

File ID Number	13-0635
Introduction Date	4/24/13
Enactment Number	13-0683
Enactment Date	4/24/13
By	oa



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Board of Education

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

**ACTION REQUESTED:**

Approval and support by the Board of Education of District applicant submitting grant support letter for OUSD schools from the Kenneth Rainin Foundation, for fiscal year 2014 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 2014 fiscal year were submitted for funding as indicated in the chart below. The Grant Face 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	Oakland Unified School District	To support 11 new Transition Kindergarten classrooms and provide books and materials for TK teacher professional development.	6/1/13 - 6/30/14	Kenneth Rainin Foundation	\$30,000.00

**DISCUSSION:**

The district created a Grant Face sheet process to:

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

OUSD received a Grant Face Sheet and a completed grant proposal 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: \$30,000

**RECOMMENDATION:**

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal year 2014 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, Grant proposal

OUSD Grants Management Face Sheet 2013-14

<b>Title of Grant:</b> Transition Kindergarten in Oakland Unified School District	<b>Funding Cycle Dates:</b> June 1, 2013 – June 30, 2014
<b>Grant's Fiscal Agent:</b> Oakland Unified School District	<b>Grant Amount for Full Funding Cycle:</b> \$30,000
<b>Funding Agency:</b> Kenneth Rainin Foundation	<b>Grant Focus:</b> Transition Kindergarten
<b>List all School(s) or Department(s) to be Served:</b> All Transition Kindergarten classrooms.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will support 11 new Transition Kindergarten classrooms and provide books and materials for TK teacher professional development.
How will this grant be evaluated for impact upon student achievement?	Not applicable.
Does the grant require any resources from the school(s) or district? If so, describe.	No
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	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?	Maria Santos, Deputy Superintendent 2111 International Boulevard Oakland, CA 94606 510-879-8200 maria.santos1@ousd.k12.ca.us

**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal	Michelle Grant-Groves		4/3/13
Department Head (e.g. for school day programs or for extended day and student support activities)			4/3/13

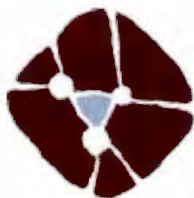
**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Tony Smith		4/25/13

David Kakishiba  
President, Board of Education

Edgar Rakestraw, Jr., Secretary  
Board of Education

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# Kenneth Rainin

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Grant applications are managed differently by giving area. Please review guidelines for your specific area of interest.

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## Confirmation of Application Receipt:

\* indicates required field

Your proposal was successfully submitted to the Kenneth Rainin Foundation. No further action on your part is required and you can expect to receive notice of your proposal's status shortly. To print a copy of this completed application go to 'File', then 'Print' on your browser toolbar. Click here to [return to the homepage](#) once you are finished.

## Contact Information

- \* **First Name** Madeleine
- \* **Last Name** Clarke
  - \* **Title** Development Director
- \* **Address** 2111 International Boulevard
  - \* **City** OAKLAND
  - \* **State** California

\* **Zip** 94606 2212

\* **Telephone** (510) 334-1859

\* **E-mail Address** madeleine.clarke@ousd.k12.ca.us

## **Organization Information**

\* **Legal Name** Oakland Unified School District

\* **Address** Superintendent's Office, 2111 International Boulevard

\* **City** OAKLAND

\* **State** California

\* **Zip** 94606-2212

## **Organization Leadership & Financials**

\* **Executive Leadership** Superintendent Tony Smith was named Superintendent of the Oakland Unified School District on May 22, 2009, when the seven-member Oakland Board of Education selected him by unanimous vote.

A veteran of the Bay Area education reform movement and a champion for equity in schools, Smith's tenure in District officially began on July 1, 2009. Prior to joining the Oakland Unified School District, Smith served as Deputy Superintendent for the 56,000-student San Francisco Unified School District from November 2007 through June 2009, earning lavish praise from San Francisco Superintendent Carlos Garcia and the broader community for his work in the areas of innovation, instruction and social justice. Prior to his work in San Francisco, Smith served as Superintendent of the Emeryville Unified School District (EUSD) in Emeryville, California.

From 1997 to 2001, Smith served as Director of the Academy for Excellence, Equity and Leadership in Teaching and as Director of the Transitions Project at BayCES, an educational non-profit that offers coaching and technical assistance to schools and districts as part of an effort to promote equity in education. In these roles, he was responsible for fundraising, management and human resources, curriculum development, training and facilitation, leadership development and coaching and youth engagement for projects related to secondary school and English Learner literacy. He also developed strategies for District-wide interventions and managed relationships between UC Berkeley, six California high schools, BayCES and the Hewlett

Foundation.

In 1992, Smith received his B.A. in English from the University of California, Berkeley, where he was captain of the football team and Graduate Assistant Strength and Conditioning Coach before going on to earn his Master's and Doctorate Degrees in Division of Language and Literacy from Cal's Graduate School of Education in 1993 and 2002, respectively.

**\* Board of Directors** Christopher Dobbins, Development Director, New Leaf Center

James Harris, Advertising and Marketing

Jumoke Hinton Hodge, Parent Leadership and Engagement Academy Initiative

David Kakishiba, Executive Director, East Bay Asian Youth Center

Jody London, Environment and Energy Consultant

Roseann Torres, Attorney

Gary Yee, retired, Vice Chancellor for Educational Services, Peralta Community Colleges

**\* Total Annual Budget** \$518,122,109.00

#### **Audit Reports**

- [Explanation for no recent audited financials.docx \(13.86 K, uploaded by Madeleine Clarke on 03/22/2013\)](#)

**Requested Cash Amount** \$30,000.00

## **Organization Overview Strengths and Challenges**

**\* Mission and Vision** VISION

All students will graduate from high school. As a result, they are caring, competent, and critical thinkers, fully informed, engaged and contributing citizens, and prepared to succeed in college and career.

MISSION

To create a Full Service Community District that serves the whole child,

eliminates inequity, and provides each child with excellent teachers for every day.

**\* Relevant Research** Oakland Unified School District is implementing a Balanced Approach to Literacy Framework designed to support all students, PreK through 12th Grade, in mastering the new California "Common Core Content Standards for English Language Arts" and the California Preschool Learning Foundations for four and five year olds. The strongest elements of each are incorporated into a literacy program that aims to guide students toward proficient and lifelong reading. In the last two years, we have adopted the Scholastic Reading Inventory for all students grades 2-12 to provide our teachers with high quality real-time information about their students' reading skills.

A balanced approach to literacy instruction combines language and literature-rich activities (reading, writing, listening and speaking) associated with holistic reading instruction with the explicit teaching of skills as needed to develop the fluency and comprehension that proficient readers possess. Such instruction stresses the love of language, gaining meaning from print, and instruction in phonics in student-relevant contexts. Some of the components of the approach include reading aloud to children, independent reading and writing, guided reading and writing, shared reading and writing, phonemic awareness and phonics instruction and literacy centers across content and genre that support independent learning and exploration. Balanced literacy cultivates the skills of reading, writing, thinking, speaking, and listening for all students.

Allington, R. (2006). *What really matters for struggling readers*. Boston, MA: Pearson Education.

Beck, I. & McKeown, M. (2007), *Increasing Young Low-Income Children's Oral Vocabulary Repertoires through Rich and Focused Instruction*. *The Elementary School Journal*, 107, 251-271.

Black, P. & William, D. (1998). *Inside the black box: Raising standards through classroom assessment*. *Phi Delta Kappan*, 80(2).

Hernandez, Donald J. (2011), *Double Jeopardy*. Baltimore: Amie E. Casey Foundation.

**Strengths & Challenges** OUSD faces many challenges. A majority of our families are living in

poverty (2011 70% of our students were eligible for free and reduced lunch), families report having relatively low levels of education, and our city neighborhoods have high levels of violence (#1 in CA, #3 in US, 2012). These factors all have tremendous effects on both young children and their families, readiness for kindergarten and student performance in school. Over time, students who enter the system "behind" fall further and further behind, which makes early intervention indispensable. Research shows that "the combined effect of reading poorly and living in poverty puts ... children in double jeopardy." These students are more likely to "falter in the later grades and drop out before earning a high school diploma"(Hernandez, 2011).

Our most important strengths as a district are our honest awareness of these challenges, a passionate commitment to address them, and a board of education and Superintendent united in the development and implementation of a comprehensive five-year strategic plan, Community Schools, Thriving Students. The plan guides our transformation into an equitable full-service community school district, and the creation of school cultures that are welcoming and supportive of all families. The Community Schools approach addresses access to jobs, food, health, mental health, and safety in collaboration with public and nonprofit agencies.

Another major strength is our students' steady academic improvement over the past seven years. English Language Arts scores on state standardized tests have steadily increased for all demographic groups. To steepen our upward trajectory and accelerate student learning, we are early implementers of the new Common Core standards recently adopted by the state and we have introduced the Scholastic Reading Inventory for grades 2-12. We are aligning our curriculum, assessments, and instruction to improve student learning.

- \* **Outcomes** Most of our students have achieved significant gains in English Language Arts over the period from 2009 to 2012. We have more than doubled the number of elementary schools that have a majority of their students reading at grade level. The key to our success is high quality and effective instruction while also addressing the needs of the "Whole Child." We are now accelerating our progress by providing our teachers, our families, and our students with timely information about student literacy learning, based on performance on the Scholastic Reading Inventory. The SRI is designed to track grade level reading performance and to provide a simple single score that gives us evidence of the student's current reading level. This information combined with leveled readers allows the teacher, families, and student to select books that the student can read to himself and to guide and support the student

toward more challenging texts at the next "level." This approach allows us to "meet our children where they are," and to accelerate their progress.

In addition to these specific literacy strategies, all of our schools are now creating individualized learning plans, progress monitoring and early warning systems that pull together multiple data points are used to track student learning. Teachers and principals are continuously building their instructional skills, content knowledge, social and emotional skills, and cross-cultural competence so that all students are supported and engaged. Strong structures and tools are supporting teachers' regular collaborations to examine student work and to plan instruction. Principals, teachers, and other instructional leaders are receiving support and feedback to continuously improve instruction. Family Literacy and Engagement provides each child with a home-school connection for developing their reading skills. Partnerships with the Oakland Literacy Coalition and all the member agencies continue to support accelerated gains.

**\* Financial Status** Financial Status: OUSD has made great progress in stabilizing financially after emerging from state receivership in 2009. OUSD has balanced its budget, reduced funds spent on the central office, increased per pupil spending by 5%, and eliminated a \$40M structural deficit.

**Public Funding:** For the period 2011-12, the state of California provided \$10,651 per student. This is higher than the average for the state as whole which is \$8,382 per student because our district receives additional funds to serve special populations, low income students, English Language Learners, refugees, homeless families, etc. Overall, education is woefully underfunded in California, where spending per pupil is among the lowest 10 states in the nation; and our students' performance ranks 43rd out of the 50 states.

**Funding Opportunities:** To supplement public funds OUSD aggressively pursues additional public funding in the form of competitive federal and state grants. OUSD has attracted significant private funding from local and national foundations as well as from individual donors. Since 2009, the district has won \$39.8 million in competitive public grants. In 2009, OUSD was awarded an Early Reading First Grant of \$3.9M targeting our PreK population. In addition, the district has received awards from national and local foundations totaling \$20.2 million since July 2009 when Tony Smith became Superintendent.

The November 2012 election authorizing the district to issue \$475



million in bonds has allowed the district to accelerate plans to improve the quality of Oakland schools and school facilities. The greatest financial challenge has been the statewide reduction in funding for education, which has forced us to make deep cuts in our budget every year for the last three years. The statewide passage of Proposition 30 for general and education funding in November 2012 promises to restore some but not all of the cuts sustained since 2009.

## Demographics

- \* Constituents** Oakland Unified School District serves 46,472 students in grades K-12. 80% of OUSD students are socioeconomically disadvantaged, and as of April 2012 27,240 students were using the Free/Reduced lunch program. It is estimated that more are qualified yet do not utilize the program.

In 2010, the median family income for Oakland is \$49,721.

- \* Sites** Oakland Unified School District serves 36,811 students at 86 regular K-12 public schools. We serve over 1500 students in 31 state-sponsored preschools, most of which are co-located with K-5 elementary schools. In addition, OUSD has launched 11 Transitional Kindergarten (TK) classrooms, providing 270 four and five year olds throughout Oakland with free access to a high quality, developmentally, culturally, and linguistically responsive School Readiness year, prior to their entry in Kindergarten. OUSD is set to expand the number of TK school sites to 20 in 2013-14.

- \* Project Beneficiaries** Other

**When selected 'other', please describe in more detail** 4-years to 5-years: Transitional Kindergarteners, their families, teachers, school administrators, and PreK, K, and 1st grade colleagues

## Program/Project Details

- \* Project Title** Transition Kindergarten in Oakland Unified School District
- \* Project Lead** Michelle Grant-Groves, Prenatal-3rd grade Early Education Coordinating Officer, joined the district in March 2012.

She served as a State PreK Site Director in Santa Cruz, coordinated Early Childhood Assessment & Technical Assistance for the Marian Edelman Wright Institute at San Francisco State University, became the

Technical Assistance Director at First 5 Children and Families Commission of San Francisco, and lastly before joining OUSD, served as the P-3 Equity in Instructional Leadership Coordinator with SFUSD. As a former teacher of Pre-K and early grades, she is grounded in direct service and high quality instruction (Balanced Literacy), and believes firmly in the importance of including administrators, instructors, students, families and community partners in implementing new assessments, curriculum, instructional practices, and policies to support systems integration.

- \* **Project Start Date** 06/01/2013
- \* **Project End Date** 06/30/2014
- \* **Project Budget** \$5,794,000.00
- \* **Secured Funding** Public funds: \$5,460,000. Approximately \$10,000 per child in public funding covers teachers' salaries, facilities, and all district services. A small portion is used for classroom materials.

Grants and donations:

\$150,000 in private support needed for Supervisor of Transition Kindergarten(still fundraising, have grant for \$100,000 pending with David & Lucille Packard)

\$40,000 in books and materials for 10 newly added TK classrooms (still fundraising, need average of \$4,000 per classroom)

\$100,000 in private support for professional development (covered by W.K. Kellogg Foundation)

\$20,000 in professional support for individual TK teachers (still fundraising ---books, conference fees, travel)

\$20,000 in field trips (still fundraising)

In March 2013, Rotary Club, Rogers Family Foundation, and other local donors to the Oakland Literacy Coalition provided approximately \$15,000 in materials and books for the 10 Transition Kindergartens operating in the current school year. They also provided \$2,000 in toys; \$22,000 for learning tools; and more than \$10,000 for field trips.

The funds requested from the Kenneth Rainin Foundation will be targeted on the additional 11 new Transition Kindergarten classrooms opening in August 2013, and on books and materials for all TK

teachers professional development. These resources will build on the generous donations from the Rotary Club in March 2013.

If the Rotary Club proposes an additional donation in 2014, if our TK fundraising is successful, we will be able to target most of that gift on other grade levels.

## Program/Project Overview

- \* **Program/Project Implementation** Last year, the district served approximately 220 children in 11 Transition Kindergarten classrooms, and plans to serve approximately 526 students in 20 TK classrooms in 2012-13.
- \* **Project Impact** A key aspect of our approach to literacy in our Transitional Kindergarten is the alignment of preschool and Kindergarten learning goals using both the Preschool Foundations for five-year-olds and the Common Core Kindergarten Standards. To assess progress, we administer the Desired Results Developmental Profile (DRDP) School Readiness assessment ([www.drdpsr.org](http://www.drdpsr.org)), which includes information on language and literacy development over time. This information is shared with families twice per year in parent conferences, and our Teachers and families plan together how to support pre-literacy skills throughout the year. Once per year families complete the Desired Results Family Survey, which includes questions about how well the Transitional Kindergarten is meeting the families' needs, including family capacity to support their children's literacy development.

Transitional Kindergarten gives parents an opportunity to become familiar with school expectations and to develop an earlier understanding of the importance of literacy, among other school routines. We anticipate that students who participate in TK will learn to read by third grade at higher rates than other children who do not have the benefit of an early education experience.

1. Provide families with materials and/or instructions for home learning activities.
2. Offer literacy nights, Assessment Review-Open House, a Family Symposium, the Parent Connection Newsletter, the Parent Literacy Centers, and Meet and Greets for families to connect with each other.
3. Coordinate and facilitate site visits to kindergarten classrooms for parents and children.
4. Instruction in phonological awareness.

5. Instruction in phonemic awareness, integrated with direct instruction of the alphabetic principle.
6. Increasing print awareness.
7. Developing oral language (e.g., telling stories, etc.).
8. Professional development activities where Pre-K, TK, K and 1st grade teachers share student work and learn best practices in literacy.

**\* Program/Project Team** Michelle Grant-Groves, Prenatal-3rd grade Early Education Coordinating Officer. She joined the district in March 2012 and has conducted outreach to all the organizations that serve OUSD families and joined existing School Readiness initiatives across the county. Michelle has not only revitalized external community partnerships, she has assessed gaps in the continuum of literacy preparation for our children enrolled in Oakland PreK to 3rd Grade.

Michelle fills a pivotal role in supporting systems integration of Early Childhood community services and our own OUSD early education grade levels. Whether developing the systems for community outreach and enrollment support for Pre-K-1st grade, supporting the effective integration and link of Pre-K/TK curriculum and assessment within the larger K-12 instructional and data systems, or being available as liaison and resource to our district department heads and community agency leaders, her focus is ensuring a seamless and maximized educational experience for children from birth/preschool through the early primary grades.

Michelle served as State PreK Site Director in Santa Cruz, coordinated Early Childhood Assessment & Technical Assistance for the Marian Edelman Wright Institute at San Francisco State University, became the Technical Assistance Director at First 5 Children and Families Commission of San Francisco, and lastly before joining OUSD, served as the P-3 Equity in Instructional Leadership Coordinator with SFUSD. As a former teacher of Pre-K and early grades, she is grounded in direct service and high quality instruction (Balanced Literacy), and believes firmly in the importance of including administrators, instructors, students, and families in all of our efforts.

Other Team Members: Transitional Kindergarten Supervisor (to be hired), School Readiness Coordinator Kara Woo, and Zaretta Hammond,

0-8 Family Engagement and Leadership Coordinator.

**\* Collaboration** The Rotary Club and the Oakland Literacy Coalition are major partners focused on literacy. The club has donated bookcases, books, toys and money for supplies to each transitional kindergarten classroom and teacher. The Oakland Literacy Coalition coordinates services to 4 elementary schools. A key partner is First Five. First Five regularly convenes all the agencies and CBOs that address 0-5 in Alameda County and has developed and is implementing a collaborative strategic plan with shared metrics for success. We are activating our existing collaborations, such as those with Early Head Start and Head Start to foster linkages with PreK-5s in the target neighborhoods, and increasingly building our capacity to offer shared professional development PreK to 5 vertical alignment.

In addition to First Five, Early Head Start, and Head Start, OUSD partners with Alameda County Health Care Services Agency, Unity Council, and Oakland Housing Authority.

OUSD is a member of the Oakland Education Cabinet, jointly chaired by the Mayor, Superintendent, and the Dean of Mills College. The OEC has established Prenatal to Eight: Early Childhood Committee to support interagency collaboration in delivery of services to families 0-8.

For the coming summer, the OUSD Birth to Eight, School Readiness Team plans to engage partners in an effort to increase enrollment for African American (AA) boys who are disproportionately likely to enter Kindergarten with no prior school experience.

Other key partners are Urban Strategies Council and Mills College who are assisting in the design and implementation of an evaluation of the 0-8 initiative which includes the Transition Kindergarten.

**\* Timeline** The grant request is for one-time purchase of materials for the Transition Kindergarten classes opening in August 2013 and providing student and family education and support services through the end of the school year in June 2014.

## Objective-driven Reporting

**\* Activities/Strategies** Transitional Kindergarten Goals and Activities

I. Expand OUSD's Transitional Kindergarten program to serve all age-eligible TK students in 20 OUSD schools

II. Analyze student level data through the utilization of the DRDPtech website provided through the CA Dept. of Education in collaboration with WestEd

III. Link student data findings directly to the curricular design process

IV. Refine instructional quality and professional development for Transitional Kindergarten teachers and principals, particularly in the area of Literacy.

#### A. Literacy Curriculum and Assessment

1. Utilize an inquiry based approach to curricular design, based on a Cycle of Inquiry and spiraled assessments:

\* Observe, Document, Reflect, Plan, Implement, Assess, Adjust (repeat)

2. Use data from classroom assessments to inform language and literacy instruction alongside of the TK program goals.

#### B. Professional Development

1. Provide regular professional development opportunities in Literacy for TK and Kindergarten teachers, administrators, and preschool teachers.

2. Convene TK teachers regularly to discuss lessons learned about literacy instruction.

3. Collaborate with Kindergarten teachers to ensure that TK students enter traditional Kindergarten ready to master Common Core Kindergarten, literacy standards.

- \* Short-Term Outcomes**
1. High ratings on Beginning-of-year and mid-year, feedback from TK teachers and principals regarding quality of TK literacy professional development and support.
  2. High ratings of joint professional learning opportunities in literacy for PreK, TK, & Kindergarten staff
  3. Students enrolled in Year 1 continue onto traditional Kindergarten, ready to master Common Core Kindergarten standards in the area of Literacy.

4. Teachers are able to integrate core grade level instructional expectations through the use of curricular materials and books purchased with funds from the Kenneth Rainin Foundation.

5. All TK teachers have received the professional texts, and curriculum materials, and have attended most of the monthly professional learning events.

- \* Long-term Outcomes**
1. District provides adequate number of high quality TK programs to serve all age-eligible students.
  2. District adopts an effective strategy for enrollment sustainability based on analysis of enrollment patterns.
  3. Family awareness of and acceptance of the value of the program is demonstrated by "demand" for the program.
  4. All TK students are Kindergarten-Ready as defined by the DRDP-SR assessment and their end of year Student Portfolio of progress.

- \* Metrics/Evidence for outcome**
1. TK students enter traditional Kindergarten ready to master Common Core Kindergarten, literacy standards as measured by student performance on the DRDP-SR and mastery of School Readiness Skills.
  2. TK teacher evaluations of professional development indicate the value of the monthly sessions.
  3. Videos show TK teachers exhibiting the skills taught in the professional development.
  4. TK teacher evaluations indicate mastery of the skills taught in the professional development.
  5. Student work reflects the skills taught in the professional development.

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