Officer

Signature: *Angela Ford* Date: 9/24/15

General Assurances
California Department of Education

Assurances 2013-14
Application General Assurances and Certifications for fiscal year 2013-14.

- 1. Programs and services provided under the California Fair Employment Practices Act...
2. Programs and services provided under the Education Amendments of 1972...
3. Programs and services provided under the affirmative provisions of the Education Code...
4. Programs and services provided under the Age Discrimination Act of 1975...
5. Programs and services provided under the disability laws...
6. When federal funds are made available...
7. All state and federal funds which federal or state administration of...
8. Schoolsite councils participating in programs...
9. The local education agency (LEA) will use fiscal control and fund accounting procedures...
10. The LEA will make necessary to enable the recipient of those funds...
11. The local government has adopted written procedures to ensure prompt response...
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities...
13. The LEA has complied with the certification requirements under 34 CFR Part 85...
14. The LEA provides a reasonable opportunity for public comment on the application...
15. The LEA will provide the certification on constitutionally protected prayer...
16. The LEA administers all funds and property related to programs funded through the Consolidated Application...
17. The LEA will adopt and use proper methods of administering each program...
18. The LEA will participate in the Standardized Testing and Reporting program...
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their...
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502.

- school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (CCR T5, §3942)
 22. The program using consolidated program funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; CCR T5, §3934)
 23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002, 52034(l), 52035(e)(l), 54101; CCR T5, §§3944, 3946)
 24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; CCR T5, §3944(a)(b))
 25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
 26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
 27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

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

Last Reviewed: Friday, August 28, 2015

IV. Supporting Documentation

- Copies of letters of support
- Formal agreements between partners
- Vitas or resume' (one page maximum) for each of the key personnel
- List of references used to develop proposal

UNIVERSITY OF CALIFORNIA, BERKELEY

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SANTA BARBARA • SANTA CRUZ

MUSEUM OF PALEONTOLOGY
1101 VALLEY LIFE SCIENCES BUILDING

BERKELEY, CALIFORNIA 94720

Marcia Trott, Education Programs Consultant
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814

September 11, 2015

Dear Ms. Trott and Grant Review Panel,

I am pleased to offer this letter of strong support to the California Elementary Mathematics and Science Professional Learning Initiative titled *OLAS: Oakland Language Immersion Advancement in Science*. As the Director of Education and Outreach at the University of California Museum of Paleontology (UCMP), I manage a range of educational programs that promote the understanding of Earth and life history and create learning materials that utilize authentic data.

The UCMP has long been involved in K-16 science education and we have several highly regarded web resources supporting instruction in evolution, nature and process of science, and global change (*Understanding Evolution*, <http://evolution.berkeley.edu>, *Understanding Science*, <http://undsci.berkeley.edu>, and *Understanding Global Change* will launch in 2016). Together, *Understanding Evolution* and *Understanding Science* average in excess of five million page requests per month and have been translated in several languages, including Spanish. We serve the education community in many other ways, through a UCMP annual short course, a summer evolution institute, and a summer global change workshop, and the UCMP supports graduate students interested in developing skill in science education and science communication.

The UCMP education and outreach staff is well versed in the Next Generation Science Standards, and we have been partners in past OUSD programs (CAL-BLAST, Collaborative Approach to Learning Bridging Language and Science Teaching). These programs supported teacher content knowledge related to the 3rd-5th grade science standards and guided teachers in implementation strategies in science instruction while addressing ELA and ELD standards. As a part of our scope of work for this OLAS project, the UCMP will provide professional learning in the life sciences and Earth sciences through a combination of onsite and online learning activities. We will tailor the learning opportunities for teachers to strengthen their content, pedagogical, and collective knowledge of life and Earth science topics while helping the build leadership skills to better serve their school communities.

Sincerely,

Lisa D. White, PhD
Director of Education
UC Museum of Paleontology



UNIVERSITY OF CALIFORNIA
Berkeley

OFFICE OF THE DEAN

GRADUATE SCHOOL OF EDUCATION
1501 Tolman Hall #1670
Berkeley, California 94720-1670
PH: (510) 642-3726
FAX: (510) 643-8904

September 10, 2015

To Whom It May Concern:

I am writing in support of the grant application for the California Elementary Mathematics and Science Professional Learning Initiative submitted by the Principal Leadership Institute, Graduate School of Education at the University of California, Berkeley. As Director of Professional Programs in the Graduate School of Education at UC Berkeley, I strongly support this application because of the collective strength of the programs that are partnering to fulfill the grant's objectives; the commitment of this partnership to Oakland schools; and the substantial benefits that our teacher education and leadership programs stand to gain from this initiative.

The Graduate School of Education is dedicated to preparing highly effective, reflective and responsive educators to lead in our local schools and districts. In order to achieve that mission, we recognize the strength that comes from partnership with the field, and from cross-programmatic collaborations on our own campus. The activities proposed for this grant opportunity embody the best of that type of collaboration and stand to position our own programs to learn and improve. Drawing on science expertise from the UC Museum of Paleontology, language and literacy expertise from our MUSE program and the Bay Area Writing Project, and our highly regarded and successful leadership program, the Principal Leadership Institute, this proposal will contribute to the School's long-standing mission to serve Oakland students and educators by providing effective and quality professional learning activities, coaching, and support.

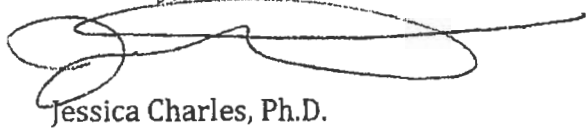
This initiative also dovetails with our existing internal organizational structures that enhance and support cross-programmatic collaboration. In our Teacher Education Inquiry Group, for example, leaders from the MUSE program, the Bay Area Writing Project and the Principal Leadership Institute contribute and discuss research across our programs and implement program changes based on a collective focus on ongoing improvement and commitment to program evaluation and research. This grant could bolster that structure and provide other mechanisms for cross-programmatic collaboration that could benefit not only the partners involved, but all the teacher education programs sponsored by the School, including our elementary credential program and our single subject science and math credential program.

As the flagship research university in California, Berkeley is well positioned to lead the charge to better understand the supports that teachers and leaders need to implement math, science and dual language literacy initiatives in the state. Not only do we have the internal capacity to implement innovative activities such as those described in this proposal, and evaluate them for the purpose of improving our own approach to teacher and leader education, we also have the responsibility and the public platform to

lead other institutions to innovate and respond to the findings from the evaluation of the grant's activities.

If you have questions, I am happy to discuss the strengths of our programs and the institutional supports that currently exist at Berkeley that make this an outstanding application.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jessica Charles', with a long horizontal flourish extending to the right.

Jessica Charles, Ph.D.

Director of Professional Programs



September 9, 2015

Marcia Trott, Education Programs Consultant
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814

Dear Ms. Trott and Grant Review Panel,

I am submitting this letter in strong support of the California Elementary Mathematics and Science Professional Learning Initiative titled *OLAS: Oakland Language Immersion Advancement in Science*. As a faculty member of the Graduate School of Education as well as faculty director of the Multicultural Urban Secondary English Program (MUSE) and the Bay Area Writing Project (BAWP), my research seeks to strengthen the teaching practice of our teacher candidates and alumni.

Key to developing strong teachers is an investment in their leadership growth and a deepening of their content and pedagogical knowledge. The OLAS proposal engages both of these two principles. It provides a structure for teacher leaders with administrators to investigate the core literacy practices that will support the development of students within the bilingual programs with a specific focus on underserved populations.

MUSE and BAWP have a history of engaging with the Oakland Unified School District (OUSD) to support underserved populations and strengthen the skillsets of teachers. First and foremost, MUSE trains English teachers with a focus on rigorous instruction and equity to serve Oakland students. Nearly 60 percent of the teachers MUSE has trained since 1998 are currently teaching in OUSD. MUSE partners with the Bay Area Writing Project (BAWP) to provide professional development.

The partnership with BAWP is designed to both support the academic needs of students and to develop the leadership capacity of teachers. The success of these two goals is evidence in the number of MUSE students that first become Bay Area Writing Project Teacher Consultants and after honing their ability to collaborate and share their practice with the members of the BAWP network, they apply for an administrative credential within the Principal Leadership Institute (PLI).

As MUSE and BAWP continue to serve OUSSD, the OLAS project provides an opportunity to inform the training of MUSE teachers and creates new pathways for BAWP to support the

leadership development and instructional practice of teachers. For these reasons I fully support the OLAS project and its intended outcomes.

Sincerely,

Jabari Mahiri

Jabari Mahiri, PhD

Professor of Education, UC Berkeley

William and Mary Jane Brinton Chair in Urban Teaching

Faculty Director, Multicultural Urban Secondary English MA

Faculty Director, Bay Area Writing Project

jmahiri@berkeley.edu

OFFICE OF THE SUPERINTENDENT



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

September 8, 2015

Marcia Trott, Education Programs Consultant
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814

Dear Ms. Trott,

Oakland Unified School District (OUSD) fully supports the California Elementary Mathematics and Science Professional Learning Initiative titled *OLAS: Oakland Language Immersion Advancement in Science*. This important initiative will create a unique body of work focusing on leadership in our Dual Language Schools and the Next Generation Science Standards (NGSS). Participating teacher leaders and principals will increase their science content knowledge for use in a dual language setting and develop the leadership skills to implement NGSS schoolwide. These leaders will also create the culture, conditions, and competencies necessary at each school site for all students to succeed. Our Dual Language schools serve some of our most high need students. During a time of new standards implementation, Oakland is excited for the opportunity to lead this work and develop a sustainable model for the region.

As a district, our mission is to 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. A strong, high quality science program is an integral part of realizing this mission. In addition, our vision is that 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. Science is subject that provides daily experiences to make this vision a reality. In the coming year, it will be especially important to explicitly address issues of equity. Failure to do so will lead to the replication of the historical achievement gap. If we believe that all students will benefit from NGSS, then it is our obligation as educators to provide the appropriate resources and experiences that will enable all students to achieve at their highest potential.

We look forward to partnering with local and national experts the field at UC Berkeley including the School of Education and the UC Museum of Paleontology. Their support to plan, design and deliver professional development is critical to our mission to implement NGSS. Much of this work will also dovetail with the implementation of Common Core and the leadership development of our principals.

Thank you and we look forward to building a district where every student thrives!

Sincerely,

Antwan Wilson
Superintendent



September 14, 2015

Marcia Trott, Education Programs Consultant
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814

Dear Ms. Trott and Grant Review Panel,

As director of the Bay Area Writing Project (BAWP), I am writing to communicate my support of the California Elementary Mathematics and Science Professional Learning Initiative titled *OLAS: Oakland Language Immersion Advancement in Science*. The OLAS project is an extension of the collaboration between BAWP and the Oakland Unified School District (OUSD).

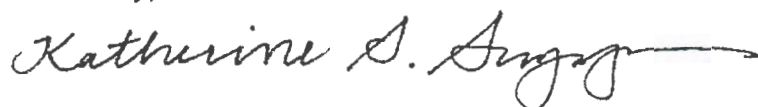
The history of the extensive collaboration between BAWP and OUSD includes multiple projects focused on developing teacher instruction as a means of supporting the growth of student literacy. In the 2000s, BAWP facilitated the development of writing assessments for elementary and middle schools within OUSD. The writing assessments were created with two key principles: 1) Students are able to write effectively when provided the appropriate scaffolds and 2) It is possible to design writing assessments that draw upon the background knowledge and cultural experience of students. The writing assessments provided instructional support for teachers as well as structures and content designed to support student access and engagement. In one of the collaboratively created assessments students were invited to demonstrate their writing ability by describing their neighborhood, content they could readily engage with. The assessment also supported quality instruction by including pre-writing activities to elicit the highest potential of each student. In addition to the writing assessment initiative, BAWP also facilitated a Summer Institute specifically for OUSD teachers and frequently serves OUSD teachers in our Summer *Open Programs and school-year professional development workshops*.

The OLAS initiative provides BAWP the opportunity to support greater numbers of teachers and students in two of our core focus areas: 1) disciplinary-specific writing pedagogy, including science writing, and 2) pedagogy focused on supporting English learners. With a focus on science writing, BAWP partnered with the Chabot Space & Science Center to develop elementary science texts and collaborates with the Bay Area Science Project and Bay Area Math Project to provide free teacher workshops throughout the school year. BAWP is also well known for its ongoing research and professional development offerings focused on English learners. Our foundations in both disciplinary writing and English learner literacy position BAWP to provide meaningful support of the OLAS initiative objectives.

As with all of the initiatives we engage in, BAWP seeks to learn from our participation in the OLAS project. Understanding how to develop teacher leadership with regards to the CA NGSS and the CA CCSS provides a valuable inquiry opportunity for BAWP as we continue to increase our capacity with the new standards, another of our core focus areas.

We strongly support the OLAS project and would greatly appreciate the opportunity to contribute to and benefit from this initiative. If you have any questions regarding our participation, please do not hesitate to contact me directly at ksuyeyasu@berkeley.edu or 510-642-0889.

Sincerely,

A handwritten signature in black ink, reading "Katherine S. Suyeyasu". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Katherine S. Suyeyasu
Director, Bay Area Writing Project
University of California, Berkeley



OLA de Ciencia: Oakland Language Immersion Advancement in Science Principal Commitment Form

The Oakland Unified School District is applying for a new grant to fund OLA de Ciencia: Oakland Language Immersion Advancement in Science. This new project will support an amazing two year program focusing on leadership, Dual Language programs, and the Next Generation Science Standards. Partners include the OUSD Science and ELLMA departments, and multiple departments at UC Berkeley including the Principal Leadership Institute (PLI), Multicultural Urban Secondary English Master's Program (MUSE), UC Museum of Paleontology, and the Bay Area Writing Project.

The duration of the grant is from January 2016 through December 2017 and has the following goals:

1. Work with teams composed of 4 teachers and their principal from OUSD's Spanish Dual Language Elementary Schools to implement the Next Generation Science Standards (NGSS). Instructional Leadership Teams are encouraged to be the participants.
2. Strengthen each team's content, pedagogical, and collective knowledge and instructional leadership skills for the continued implementation of NGSS.
3. Focus on equity for all students.
4. Launch a professional development network of Spanish Dual Language Elementary Schools in the Bay Area that supports the implementation of NGSS.

The main activities include:

- Initial planning, assessment of needs, teacher recruitment, and an introduction to the project during the spring of 2016.
- Week-long summer institutes during June 2016 and 2017. Professional development choices including Universal Design for Learning (UDL), science content, meeting needs of EL students, Professional Learning Communities, leadership development, Spanish language support, etc. Includes creating an instructional plan for each school related to the implementation of NGSS and curricular goals.
- On-site support to the ILTs to meet their instructional goals set at the summer institute during the 2016-17 school year. (10 hours of facilitation and coaching)
- Curricular work groups that are composed of members across school sites.
- Equity centered professional learning community for the school administrators. (5 x 1.5 hour meetings)

Stipends (~\$3000) per participant and resources will be provided.

Please complete and return a scanned copy of this form by September 10, 2015 to Caleb Cheung, caleb.cheung@ousd.org. Note this is an electronic form that can be completed electronically and printed out for signing. **DUE TO STATE GRANT REQUIREMENTS, ALL SIGNATURES NEED TO BE IN BLUE INK.**

Principal Name: Kathleen Arnold

School: Esperanza

Phone: _____ (school) 650.922.5154 _____ (cell)

Email: kathleen.arnold@ousd.org

By signing this form, I am committing to the benefits and full participation of all activities listed above from January 2016 to December 2017.

Principal Signature (BLUE INK):

Date: 9-10-15

More program details will be provided in January 2016. In the meantime, if you have any questions, please contact Caleb Cheung, caleb.cheung@ousd.org.

yes



OLA de Ciencia: Oakland Language Immersion Advancement in Science Principal Commitment Form

Best opportunity to build leadership

The Oakland Unified School District is applying for a new grant to fund OLA de Ciencia: Oakland Language Immersion Advancement in Science. This new project will support an amazing two year program focusing on leadership, Dual Language programs, and the Next Generation Science Standards. Partners include the OUSD Science and ELLMA departments, and multiple departments at UC Berkeley including the Principal Leadership Institute (PLI), Multicultural Urban Secondary English Master's Program (MUSE), UC Museum of Paleontology, and the Bay Area Writing Project.

The duration of the grant is from January 2016 through December 2017 and has the following goals:

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2. Strengthen each team's content, pedagogical, and collective knowledge and instructional leadership skills for the continued implementation of NGSS.
3. Focus on equity for all students.
4. Launch a professional development network of Spanish Dual Language Elementary Schools in the Bay Area that supports the implementation of NGSS.

The main activities include:

- Initial planning, assessment of needs, teacher recruitment, and an introduction to the project during the spring of 2016.
- Week-long summer institutes during June 2016 and 2017. Professional development choices including Universal Design for Learning (UDL), science content, meeting needs of EL students, Professional Learning Communities, leadership development, Spanish language support, etc. Includes creating an instructional plan for each school related to the implementation of NGSS and curricular goals.
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Principal Name: Dante Ruiz

School: Global Family

Phone: 510 879 1280 (school) 510 ~~2110~~ 287 6733 (cell)

Email: dante.ruiz@ousd.org

By signing this form, I am committing to the benefits and full participation of all activities listed above from January 2016 to December 2017.

Principal Signature (BLUE INK): Dante Ruiz Date: 9/9/15

More program details will be provided in January 2016. In the meantime, if you have any questions, please contact Caleb Cheung, caleb.cheung@ousd.org.



OLAS: Oakland Language Immersion Advancement in Science Principal Commitment Form

The Oakland Unified School District is applying for a new grant to fund OLA de Ciencia: Oakland Language Immersion Advancement in Science. This new project will support an amazing two-year program focusing on leadership, Dual Language programs, and the Next Generation Science Standards. Partners include the OUSD Science and ELLMA departments, and multiple departments at UC Berkeley including the Principal Leadership Institute (PLI), Multicultural Urban Secondary English Master's Program (MUSE), UC Museum of Paleontology, and the Bay Area Writing Project.

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- Curricular work groups that are composed of members across school sites.
- Equity centered professional learning community for the school administrators. (5 x 1.5 hour meetings)

Stipends (~\$3000) per participant and resources will be provided:

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Principal Name: Monica Guzman

School: International Community School

Phone: 510-332-7908 ^{cell} (school) → 510-532-5400 (ext)

Email: monica.guzman@ousd.org

By signing this form, I am committing to the benefits and full participation of all activities listed above from January 2016 to December 2017.

Principal Signature (BLUE INK):  Date: 9/11/15

More program details will be provided in January 2016. In the meantime, if you have any questions, please contact Caleb Cheung, caleb.cheung@ousd.org.



OLA de Ciencia: Oakland Language Immersion Advancement in Science Principal Commitment Form

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Principal Name:

Moyra Contreras

School:

Melrose Leadership Academy

Phone:

(510) 535-3832

(school)

(510)

406-3876 (cell)

Email:

moyra.contreras@ousd.org

By signing this form, I am committing to the benefits and full participation of all activities listed above from January 2016 to December 2017.

Principal Signature (BLUE INK):

Moyra Contreras

Date:

9/7/15

More program details will be provided in January 2016. In the meantime, if you have any questions, please contact Caleb Cheung, caleb.cheung@ousd.org.



OLA de Ciencia: Oakland Language Immersion Advancement in Science Principal Commitment Form

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- Curricular work groups that are composed of members across school sites.
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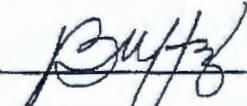
Principal Name: Beatrice Martinez

School: Manzanita SEED Elem

Phone: 510-535-2832 (school) 9253232163 (cell)

Email: beatrice.martinez@ousd.org

By signing this form, I am committing to the benefits and full participation of all activities listed above from January 2016 to December 2017.

Principal Signature (BLUE INK):  Date: 9/10/2015

More program details will be provided in January 2016. In the meantime, if you have any questions, please contact Caleb Cheung, caleb.cheung@ousd.org.

Prof. JUDITH WARREN LITTLE
jwlittle@berkeley.edu

Education

Ph.D. in Sociology	University of Colorado 1978
B.A. in English	University of Colorado 1968

Research Interests

Social, organizational, and policy contexts of teachers' work; qualitative research methods.

Professional History

July 2015	– present	Professor of the Graduate School; Carol Liu Professor of Education Policy, <i>emerita</i>
July 2010	– June 2015	Dean, Graduate School of Education
July 1987	– present	Professor, Graduate School of Education, U. C. Berkeley

Awards and Honors

Carol Liu Chair of Education Policy, UC Berkeley Graduate School of Education (2002-2015)
Member, National Academy of Education (elected 2000).
Fellow of the American Educational Research Association (2009)
Frank H. Klassen Award for leadership and scholarly contributions in teacher education. International Council on Education for Teaching (2008)

Selected Professional Activity

1983-present	Reviewer, selected education research journals
2012-present	Chair, Board of Directors, National Writing Project
2012-2014	National Research Council, Consensus Committee on Strengthening Science Education through a Teacher Learning Continuum
2008-2012	Board of Directors, National Academy of Education
2010	Spencer Foundation, Initiative on Data Use and Educational Improvement

Selected Publications

Little, J.W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. *American Educational Research Journal* 19:3: 325-340.

Little, J.W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations. *Teachers College Record* 91 (4), 509-536.

Little, J.W. (1993) Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis*. 15 (2), 129-151.

Little, J. W. (2003). Inside teacher community: Representations of classroom practice. *Teachers College Record* 105(6): 913-945.

Little, J.W. & Bartlett, L. (2010). The teacher workforce and problems of educational equity. *Review of Research in Education* 34, 285-328

Horn, I.S. & Little, J.W. (2010), Attending to problems of practice: Routines and resources for professional learning in teachers' workplace interactions. *American Educational Research Journal* 47 (1), pp. 181-217.

Little, J.W. (2012). Understanding data use practice among teachers: The contribution of micro-process studies. *American Journal of Education* 118(2), pp. 143-166.

Little, J.W. (2015). Insights for teacher education from cross-field studies of professional preparation. In Smeby, J-C. & Sutphen, M. (Eds.) *From Vocational to Professional Education: Educating for Social Welfare*. (pp. 50-69). London: Routledge.

Current Sponsored Projects

2015-2017	<i>Investigating How and Under What Conditions Effective Professional Development Increases Student Achievement in Elementary Science</i> (Institute of Education Sciences, \$699,354).
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Rebecca Ein Whey Cheung
Principal Leadership Institute, Graduate School of Education,
3651 Tolman Hall # 1670, Berkeley, CA 94720-1670
510-418-2631, rcheung@berkeley.edu

EDUCATION

Ed.D. Joint Doctoral Program in Educational Leadership 2008
University of California at Berkeley

WORK EXPERIENCE

Program Director, Principal Leadership Institute 2011- Present
University of California, Berkeley, CA

The Principal Leadership Institute is composed of three areas of work: leadership preparation, leadership induction, and leadership outreach. The preparation program is a fourteen month program leading to a Master's degree and the issuance of the Preliminary Administrative Services Credential. The induction program, Leadership Support Program, is a two year program leading to the issuance of the Professional Clear Administrative Services Credential. Leadership outreach consists of short term programs for supporting PLI alumni, as well as local and visiting educational leaders.

Director, Berkeley Evaluation and Assessment 2008-2011
Berkeley Unified School District, CA

OTHER PROFESSIONAL CONTRIBUTIONS

Member, Administrative Services Credential Coaching/Induction Workgroup,
California Teacher Credential Commission 2014 - 2015
Member, Advisory Board, California Academy of Sciences, Teacher Education Division 2013- present
Member, CPSEL Update Panel, California Teacher Credential Commission 2013-2014
Member, ASC Program Standards Committee, California Teacher Credential Commission 2012- 2013
Co-Lead, State Superintendent Torlakson's Educator Excellence Task Force,
Induction Subcommittee 2012

PUBLICATIONS AND INTERVIEWS

Cheung, R. (2015) *A Model of leadership induction for California: A candidate's perspective of the Leadership Support Program at University of California, Berkeley*. Retrieved from <http://principals.berkeley.edu/sites/default/files/LSPWhitePaper.FinalWeb.April2015.pdf>.

Grubb, W.N., Liao, P., & Cheung, R. (2015) How do you evaluate leadership? *Principal Leadership* 15(8), 30-35.

Cheung, R. & Grubb, W.N. (2014) *UC Berkeley Impact Report: Colletive and team leadership*. Retrieved from http://principals.berkeley.edu/sites/default/files/PLI_IMPACT_REPORT_2014_web_0.pdf.

Cheung, R. (2013) *UC Berkeley Impact Report: Alumni and district partner feedback*. Retrieved from <http://principals.berkeley.edu/sites/default/files/PLIImpactReportDec2013.pdf>.

Presenter, California Educational Research Association Conference 2012
"From Skeptics to Believers: Creating an Online Learning Environment to Support Leadership Development"

MIA SETTLES-TIDWELL

418 Ladera Drive Vallejo, CA 94591 • (707) 704-9511 • mia.tidwell@berkeley.edu

ADMINISTRATIVE EXPERIENCE

UNIVERSITY OF CALIFORNIA, BERKELEY PRINCIPAL LEADERSHIP INSTITUTE

Berkeley, CA
July 2015- Present

Coordinator of Leadership Connection

- Coordinate & design activities to expand professional learning opportunities for school leaders
- Coordinate and manage grants for Principal Leadership Institute (PLI) programs
- Coordinate and build capacity of site-based coaches and school leaders growth and development
- Coordinate the facilitation of online professional learning for educators
- Research best practices in professional learning design, delivery, and discourse
- Analyze data to inform a needs based approach to professional development and program offerings
- Advise and make strategic recommendations for program expansion, development, and implementation

OAKLAND UNIFIED SCHOOL DISTRICT

Oakland, CA
July 2012 – June 2015

Chief of Operations/Associate Superintendent

- Supervised 10 service operations departments and managed a collective budget of over \$28M
- Advised and made data-driven recommendations to the Superintendent to ensure effective implementation and development of board policies and administrative regulations
- Led a cross-departmental team in the development of a Strategic Regional Analysis (SRA)
- Led cross-departmental collaborations to address system-wide attendance issues and decrease audit findings
- Developed policies, procedures and practices that ensure effective District operations under LCFF- Local Control Funding Formula and alignment with Local Control Accountability Plan (LCAP)
- Led the effort to modernize our district-wide Results-Based Budgeting System for all 84 schools serving 38,000 students; created the 2013-14 Budget Development Handbook
- Planned, designed and executed the professional development for new school site leaders

Regional Executive Officer

2010 - 2012

- Led 25 elementary and middle schools in increasing academic outcomes for students
- Establish a STEM Corridor in West Oakland at 4 elementary schools, 1 middle and 1 high school
- Hired, trained, supervised, and built the capacity of 25 school site leaders

Principal, Cleveland Elementary School

2006 - 2010

- Co-constructed and implemented a school site plan that resulted in greater achievement for all students and closed the achievement gap between subgroups by 10% annually
- Grew the school's Academic Performance Index (API) from 810 to 910 in 4 years
- Improved parent participation at the school site by 50% and increased student attendance rates
- Used data to measure all strategic actions and the outcomes for student achievement

EDUCATION

CALIFORNIA STATE UNIVERSITY, EAST BAY

Hayward, CA

Doctoral Program for Educational Leadership & Social Justice

2017.

Masters of Arts in Educational Leadership, 2006

2005-2006

PATTEN UNIVERSITY

Oakland, CA

California Teaching Credential, 1996

1994-1996

UNIVERSITY OF CALIFORNIA, BERKELEY

Berkeley, CA

Bachelor of Science in Social Welfare, minor in Education, 1992

1987-1992

LICENSES, CERTIFICATIONS & Awards

Central Office Leadership Award (2010)

Professional Clear Administrative Credential (2006)

California Early Education Supervisory License (1997)

California Multiple Subjects Teaching Credential (1996)

BIOGRAPHICAL SKETCH — Lisa D. White
Museum of Paleontology University of California, Berkeley

(a) Professional Preparation

San Francisco State University	Geology	B.A., 1984
University of California, Santa Cruz	Earth Sciences	Ph.D., 1989

(b) Appointments

2012	Director of Education and Outreach, Museum of Paleontology, University of California, Berkeley.
2012-	Adjunct Professor, Department of Earth and Climate Sciences, San Francisco State University.
2001-2012	Professor of Geology, Department of Geosciences, San Francisco State University.
2008-2012	Associate Dean, College of Science and Engineering, San Francisco State University.
2006-2008	Associate Dean, Division of Graduate Studies, San Francisco State University.
2005	Visiting Professor, Department of Geology and Geophysics, University of New Orleans, New Orleans, Louisiana.
2001-2004	Chair, Department of Geosciences, San Francisco State University.
1995-2001	Associate Professor of Geology, Dept. of Geosciences, San Francisco State University.
1990-1995	Assistant Professor of Geology, Dept. of Geosciences, San Francisco State University.

(c) (i) Products

1. **White, L.D.**, 2013. The University of California Museum of Paleontology: Leveraging Onsite Collections and Expertise Through Online Media, Geological Society of America *Abstracts with Programs*. Vol. 45, No. 7, p.436.
2. **White, L.D.**, Berbeco, M., Stuhlsatz, M., and McCaffrey, M. 2013. Communicating the Science of Global Change: A New Web Resource From the University of California Museum of Paleontology. Geological Society of America *Abstracts with Programs*. Vol. 45, No. 7, p.506.
3. **White, L.D.**, 2013. Engaging the Next Generation of Earth Scientists: Project METALS (Minority Education Through Traveling and Learning in the Sciences). Abstract 1815028 presented at 2013 Fall Meeting, AGU, San Francisco, Calif., 9-13 Dec 2013.
4. **White, L.D.**, 2010, METALS: Minority Education through Traveling and Learning in the Sciences, *Natl Assn of Black Geologists and Geophysicists (NABGG) Conference Abstracts*.
5. Serpa, L., Pavlis, T, and **White, L.**, 2007. Recruiting and graduating minority geoscientists from the University of New Orleans, *Journal of Geoscience Education* v. 55, no. 6. pp., 560-566.

(d) Synergistic Activities

1. Geoscience outreach programs for diverse high school and college students
Principal investigator of the SF-ROCKS and SF-METALS geoscience education program, 2001-present; Meeting Chair, National Association of Black Geologists and 30th Annual Technology Conference, San Francisco, CA, Sept. 2011.
2. Professional development for science teachers
Coordinator, *Think Evolution* professional development workshop, UC Museum of Paleontology, 2012-present; Co-PI, CA Math and Science Partnership Project, Working to Improve Science Education (WISE), S.F. Unified School District, 2003-2011; Project Advisory Board, *Understanding Evolution*, and *Understanding Science* website projects, UC Museum of Paleontology, 2002-2008.
3. Web-based instructional development
Co-developer, *How Science Works*, an iTunesU course on *Understanding Science*. Collaboration between the UC Museum of Paleontology and the California Academy of Sciences. Posted on iTunesU in August 2013; Project Director, *Understanding Global Change: A web-based resource for teachers and the public*, UC Museum of Paleontology, 2012-present; Project Manager, *The Tree Room: Teaching and learning about evolutionary relationships*, UC Museum of Paleontology, 2012-present.

Lanette Jimerson
1729 Crescent Ave
Castro Valley, CA 94546
ljimerson@berkeley.edu
510-760-4709

Education

2011

Ph. D. in Education
Language, Literacy, Society and Culture
University of California, Berkeley
Emphasis: Teacher Development

Work Experience

2014- present

Program Director
University of California, Berkeley
Multicultural Secondary English Credential and Masters Program
Manage all aspects of program: admit students, hire and supervise lecturers and student teacher supervisors, teach methods course, recruit and train cooperating teachers, engage in research.

2012- 2014

Academic Research and Program Manager
Stanford Center for Assessment, Learning and Equity
Stanford University
Design and field-test a Tier II Teaching Performance Assessment for the state of Ohio. Develop writing performance assessments in English Language Arts for the Smarter Balanced Assessment Consortium. Support the implementation of the Gates Foundation Literacy Design Collaborative modules and jurying tool. Support charter school networks in aligning curriculum to the common common.

**Consultancies and
Advisory Appointments**

2013- present

Board Member, ForWords Literacy Lab

Publications

2011

Writing Assignment Framework and Overview.
National Writing Project

http://www.nwp.org/cs/public/download/nwp_file/15410/Writing_Assignment_Overview.pdf?x-r=pcfile_d

CALEB CHEUNG

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EDUCATION

- Administrative Services Credential, School Leaders Licensure Assessment 2007
- Stanford University, Stanford, CA, M.A., Education, Curriculum and Teacher Education 2003
- National Board Certification, EA Science 2000
- California State University, Hayward, Single Subject Credential In Life Science 1997
- University of California, Berkeley, B.A., Integrated Biology 1994

EMPLOYMENT

- Manager, Science, Oakland Unified School District, CA 2006-present
- Design and Implement an extensive K-12 science program focusing on the Next Generation Science Standards
 - Director, WestEd NGSS Early Implementation Initiative
 - Director, CAL-BLAST, California Postsecondary Education Commission Improving Teacher Quality Grant
 - Director, Project POSIT, California Math and Science Partnership Grant with UC Berkeley
- Science Teacher/Department Chair, Oakland Unified School District 1996-2006
- Adjunct Professor, Science Methodology, Holy Names University & JFK University 2003-2005

PROFESSIONAL CONTRIBUTIONS

- Advisory Board, Berkeley Science and Math Initiative, CalTEACH 2012-present
- Advisory Board, Community Resources for Science 2011-present
- Vice Chair, Joint Powers Authority Board, Chabot Space and Science Center 2010-present
- Advisory Board, California Science Project 2007-present
- Member, Science Curriculum Frameworks and Evaluation Criteria Committee, California Department of Education 2014-2015
- Member, California Teacher Advisory Council, California Council on Science and Technology 2009-2014
- Certification Council, National Board for Professional Teaching Standards 2007-2013
- Participant and Presenter, National Science Teacher Association's Annual Conference 2001-2011
- Chair/Commissioner, California Commission on Teacher Credentialing 2006-2009
- Director, California Space Education and Workforce Institute 2006-2008
- Research Committee, National Board for Professional Teaching Standards 2006-2008
- Advisor, Understanding Science Project, WestEd 2005-2007
- Master Teacher, MACSME Program, University of California, Berkeley 1999-2006
- Master Teacher, Mills College, Teacher Education Program 2000-2005
- Member, National Board Early Adolescence Science Standards Committee 2002-2003

AWARDS AND RECOGNITION

- Distinguished Alumnus of the Year, California State University, East Bay 2011
- STEMposium Awardee 2011
- Presidential Award for Excellence in Math and Science Teaching Awardee 2005
- Marcus A. Foster Educational Institute Distinguished Educator of the Year 2002

Laura B. Prival

3961 Hanly Rd. • Oakland, CA 94602 • 510-918-0422 • Laura.Prival@ousd.org

EXPERIENCE

Elementary Science Coordinator

Oakland Unified School District, July 2015 to present

Elementary Science Specialist

Oakland Unified School District, Jan. 2011 to June 2015

Science Teacher and Coach

Oakland Unified School District, Teacher: Aug. 2007 to June 2011; Coach: Aug. 2009 to Jan. 2011

Education Consultant and Curriculum Writer

Mendocino County, Nov. 2005 to Aug. 2007

Science Teacher, Mendocino Middle and Grammar School

Mendocino Unified School District, Aug. 2005 to Jan. 2007

Adjunct Faculty and Guest Presenter, New College of California

San Francisco, California, Mar. 2004 to Sept. 2007

Multiple Subject Teacher, Allendale Elementary School

Oakland Unified School District, Aug. 2002 to June 2005

Teacher and Instructional Aide, Paul Robeson and Diego Rivera Academy

San Francisco Unified School District, Nov. 2001 to July 2002

School Site Supervisor, Project YES, East Bay Conservation Corps

Oakland, California, June 1999 to June 2001

AmeriCorps Fellow, Project YES, East Bay Conservation Corps

Oakland, California, Sept. 1997 to June 1999

EDUCATION AND CREDENTIALS

Doctoral Candidate in Educational Leadership, focus on equity in elementary science

Mills College, Oakland, California, Expected completion Aug. 2016

Clear Single Subject Teaching Credential in Science

Courses taken at California State University East Bay, Completed Oct. 2006

Master of Arts in Educational Leadership

Mills College, Oakland, California, Completed May 2013

Master of Arts in Teaching

New College of California, San Francisco, California, Completed Sept. 2003

Clear Multiple Subject Teaching Credential

New College of California, San Francisco, California, Completed Aug. 2002

Bachelor of Arts in Sociology, with Honors

Brown University, Providence, Rhode Island, Completed May 1997

Semester in Durban, South Africa

School for International Training, Spring 1996

COMMUNITY LEADERSHIP

Kids for the Bay Advisory Board Member, Nov. 2007 to Jan. 2012

KATHERINE S. SUYEYASU

Department of Language, Literacy, and Culture
Graduate School of Education
University of California, Berkeley
3639 Tolman Hall
Berkeley, CA 94720-1040
ksueyeyasu@berkeley.edu

Work: 510-642-0889
Cell: 510-520-5180

Positions <i>July 2015 – present</i>	Director, Bay Area Writing Project, <i>U.C. Berkeley</i> Lecturer, Graduate School of Education, <i>U.C. Berkeley</i>
Education	Instructional Leadership Academy, <i>Reach Institute (2015)</i> M.A. in Education with Multiple Subject Teaching Credential, <i>U.C. Berkeley (1998)</i> B.A. in Sociology and Education with Elementary Teaching Credential, <i>Swarthmore College (1994)</i>

PROFESSIONAL EXPERIENCE

Assistant Principal <i>(2014-2015)</i>	<i>ASCEND K-8 School, Oakland</i> <ul style="list-style-type: none">• Student and Family Engagement• Teacher Evaluation & Coaching
6th, 7th & 8th Grade Humanities Teacher <i>(2003-2014)</i>	<i>ASCEND K-8 School, Oakland</i> <ul style="list-style-type: none">• Humanities Department Chair• Middle School Lead• Arts Integrated Expeditionary Learning
6th Grade Humanities Teacher <i>(2002-2003)</i>	<i>Martin Luther King Jr. Middle School, Berkeley</i> <ul style="list-style-type: none">• Integrated curriculum
Nonprofit Consultant <i>(2000 – 2002)</i>	<i>Ripple Effect Consulting, San Bruno</i> <ul style="list-style-type: none">• Organizational Development• Leadership coaching
Acting Director & Program Director <i>(1999 – 2000)</i>	<i>SportsBridge, mentoring program for adolescent girls, San Francisco</i> <ul style="list-style-type: none">• Fundraising & Development• Program Oversight
5th Grade Teacher <i>(1996 – 1998)</i>	<i>Barnard-White Middle School, Union City</i> <ul style="list-style-type: none">• Math Instructional Leader: TERC Investigations professional development
4th Grade Teacher <i>(1994 – 1995)</i>	<i>Swarthmore-Rutledge School, Swarthmore, PA</i> <ul style="list-style-type: none">• Multiple subjects instruction• Math instructional planning leadership

OLAS Proposal Citations

- California Department of Education. (2012) *California English Language Development Standards (Electronic Edition)*. Sacramento, CA: Author.
- California Department of Education. (2012) *Greatness by Design: Supporting outstanding teaching to sustain a golden state. A report by State Superintendent of Public Instruction Tom Torlakson's Task Force on Educator Excellence*. Sacramento, CA: Author.
- California Department of Education. (2015) *Superintendent's Quality Professional Learning Standards*. Sacramento, CA: Author.
- Carter, P. & Welner, K. (Eds) (2013) *Closing the opportunity gap: What America must do to give every child an even chance*. New York: Oxford University Press.
- CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author.
- Oakland Unified School District. (2015) *OUSD Roadmap to ELL Achievement 2015-2018*. Oakland, CA: Author.
- Leithwood, K., Louis, K.S. (2012) *Linking leadership to student learning*. San Francisco: Jossey Bass.
- McKenzie, K. , Skrla, L. (2011) *Using equity audits in the classroom to research and teach all students*. Thousand Oaks, CA: Sage Publications
- Pearson, D., Moje, E., & Greenleaf, C. (2010). Literacy and Science. *Each In the Service of the Other. Science*, 328 (5977) p. 459-463.
- Understanding Language. (2015) *The Review of Services for English-Language Learners in the Oakland Unified School District*. Stanford, CA: Stanford University Graduate School of Education.
- Saldaña, J. (2009) *The coding manual for qualitative researchers*. Los Angeles: Sage Publications.
- Skrla, L. McKenzie, K. , Scheurich J. (2009) *Using equity audits to create equitable and excellent schools*. Thousand Oaks, CA: Sage Publications
- Theoharis,G & Brooks, J. (Eds). (2012) *What every principal needs to know to create equitable and excellent schools*. New York: Teachers College Press.
- University of California. (1974) *University of California Academic Plan, 1974-1978*, Berkeley: Author.

Wagner, T., Kegan, R. et al (2006) *Change leadership: a Practical guide to transforming our schools*. San Francisco: Jossey Bass.

Scientifically based Research References Used to
Inform the Proposal that are not directly cited

- Brookhart, S. & Moss, C. (2013) Leading by learning. *Kappan Magazine* 94(8), 13-17.
- Boudett, K.P., City, E., Murname, R. (Eds.) (2013) *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Cambridge, MA: Harvard Education Press.
- Coggshall, J.G. Rasmussen, C., Colton, A., Milton, J., & Jacques, C. (2012) *Generating teaching effectiveness: The role of job-embedded professional learning in teacher evaluation I (Research and Policy Brief)*. Washington, DC: National Comprehensive Center for Teacher Quality.
- Datnow, A. & Park, V. (2014) *Data-driven leadership*. San Francisco, CA: Jossey and Bass.
- Easton, L.B. (2008) From professional development to professional learning. *Phi Delta Kappan*, 89(10), 766-769.
- Elmore, R. (2003) *Accountability and capacity*. In Carnoy, M., Elmore, R., Siskin, L. (Eds.) *The New Accountability: High schools and high-stakes testing* (195-209), New York: RoutledgeFalmer.
- Hattie, J. & Timperley, H. (2007) The power of feedback. *Review of educational Research* 77(1), 81-112.
- Leithwood, K., Louis, K.S., Anderson, S. & Wahlstrom, K. (2004) How leadership influences student learning. *Wallace Foundation*.
- Reeves, D. (2004) *Accountability for learning: How teachers and school leaders can take charge*, Alexandria, VA: Association for Supervision and Curriculum Development, 5-45.
- US Department of Education. (2013b). *For each and every child- A strategy for education equity and excellence*. Washington, DC: Author.
- Wei, R.C., Darling-Hammond, L., Andree, A., Richardson, N. & Orphanos, S. (2009) *Professional learning in the learning profession: A Status report on teacher development in the US and Abroad*. Dallas: National Staff Development council.

Grant Award Notification

GRANTEE NAME AND ADDRESS The Regents of the University of California Sponsored Programs Foundation Sponsored Projects Office Berkeley, CA 94704			CDE GRANT NUMBER			
			FY	PCA	Vendor Number	Suffix
Attention Jyl Baldwin, Associate Director			STANDARDIZED ACCOUNT CODE STRUCTURE		COUNTY	
Program Office Sponsored Programs Foundation			Resource Code	Revenue Object Code	01	
Telephone 510-642-0120			N/A	N/A	INDEX	
Name of Grant Program California Elementary Mathematics and Science Professional Learning Initiative					0590	
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$250,450.00		\$250,450.00		1/1/2017	12/31/2017
CFDA Number	Federal Grant Number	Federal Grant Name		Federal Agency		
84.367	S367B160005	Improving Teacher Quality Grants - SAHEs		U.S. Dept. of Education		
<p>This is to inform you of the award for California Elementary Mathematics and Science Professional Learning Initiative. This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) to:</p> <p style="text-align: center;">Melissa Flemmer, Associate Governmental Program Analyst Educator Excellence Office, Professional Learning Support Division California Department of Education 1430 N Street, Suite 4309 Sacramento, CA 95814-5901</p>						
California Department of Education Contact Melissa Flemmer			Job Title Associate Governmental Program Analyst			
E-mail Address mflemmer@cde.ca.gov			Telephone 916-324-5689			
Signature of the State Superintendent of Public Instruction or Designee ▶ <i>Tom Tomblason</i>			Date September 14, 2016			
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS						
<p><i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i></p>						
Printed Name of Authorized Agent Noam Pines			Title Associate Director			
E-mail Address spoawards@berkeley.edu			Telephone (510) 642-0120			
Signature ▶ <i>Noam Pines</i>			Date 10/6/16			

Grant Award Notification (Continued)

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

The following special conditions apply:

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

cc: **Lead JHE Contact/Project Director**