

File ID Number	21-1959
Introduction Date	9/8/21
Enactment Number	21-1415
Enactment Date	9/8/2021 CJH
By	



OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

September 8, 2021

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Curtiss Sarikey, Chief of Staff, Office of the Superintendent
Sondra Aguilera, Chief Academic Officer

Subject: Grant Agreement - Oakland Public Education Fund - Regrant #21-07-04871206 - Salesforce.org Foundation

ACTION REQUESTED:

Approval by the Board of Education of a Grant Agreement, Regrant#21-07-04871206, from the Oakland Public Education Fund for the Salesforce.org Foundation, in the amount of \$5,300,900.00, To support computer science, mathematics, whole child supports, educator professional development, and innovation across OUSD middle schools, for the period of July 1, 2021 through June 30, 2022, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant years, if any.

BACKGROUND:

Grant Agreement for OUSD schools for the 2020-2021 fiscal year was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
21-1959	Yes	Grant	Oakland Unified School District Middle Schools	To support computer science, mathematics, whole child supports, educator professional development, and innovation across OUSD middle schools.	7/1/2021-6/30/2022	Salesforce.org Foundation via the Oakland Public Education Fund	\$5,300,900.00

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: \$5,300,900.00

RECOMMENDATION:

Approval by the Board of Education of a Grant Agreement for OUSD Middle Schools for fiscal year 2021-2022, pursuant to the terms and conditions thereof, for the grant year, if any.

ATTACHMENTS:

Grant Face Sheet

Grant Agreement

Copy of Check #33890

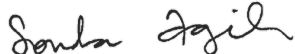
OUSD Grants Management Face Sheet

Title of Grant: Salesforce Foundation Grant	Funding Cycle Dates: July 1, 2021 – June 30, 2022
Grant’s Fiscal Agent: (contact’s name, address, phone number, email address) Bridget Daly, Program Manager Oakland Public Education Fund P.O. Box 71005 Oakland, CA 94612	Grant Amount for Full Funding Cycle: \$5,300,900.00 (See Appendix A: Grant Budget Details for fund allocations.)
Funding Agency: Salesforce.com Foundation 50 Fremont Street, Suite 300 San Francisco, CA 94105	Grant Focus: To support Oakland Unified School District in the areas of computer science, mathematics, whole child supports, educator professional development, and innovation across middle schools.
List all School(s) or Department(s) to be Served: Oakland Unified School District Middle Schools	


Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	In order to produce high-quality outcomes for all middle school students in the Oakland Unified School District (OUSD), we are redesigning middle schools by investing in educator support and professional development, mathematics and computer science education as well as whole child supports; additionally we want to support newcomer students, and deepen community investment in our schools to provide students with the resources they need to succeed. Coupled with innovative funds for OUSD's middle grades principals, these investments will create the conditions for middle school students to thrive personally and academically in our schools.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD’s indirect rate of 4.22% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant’s budget for evaluation.)	
Does the grant require any resources from the school(s) or district? If so, describe.	No
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district’s indirect rate of 4.22% for all OUSD site services in the grant’s budget for administrative support, evaluation data, or indirect services.)	No
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No

Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Curtiss Sarikey, Chief of Staff Office of the Superintendent Oakland Unified School District 1000 Broadway, Suite 300, Oakland (510) 879-8200 curtiss.sarikey@ousd.org
---	---

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Curtiss Sarikey		
Chief Academic Officer	Sondra Aguilera		8/10/2021

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Lisa Grant Dawson		
Superintendent	Kyla Johnson-Trammell		9/9/2021



July 21, 2021

Dear Curtiss Sarikey,

On behalf of The Oakland Public Education Fund Board of Directors, I am pleased to inform you that a grant has been approved in the amount of \$5,300,900.00 for the project entitled Oakland Unified School District.

This letter and the enclosed grant agreement and its attachments constitute together a legally binding contract between the Oakland Public Education Fund and the Oakland Unified School District . Please read everything carefully, as the materials outline the terms and conditions of our grant and your legal obligations in receiving and using our funding, as well as the payment and reporting schedules for the grant. If you approve, please have the agreement executed by an authorized person and return it to my attention. No funds will be disbursed until we have received a signed agreement from you.

As a local education fund, our ability to fund important programs such as yours is contingent upon ongoing support from the Bay Area community. We look forward to partnering with you to let others know about the importance of philanthropy. Any statement about Oakland Public Education Fund should be cleared in advance through our Communications Department at communications@oaklandedfund.org (more detailed provisions concerning grant announcements are described in the agreement below).

The Oakland Public Education Fund is deeply honored to join you in the work of helping every Oakland public school student learn, grow, and thrive.

Warmly,

A handwritten signature in black ink, appearing to read "Alex Medina", written in a cursive style.

Alexandria Medina
Executive Director
Oakland Public Education Fund



SECTION 1: PROJECT FUNDING OVERVIEW

Name of Project	Oakland Unified School District
Amount of Grant	\$5,300,900.00
Grant Period	Grant Start: July 1, 2021 Grant End: June 30, 2022
Grant Writer	Name: Bridget Daly Email: bridget@oaklandedfund.org
Conditional/Restricted?	Yes

SECTION 2: GRANT PURPOSE

It is mutually understood that this grant is awarded by the Oakland Public Education Fund (“we” or the “Ed Fund”) to (“you” or “Grantee”) with the restriction that Grantee will expend the entire amount to address the agreed-upon purpose described immediately below (the “Grant Purpose”). Grantee may use our grant funds only for the Grant Purpose. As provided in further detail below, Grantee is required to repay to the Ed Fund any portion of the grant funds that Grantee does not use for the Grant Purpose. The Ed Fund retains the right, if Grantee breaches this Agreement, or if Grantee’s conduct jeopardizes the Ed Fund’s legal or tax status, to withhold, withdraw, or demand immediate return of grant funds. *If you wish to modify the Grant Purpose, you must first seek the prior written approval of the Ed Fund by contacting our Development Team at grants@oaklandedfund.org before you spend any grant funds on a modified purpose. The Ed Fund reserves the right to approve or decline such requests in its sole discretion.*

GRANT PURPOSE

The purpose, as more fully described in the proposal attached here as Exhibit A (if any), is To support computer science, mathematics, whole child supports, educator professional development, and innovation across OUSD middle schools.

STEPS YOU WILL TAKE TO ACHIEVE YOUR RESULTS

See grant agreement.

WHAT WILL CHANGE AS A RESULT OF YOUR PROJECT

See grant agreement.

SECTION 3: REPORTING REQUIREMENTS AND RECORDKEEPING

The report(s) required to be submitted by Grantee to the Ed Fund pursuant to this section shall contain (i) a narrative description of the progress of the activities funded by this grant, along with (ii) sufficient information to establish that all grant funds were used for the Grant Purposes in furtherance of the Ed Fund’s exempt purposes. Grantee shall keep a record of all receipts and expenditures relating to this grant for four years after the end of the grant period and promptly make such records available to agents of the Ed Fund, if the Ed Fund so requests, at reasonable times for review and audit. Receipts and expenditures include, but are not limited to, bills, invoices, and cancelled checks.

Interim Report(s)	Due Date: 12/1/2021
Final Report	Due Date: 8/1/2022

SECTION 4: DISBURSEMENT



We have agreed to disburse the grant to you as follows:

Disbursement Amount	Date To be Paid	Conditions for Payment
\$5,300,900.00		Signed grant agreement

Disbursements approved before Monday at 12pm will be available for pick up by 3pm on Friday. Checks approved after 12pm on Monday will be available by 3pm on Friday of the following week.

All payments are subject to Grantee’s satisfactory compliance with any pre-funding conditions set forth above and our reporting requirements. For grants with multiple disbursements, the amount of any payment subsequent to the initial payment may be modified to reflect restrictions and conditions met in the Grant Purpose.

If Exhibit A lists specific deadlines for the expenditure of grant funds, Grantee will return any funds that have not been spent by the applicable deadline, unless the Ed Fund has agreed to an extension of such date in advance and in writing, which extension approval may be withheld for any reason.

SECTION 5: MISCELLANEOUS

1. If not already on file, Grantee shall provide the Ed Fund with the following before the Ed Fund will issue any grant funds:
 - Grantee’s governing documents;
 - Grantee’s IRS Tax Determination Letter which shows proof of exemption under Section 501(c)(3) and its classification as a public charity; and
 - (if requested) IRS Form W-9.
2. Nothing in this Agreement shall constitute the naming of Grantee as an agent or legal representative of the Ed Fund for any purpose whatsoever except as specifically and to the extent set forth herein. This Agreement shall not be deemed to create any relationship of agency, partnership, or joint venture between the parties hereto, and Grantee shall make no such representation to anyone.
3. Grantee retains full discretion and control over the process of selecting any subgrantee or contractor and shall have the unilateral right, independent of the Ed Fund, to select any subgrantee or contractor convenient or necessary to carry out the purposes of this grant. The Ed Fund has not earmarked grant funds to any particular subgrantee or contractor, and there is no agreement, written or oral, by which the Ed Fund may cause Grantee to choose a particular subgrantee or contractor. Grantee and not the Ed Fund shall be responsible for all acts and omissions of any of Grantee’s trustees, directors, officers, employees, subgrantees, contractors, contingent workers, agents, and affiliates assisting with this grant; and ensuring their compliance with the terms of this Agreement. All obligations of Grantee to the Ed Fund under this Agreement shall remain in full force and effect for all grant funds, regardless of subgrants.
4. Grantee shall ensure that the Ed Fund is included in any communications connected with this grant including press releases, programs, announcements, invitations, stories in the media, annual reports, and newsletters. Grantee will submit copies of any such publication with project report(s) to the Ed Fund. Finally, Grantee will ensure that any mention of the Ed Fund and this grant in printed material shall read: “‘Project Name’ has been made possible [in part] by _____ .”
5. This grant is not to be used in any attempt to influence legislation within the meaning of IRC Section 501(c)(3). No agreement, oral or written, to that effect has been made between the Ed Fund and Grantee.
6. Grantee shall not use any portion of the funds granted herein to participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office, to induce or encourage violations of law or public policy, to cause any private inurement or improper private benefit to occur, nor to take any other action inconsistent with IRC Section 501(c)(3).
7. Grantee shall notify the Ed Fund immediately of any change in (a) Grantee's legal or tax status, and (b) Grantee's executive or key staff responsible for achieving the Grant Purpose.
8. In performing activities funded by this grant, Grantee agrees to observe all governmental directives and best practices regarding public health and safety including, but not limited to, restrictions and protocols intended to curb the COVID-19 pandemic.
9. Grantee hereby irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify and hold harmless the Ed Fund, its officers, directors, trustees, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees), directly or indirectly, wholly or partially, arising from or in



connection with any act or omission of Grantee, its officers, directors, employees, or agents, in applying for or accepting this grant, in expending or applying the proceeds of this grant, or in carrying out the program(s) or project(s) to be funded or financed by this grant, except to the extent that such claims, liabilities, losses, or expenses were caused by any act or omission of the Ed Fund, its officers, directors, trustees, employees, or agents.

10. Grantee will maintain insurance coverage sufficient to cover the activities, risks, and potential omissions of the activities funded by this grant in accordance with generally-accepted industry standards and as required by law. Grantee will ensure its subgrantees and subcontractors maintain insurance coverage consistent with this section.
11. Grantee shall immediately repay to the Ed Fund any portion of the grant funds that are spent or committed for any purpose other than the Grant Purpose or otherwise used in violation of this Agreement. If the Ed Fund in its reasonable discretion determines that Grantee has substantially violated or failed to carry out any provision of this Agreement, including but not limited to failure to submit adequate reports when due, the Ed Fund may, in addition to any other legal remedies it may have, refuse to make any further grant payments to Grantee under this or any other grant agreement, and the Ed Fund may demand the return of all or part of the grant funds not properly spent or committed to third parties, which Grantee shall immediately repay to the Ed Fund.
12. In the event of any controversy, claim, or dispute between the parties arising out of or related to this Agreement, or the alleged breach thereof, shall be determined by arbitration in Alameda County, CA, before one arbitrator. The arbitration shall be administered by Judicial Arbitration and Mediation Services (JAMS) pursuant to its Streamlined Arbitration Rules and Procedures. Judgment on the award may be entered in any court having jurisdiction. This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction. The prevailing party shall, in addition to any other relief, be entitled to recover its reasonable attorneys' fees and costs of sustaining its position. Each provision of this Agreement shall be separately enforceable, and the invalidity of one provision shall not affect the validity or enforceability of any other provision. This Agreement shall be interpreted and construed in accordance with the laws of the State of California applicable to contracts to be performed entirely within such State. Time is of the essence of this Agreement and of each and every provision hereof. The failure of the Ed Fund to exercise any of its rights under this Agreement shall not be deemed a waiver of such rights.
13. Grantee may not assign this Agreement without the prior written consent of the Ed Fund, which consent the Ed Fund may withhold in its sole discretion. Any attempted assignment in violation of the foregoing sentence shall be null and void.
14. Neither this Agreement nor any other statement, oral or written, nor the making of any contribution or grant to Grantee, shall be interpreted to create any pledge or any commitment by the Ed Fund or by any related person or entity to make any other grant or contribution to Grantee or any other entity, for this or any other project. The grant covered by this Agreement shall be a separate and independent transaction from any other transaction between the Ed Fund and Grantee or any other entity.
15. The failure of the Ed Fund to exercise any of its rights under this Agreement shall not be deemed to be a waiver of such rights.
16. This Agreement supersedes any prior or contemporaneous oral or written understandings or communications between the parties and constitutes the entire agreement of the parties with respect to its subject matter. The cover letter enclosing this Agreement, as well as any and all exhibits to this Agreement, are a material part of this Agreement and are incorporated by reference herein. If any section of this Agreement is held unenforceable, the rest of the Agreement will remain in effect.
17. This Agreement, including any Exhibits hereto, may not be amended or modified, except in a writing signed by both parties to this Agreement.
18. This Agreement and all claims arising from or out of this Agreement shall be governed by and construed in accordance with the laws of the State of California applicable to agreements made and to be performed entirely within such State.

This Agreement may be signed in counterparts, each of which shall constitute an original, but both of which, when taken together, shall constitute only one agreement.

OAKLAND UNIFIED SCHOOL DISTRICT

OAKLAND PUBLIC EDUCATION FUND

By: Curtiss Sarikey

By: Alexandria Medina

Name: Curtiss Sarikey

Name: Alexandria Medina

Title: Chief of Staff

Title: Executive Director



Oakland Public Education Fund
PO Box 71005
Oakland, CA
94612



Exhibit A



June 24, 2021

Superintendent Kyla Johnson-Trammell
 Oakland Unified School District
 1000 Broadway, Suite 300
 Oakland, CA 94607

Dear Superintendent Johnson-Trammell,

The Oakland Public Education Fund (“the Ed Fund”) has completed a grant agreement with the Salesforce Foundation to support educational outcomes at the Oakland Unified School District (“OUSD”). Upon receipt, the following funds will be granted from the Ed Fund to OUSD for the 2021-22 school year according to the disbursement schedule outlined below.

Program Area	Primary Contact	Site Code	Resource/ Program	Total
Newcomer Support	Tom Felix	954	9283/1260	\$1,005,750
Mental Health (Behavioral Health)	Barb McClung	922	9283/1340	\$150,000
Social Emotional Learning	Clifford Hong	965	9283/1110	\$50,000
Educator Support (Recruitment & Retention)	Mark Davenport	944	9283/1235	\$480,000
Educator Support (Professional Learning)	Wesley Jaques	909	9283/1120	\$80,000
Mathematics (CCTLs)	Courtney Ortega	909	9283/3930	\$406,000
Computer Science	Sam Berg	912	9283/3915	\$1,014,250
Middle School Marketing	Clifford Hong	965	9283/1110	\$149,996
Data Management	Andrea Bustamante	922	9283/1528	\$40,000
Claremont Middle	Jonathan Mayer	201	9283/3915	\$131,196
Coliseum College Prep	Amy Carozza	232	9283/3915	\$49,698
Edna Brewer Middle	Aubrey Layne	210	9283/3915	\$156,670
Elmhurst United Middle	Kilian Betlach	221	9283/3915	\$352,892
Frick United SOL	Amapola Obrera	219	9283/3915	\$62,098
Greenleaf Elementary	Annika Rudback	112	9283/3915	\$70,000
Hillcrest Elementary	Maria McCormick	127	9283/3915	\$100,000
La Escuelita Elementary	Faris Jabbar	121	9283/3915	\$54,000
Life Academy	Alykhan Boolani	335	9283/3915	\$41,760
Madison Park	Lucinda Taylor	215	9283/3915	\$137,167
Melrose Leadership Academy	Bri Zika	235	9283/3915	\$100,000

PO Box 71005, Oakland, CA 94607 | oaklandedfund.org | 510-221-6968



Oakland Public Education Fund
 PO Box 71005
 Oakland, CA
 94612



Montera Middle	Darren Avent	211	9283/3915	\$152,164
Parker Elementary	Rocquel Colbert	144	9283/3915	\$47,000
Roosevelt Middle	Joao Solomon	212	9283/3915	\$123,000
United For Success Academy	Marcos Garcia	228	9283/3915	\$14,300
Urban Promise Academy	Tierre Mesa	236	9283/3915	\$49,000
West Oakland Middle	Neha Ummat	204	9283/3915	\$120,242
Westlake Middle	Maya Taylor	213	9283/3915	\$163,717
Total				\$5,300,900

If you need additional documentation or have any questions related to these funds, please do not hesitate to contact me via email at ali@oaklandefund.org.

Warmly,

Ali Medina
 Executive Director
 Oakland Public Education Fund



June 22nd, 2021

Ali Medina
Oakland Public Education Fund
PO Box 71005
Oakland CA 94612 USA

Re: Salesforce.com Foundation Grant for Oakland Public Education Fund

Dear Ms. Medina:

I am pleased to inform you that the Salesforce.com Foundation would like to make a grant to Oakland Public Education Fund in the amount of USD\$7,500,000. To that end, enclosed is a copy of the Grant Agreement for your review and signature. Once we receive a signed copy of the Grant Agreement and the required supplier form information, the Salesforce.com Foundation will shortly thereafter process the grant payment.

If you have questions regarding this grant, please feel free to contact me at the information listed below.

Sincerely,

Ebony Beckwith
Chief Executive Officer
Salesforce.com Foundation
ebeckwith@salesforce.com
(415) 536-8057



GRANT AGREEMENT

The Salesforce.com Foundation, a 501(c)(3) non-profit organization with its principal place of business at 50 Fremont Street, Suite 300, San Francisco, California 94105 (the "**Foundation**"), intends to make a grant to Oakland Public Education Fund with its principal address at PO Box 71005, Oakland, CA 94612 USA ("**Grantee**") in the amount of Seven Million Five Hundred Thousand Dollars (USD\$7,500,000) in accordance with the terms of this grant agreement (the "**Grant Agreement**") as of the date of last signature below (the "**Effective Date**"). By signing this Grant Agreement and accepting grant funds, Grantee agrees to the terms and conditions set forth below.

1. Organizational Tax Status. Grantee represents that it is either (i) tax-exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "**IRC**") or (ii) a charity that is the equivalent of a U.S. public charity; or (iii) a charity that has not demonstrated that it is the equivalent of a U.S. public charity, but that is recognized in its own country as a charitable organization, and that it is not a private foundation as defined by Section 509(a) of the IRC. Grantee will promptly advise Foundation if there is a change with respect to its tax-exempt status or non-private foundation classification.

2. Use of Funds. This grant is made solely for the purposes of supporting the Oakland Unified School District in areas of computer science, mathematics, whole child support, educator professional development, and innovation across middle schools, as described in Grantee's proposal, a copy of which is attached hereto as Attachment 2 (the "**Proposal and Budget**"). Grantee may not use the funds for any other purpose, including to cover the costs of any Salesforce.com services or products, including any affiliates or subsidiaries of Salesforce.com, without prior written permission from Foundation. Grantee shall inform Foundation if there are significant changes in personnel key to accomplishing the purposes of the grant or if the grant funds cannot be expended in the time period set forth in the grant proposal.

3. Grant Period. The grant period shall begin on July 1st, 2021 and end on June 30th, 2022. Grantee must use all grant funds within the Grant Period. Grantee may submit a written request to Foundation to extend the Grant Period, however, approval or denial of such request is subject to Foundation's sole discretion.

4. Representations Materially Correct. Grantee confirms that all representations made to Foundation in connection with this grant are and were true and correct as of the date made. Further, Grantee confirms that any documents that it provided Foundation in connection with this grant do not contain any untrue statement of a material fact, or omit to state a material fact.

5. Payment. Foundation intends to disburse the grant funds as follows:



Anticipated Payment Date	Payment Amount (USD)	Milestones
July 15 th , 2021	\$7,500,000	Receipt of signed Grant Agreement

The Foundation reserves the right to discontinue funding and may demand the return of all or any unexpended grant funds if at any time Grantee misuses funds or fails to comply with the terms of this Grant Agreement, including but not limited to, failure to submit timely or adequate written reports as required. Any portion of the grant funds paid to Grantee, as well as any interest earned by Grantee on the grant that remains unexpended upon completion of the project shall revert to Foundation and Grantee agrees to promptly return all such funds to Foundation, along with a final, detailed accounting of all grant expenditure.

6. Reporting. To enable Foundation to evaluate the effectiveness of this grant, Grantee shall submit periodic progress reports as well as a final report according to the following schedule and in accordance with this Grant Agreement and the attached Reporting Guidelines.

Report Description	Report Due Date
Interim Report	December 1 st , 2021
Final Report	August 1 st , 2022

If Grantee anticipates any potential issue regarding report timeliness, Grantee will promptly notify Foundation and provide an explanation of, the reasons for the potential delay.

7. No Pledge. Neither this Grant Agreement nor any other statement, oral or written, nor the making of any contribution or grant to Grantee, shall be interpreted to create any pledge or any commitment by Foundation or by any related person or entity to make any other grant or contribution to Grantee or any other entity for this or any other project. The grant contemplated by this Grant Agreement is a separate and independent transaction from any other transaction between Foundation or its affiliates, on the one hand, and Grantee or its affiliates, on the other hand.

8. Notice. Grantee shall give the Foundation immediate written notice of any change in (a) Grantee's legal or tax status, (b) Grantee's executive staff or key staff responsible for achieving the grant purposes, or (c) Grantee's governing body.

9. Publications; License. Any information contained in publications, studies, or research funded by this grant shall be made available to the public following such reasonable requirements or procedures as the Foundation may establish from time to time. Grantee grants to the Foundation an



irrevocable, nonexclusive license to publish any publications, studies, or research funded by this grant at its sole discretion.

10. Sub-Grantees. Grantee confirms that it retains full discretion and control over the process of selecting any persons or organizations (secondary grantees, employees, or independent contractors) to carry out the purposes of this grant. Grantee further confirms that there is no agreement, either written or oral, that Foundation can cause the selection of particular persons or organizations or direct the use of grant funds for any particular expenditures. Grantee shall require that any sub-grantee be subject to requirements substantially similar to those set forth in paragraphs 1 (Organizational Tax Status), 2 (Use of Funds), 4 (Representations Materially Correct), 6 (Reporting), 10 (Sub-grantees), and 13 (Publicity and Public Reports) of this Grant Agreement.

11. Prohibited Uses. Grantee shall not use any portion of the grant funds:

- A. To attempt to influence legislation, within the meaning of Section 4945(d)(1) of the IRC, as interpreted by its accompanying regulations;
- B. To influence the outcome of any specific election for candidates to public office, or to carry on, directly or indirectly, a voter registration drive within the meaning of IRC Section 4945(d)(2), as interpreted by its accompanying regulations;
- C. To make any grants to individuals that do not comply with Section 4945(d)(3) of the IRC (that is, Grantee may not make any grant to an individual for travel, study, or other similar purposes, unless such grant has been awarded on an objective and nondiscriminatory basis pursuant to a procedure approved in advance by the Internal Revenue Service);
- D. To make any grants to organizations that do not comply with Section 4945(d)(4) of the IRC (that is, Grantee may not make any grant to an organization unless such organization is a public charity, or Grantee exercises expenditure responsibility in accordance with Section 4945(d)(4)(B) and 4945(h));
- E. To undertake an activity for any purpose other than a religious, charitable, scientific, literary, educational, or other purpose specified in IRC Section 170(c)(2)(B); or
- F. To induce or encourage violations of law or public policy, to cause any private inurement or improper private benefit to occur, or to take any other action inconsistent with IRC Section 501(c)(3).

12. Records. For a period of at least seven (7) years after Grantee has expended the grant funds, Grantee shall keep adequate records to substantiate expenditures from grant funds. Grantee shall make its books and records pertaining to the grant funds available to Foundation at reasonable times for review and audit, and shall comply with all reasonable requests of Foundation for information and interviews regarding use of grant funds.



13. Publicity and Public Reports. Grantee agrees to publicly acknowledge Foundation to the extent practicable as the funder of the project whenever Grantee speaks publicly about the project. Grantee also agrees to use reasonable efforts to be available upon request from Foundation to participate in user conferences, case studies, etc. in connection with the project. Foundation may include information on this grant in its periodic public reports and may also refer to this grant in press releases or other public materials. Except in its annual reports or tax returns and in simple statements indicating that Foundation has provided Grantee with the funding, Grantee may not make any announcements or publications about the grant without Foundation's prior written permission. Grantee will not use Foundation's name or logo in connection with the grant without the Foundation's prior written consent. Grantee may obtain such consent from Foundation by following such requirements or procedures as Foundation may establish from time to time.

14. Indemnification. Grantee irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless Foundation, its officers, directors, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) directly, indirectly, wholly, or partially arising from or in connection with any act or omission of Grantee, its employees, or agents, in applying for or accepting the Grant, or in expending or applying the grant funds, except to the extent that such claims, liabilities, losses, or expenses arise from or in connection with any act or omission of Foundation, its officers, directors, employees, or agents.

15. No Agency. Grantee is solely responsible for all activities supported by the grant funds, the content of any product created with the grant funds, and the manner in which such products may be disseminated. This Grant Agreement shall not create any agency relationship, partnership, or joint venture between the parties, and Grantee shall make no such representation to anyone.

16. Compliance with Terrorism Laws. Grantee agrees to comply with all applicable laws, rules, regulations and orders of the United States and any other state or country with jurisdiction over Grantee or Grantee's activities, including, without limitation, all laws, rules, regulations and orders relating to terrorist activities. Without limiting the foregoing, in compliance with the provisions of the U.S. Patriot Act and U.S. Executive Order 13224, Grantee represents that it does not and will not promote or support terrorist activities, and that it does not have any relationships or transactions with any individuals, entities or groups subject to sanctions imposed by the U.S. Treasury Department's Office of Foreign Assets Control or any other persons known to Grantee to promote or support terrorism.

17. Grantee Payee Information. Grantee agrees to provide its address, banking information and other pertinent information to process grant payments.

18. Miscellaneous. This grant is made exclusively to Grantee and may not be transferred or assigned to another organization or person. Any dispute arising out of this Grant Agreement shall



be finally settled in accordance with the rules and regulations promulgated by the American Arbitration Association ("AAA") by one or more AAA certified arbitrator. Any proceeding must be instituted in San Francisco, California and Grantee hereby consents irrevocably to the exclusive jurisdiction of California. The proceedings and any resulting rulings shall be deemed confidential information and shall not be disclosed by party, their representatives, or their arbitrators, except as may be necessary to enforce the arbitration award by a court, or otherwise required by law. Each party shall pay its own costs incurred pursuant to the arbitration. The failure of Foundation to exercise any of its rights under this Grant Agreement shall not be deemed to be a waiver of such rights. This Grant Agreement constitutes the entire understanding between Grantee and Foundation and supersedes all prior and contemporaneous agreements, proposals or representations, written or oral, concerning its subject matter. No modification, amendment, or waiver of any provision of this Grant Agreement shall be effective unless in writing and signed by the party against whom it is to be asserted.

The parties' authorized signatories have duly executed this Grant Agreement as of the Effective Date.

SALESFORCE.COM FOUNDATION

By: DocuSigned by:
Ebony Beckwith
9B3AAF2757E54B3...
Print Name: Ebony Beckwith
Title: Chief Executive Officer
Date: 6/24/2021 | 1:11:29 PM PDT

GRANTEE

By: DocuSigned by:
Ali Medina
55583C14361B405...
Print Name: Ali Medina
Title: Executive Director
Date: 6/24/2021 | 1:18:12 PM PDT



Attachment 1 – REPORTING GUIDELINES

Format: Please submit dated reports, and limit your narrative submission to 3-6 pages. Note that the Measurement & Evaluation table and financial report do not count toward the page limit.

- A. Executive Summary (.5 pages or less):** Please provide a brief summary of progress toward accomplishing the purpose of the Grant.
- B. Progress Summary (2-4 pages):**
- a. Timeline:** Describe how the program/project is progressing against the stated timeline. Have there been any significant delays or accelerations? In either case, how does this affect the potential impact of the program/project?
 - b. Goals & Objectives:** Describe progress against the goals & objectives as stated in the Proposal. Note: The Measurement & Evaluation Table (instructions below) will house progress against each individual metric, so please use this section to highlight successes, provide broader context, and address any significant variances from your timeline or goals & objectives.
- C. Challenges (1 page or less):** Share with us any challenges your organization has faced in achieving the goals & objectives stated in the Proposal, including detail around how these challenges will be addressed.
- D. Lessons Learned (.5 page or less):** For the Final Report only, please share your lessons learned and advice you might give to another organization undertaking a similar project.

Financial Measurement & Evaluation

- E. Financial Report:** Input interim or final actuals on the budget tab in the Budget and M&E Table.
- F. Measurement & Evaluation Table:** Provide progress to date on the goals & objectives outlined in the M&E Table included with this Grant Agreement.

Additional Requested Information: Salesforce.com Foundation loves to celebrate and share our grantees' stories, and we encourage you to submit print-ready photographs or success stories from this grant period for internal and external use.



Attachment 2 – PROPOSAL AND BUDGET



Narrative Proposal

Organization Legal Name: Oakland Public Education Fund	
Mission Statement: The Oakland Public Education Fund leads the development and investment of community resources in Oakland public schools so that all students can learn, grow, and thrive.	
Grant Objective: To support Oakland Unified School District in the areas of computer science, mathematics, whole child supports, educator professional development, and innovation across middle schools.	
Requested Grant Amount: \$7,500,000	
Signee Contact Name: Ali Medina	Signee Contact Title: Executive Director
Signee Contact Phone Number: 707-849-2336	Signee Contact Email: ali@oaklandedfund.org
Report Contact Name: Bridget Daly	Report Contact Title: Corporate Partnerships Manager
Report Contact Phone Number: 510-221-6968	Report Contact Email: bridget@oaklandedfund.org
Mailing Address: PO Box 71005, Oakland CA 94612 USA	

Executive Summary

At the start of the coronavirus pandemic, Oakland school communities were immediately and deeply impacted and the Oakland Unified School District (OUSD) responded by prioritizing emergency relief to students and families. Since then, critical support from philanthropic and nonprofit partners for our food and technology distribution efforts and cash assistance program have gone far to address critical needs caused by the pandemic. At the time of the writing of this proposal, schools remain temporarily closed with plans to reopen guided by three factors: 1) transmission rates of COVID-19 in Alameda County, the city of Oakland, and school neighborhoods remaining below a safe threshold; 2) our successful negotiations and agreements with our Labor partners; and 3) our ability to fulfill the requirements of the California governor's school reopening plan, which are contingent upon the first two factors. We have worked diligently to prepare for meeting these requirements by developing a strong [reopening plan](#) in hopes for a 2021-22 return to in-person school. With these preparations, OUSD remains steadfast in the strategic priorities of this partnership which aims to remove barriers to learning, promote socio-emotional health, and accelerate academic achievement for all students.

While OUSD is able to meet select COVID needs, such as building upgrades and health screenings from CARES Act and state-level funding, **OUSD seeks to continue partnering with Salesforce to meet students' crucial learning and social-emotional needs, which are greater following two years of widespread educational disruption.** Since 2016, our work, supported by the Salesforce, bolsters school leaders, mathematics, computer science, newcomer supports, data management, middle school communication, and educator recruitment, retention, and professional development, all focused at the middle school level. This year, we remain committed to this work while also meeting needs that became even more pronounced during the pandemic: a Social-Emotional Learning Initiative to remove barriers to learning caused by the coronavirus pandemic, personalized supports for Newcomer students, and high dosage tutoring so students can catch up in math. We are inspired and driven by the opportunities for student success that a continued partnership makes possible, and are honored to submit this proposal to the Salesforce.com Foundation.

We are excited to request \$7,500,000 in grant funding from the Salesforce.com Foundation. Funding will support needs we know are particularly important after COVID, including strong STEM courses, learning loss recovery in math through Blueprint, whole child supports, educator success and continued transformation of the middle school experience. One new program this year is the Socio-Emotional Learning Initiative, designed to build resources at middle schools to support student wellness. We have also reimagined strategies across the board for achieving our partnership's goals in the context of the continued coronavirus pandemic. This grant will

benefit over 7,000 students, 71 percent of whom are considered underserved (based on the Local Control Funding Formula), and over 580 educators.

Background

OUSD prides itself on living its core values of Students First, Excellence, Equity, Integrity, Cultural Responsiveness and Joy. It is the largest school district in the East Bay serving nearly 36,000 students, 33 percent of whom are English Language Learners. Fortyfour percent of OUSD students are Latinx, 23 percent are African American, 12 percent are Asian, 12 percent are white, and 9 percent are other or multiple ethnicities. During the previous academic year (2019-20), 71 percent of OUSD students qualified for free or reduced price lunch, with a higher percentage of students expected to qualify this year due to the continued challenges and deep disparities associated with the coronavirus pandemic.

With the pandemic, OUSD's Superintendent Dr. Kyla Johnson-Trammell, prioritized three dire needs: 1) feeding hungry families, 2) bridging the digital divide to ensure students could access their remote classrooms, and 3) providing cash assistance to those who experienced a loss of income due to the pandemic. OUSD partnered with philanthropic, nonprofit, and government agencies to meet these needs. In collaboration with the Alameda County Food Bank and others, 24 "Grab and Go" meal distribution sites were established at District campuses for students and families to receive over four million meals, as well as groceries, feminine hygiene products, diapers and other essential items. As part of our [#OaklandUndivided](#) campaign OUSD partnered with [Tech Exchange](#) to survey all OUSD families on their technology needs and, in partnership with the City of Oakland, fundraised over \$13 million to purchase more than 30,000 Chromebooks and 10,000 internet hotspots to students who needed them to ensure every student could continue to learn remotely. Through funds raised from the giving community, the Ed Fund coordinated with school and District leaders to manage a rapid relief program that granted over \$1M in cash disbursements to families impacted by pandemic-related income loss.

With these plans in place for the 2021-22 school year, OUSD now faces two new challenges associated with reopening school campuses: ensuring the health and safety of students, teachers, and staff during in-person instruction, and addressing learning loss. We believe that the costs of personal protective equipment, improved ventilation, and electro-static cleaners will be paid for with \$57M in funding provided by the State of California and the CARES Act. The final challenge, learning loss, OUSD is honored to partner with Salesforce in addressing. This proposal reflects our strategies to accelerate learning, further prepare educators to provide remote or hybrid instruction that effectively addresses learning loss, and address students' trauma and socio-emotional challenges caused by the pandemic. Our proposal includes the Socio-Emotional Learning Initiative born directly out of pandemic-related needs and also honors the powerful initiatives that have been built and sustained over the five years of this partnership. Initiatives are aligned with core District strategies and remain critical, even while the pandemic continues. Whether new this year or continued, every initiative in this proposal will be conducted remotely until it is safe to do otherwise and will emphasize fostering student engagement, enabling effective remote learning practices, and accelerating learning.

Specific milestones of our partnership include:

- **Computer Science:** Over 1,900 students took computer science during the 2020-21 school year with the demographics reflecting the school district as a whole.
- **Mathematics:** 368 middle school students enrolled in the Blueprint Math Fellows Program, with even more reaping the benefits of Blueprint Fellow "push-in" supports provided during core math classes. 93% of students agreed with the statements, "I have learned a lot from being in my Math Fellows class," and, "The work I do in my Math Fellows group helps me in my [core] math class."
- **Newcomer Wellness Initiative:** 100 percent of newcomer students in our 15 newcomer programs have access to and benefit from the work of the newcomer social workers. This year, newcomer social workers support over 1,500 newcomers by distributing technology to students for remote learning and

offering tech support, addressing housing, food, legal, and medical needs, and connecting students with counseling, group therapy, and case management.

- **Community Engagement:** All together, over 300 volunteers have provided over 3800 hours of ongoing virtual support in fall 2020 alone. Over 350 volunteers have participated in over 1000 hours of virtual special events after the first half of the 2020-21 school year, with additional events planned for the remainder of the spring semester. All together, community support has provided over 5000 direct virtual service hours to Oakland teachers and students.

Project Description: Goals, Activities, and Outcomes

Goal 1. Equity/Whole Child: Expand whole child supports as well as educational and wellness outcomes for middle school students including newcomers.

In the context of the devastating health and economic impacts of the coronavirus pandemic and the needs of our school community, we are maintaining our Newcomer Wellness Initiative as well offering new supports to re-engage and support students. We are excited to establish our Socio-Emotional Learning Initiative whereby Culture/Climate Teams are implemented at every middle school without one, and existing Culture/Climate Teams are bolstered with additional training and resources in an effort to remove barriers to learning and further engage students in their education. This initiative will integrate academic and socio-emotional support systems to holistically address learning loss and mental health issues caused by the pandemic. More about each program is below.

- **Newcomer Wellness Initiative:** The Newcomer Wellness Initiative works to meaningfully fulfill the District's commitment to provide intensive supports to students in OUSD's secondary newcomer programs. The pandemic has escalated and transformed the work of providing these intensive supports on a range of issues. While connecting families with resources in the community has always been a priority for the team of Clinical Newcomer Social Workers, the pandemic has intensified the needs for various forms of assistance, and newcomer social workers are working to bridge those gaps. In addition to providing in-person, socially distanced visits to many newcomers to connect them with food, supplies, and technology, the team has also established processes to perform clinical work in an online context, using technology to provide mental health support. Newcomer Social Workers seek to build school capacity to support and engage newcomer students, thereby increasing their sense of connectedness to school, improving their attendance, and ultimately stemming the high rates of attrition from school seen with this population. During distance learning, amplifying District initiatives to provide technology and support student attendance has been critical work, as recent immigrant families may need additional support to leverage the resources in place to support their student's attendance. In the 2021-22 school year, the program aims to intensify support in the middle school grades and work with families as they regain their footing after pandemic disruptions.
- **Behavioral Health Support:** OUSD will continue providing specialized resources to our most vulnerable students, many of whom are experiencing heightened stress and mental health issues made worse by the pandemic. In coordination with school Coordination of Services Teams¹ (COST), therapists are reaching out to missing students and inform them of available counseling support. Additionally, case managers carry out outreach efforts including home visits (when safe), mentoring, incentivizing students, and linking students to much needed services. In addition to engaging our disconnected students, case managers will play a greater role in implementing restorative justice practices upon return to in-person instruction. In alignment with OUSD's [George Floyd Resolution](#) to eliminate the Oakland School Police

¹A Coordination of Services Team is a school site multidisciplinary team that provides early identification, intervention, service coordination and monitoring of progress for students experiencing academic, attendance, behavior/social, or health problems that impact school success.

effective January 1, 2021, students who are struggling to re-enter school and re-engage proactively with peers warrant Tier II support to prevent conflicts from escalating to violence and police intervention.

- **Socio-Emotional Learning Initiative:** Our Socio-Emotional Learning (SEL) Initiative will begin to address the profound impact the coronavirus pandemic has had on students' wellness and engagement in their education. This initiative aims to make students feel more engaged in their education and remove socio-emotional barriers to learning. OUSD's middle schools have long experimented with various approaches to improving school culture and climate, including [Positive Behaviors, Interventions, and Supports](#) (PBIS), restorative justice, and socio-emotional learning (SEL). We will establish new Culture/Climate Teams at every middle school to proactively monitor students' needs and ensure effective implementation and data-based progress monitoring of SEL strategies.

Activities

1. Partner with a team of Clinical Newcomer Social Workers (including a Program Manager) to provide case management in secondary newcomer programs, including the following:
 - a. Provide intensive clinical case management, group therapy, and crisis response for students at high risk of attrition.
 - b. Participate in attendance interventions to newcomer students and families.
 - c. Work collaboratively with all service providers on campus to address urgent newcomer needs such as housing, transportation, legal support, and food insecurity which may prevent them from attending or succeeding in school.
 - d. Bolster secondary newcomer students' sense of inclusion and access to services through orientation, workshops, and peer-led community building projects throughout the year.
2. Provide ongoing professional development and job-aligned materials/resources to Newcomer Social workers.
3. Institute a Case Manager at six OUSD middle schools to provide outreach and engagement to students with highest absenteeism rates including Black students, homeless students, foster youth, English language learners, and students with disabilities. Case Managers will provide mentoring, incentives, and referrals to counseling, and other supportive services.
4. Implement Culture/Climate Teams at each of the eleven middle schools, train each in the latest SEL strategies to increase positive behavior, and support them to monitor key data points, starting with suspensions and expulsions.

Outcomes

- 95% of newcomers (1,950 newcomers) in secondary programs have access to a Newcomer Social Worker as measured by newcomer enrollment in programs as well as staffing levels.
- 20% decrease in the percent of newcomers who are chronically absent as compared to the 2020-21 school year
- 10% increase in newcomer student perceptions of inclusion and support as measured by the annual engagement survey.
- 150 middle school students will receive Tier II early intervention services with an average caseload of 25 students per school.
- 80% of students served by a case manager will show increased attendance and engagement in school as measured by reductions in chronic absenteeism before and after working with case manager.
- 5% average suspension rate across OUSD middle schools, which is a decrease from 7.5%.
- 10% average suspension rate of our African American students, down from 16.2%.
- 3% average suspension rate of our Latinx students, down from 5.4%.

Goal 2. Educator Success: Continue principal support to middle school principals and improve the recruitment, retention and quality of middle school teachers to address post-pandemic challenges.

As highlighted by the pandemic, our teachers and school leaders need support to provide equitable, quality instruction especially in challenging times. Support for our educators in the form of professional development as well as middle school supports are critical to addressing learning loss and ensuring students have the resources required to achieve academically and grow socio-emotionally. We believe the Principal's Innovation Fund and our recruitment and retention strategies remain the most important educator investments in post-pandemic schooling because they ensure we have a strong foundation of educators with the right skills to equitably address widespread learning loss, support students' socio-emotional development, and contribute to a positive school climate and culture.

- **Principal's Innovation Fund:** The Principals Innovation Fund (PIF) provides a unique opportunity for Oakland middle school principals to introduce dynamic solutions to address the quickly changing and deepening needs of students, their families, and educators in light of the coronavirus pandemic. PIF has funded academic intervention programs, professional development programs, technology, and other learning materials for families. For the 2021-22 school year, principals will be issued new guidance to include additional investments in activities and programs that accelerate academic achievement to address learning loss precipitated by the pandemic.
- **Educator Recruitment and Retention:** Given the challenges of teaching during the pandemic, we are preparing for a large percentage of teachers to retire or leave the profession in the next few years. To address this, the Salesforce investment in Middle School Talent Development will help Oakland recruit new educators. We will continue to build ways educators can advance in their profession, including our career lattice across middle schools. As students begin to address the learning loss that has occurred due to the coronavirus pandemic, they will need qualified teachers who have the skills to accelerate student learning and are prepared to create deep roots in their school community.
- **Educator Professional Learning:** The coronavirus pandemic shows the need for excellent professional learning as teachers have had to learn how to teach students remotely for the first time. This involves new online platforms, student engagement strategies, and ways of organizing curriculum to accommodate reduced synchronous teaching time. Teachers must master core academic content while also ensuring they are equitably reaching students most impacted by the pandemic. [UnboundEd's Standards Institute](#) has been a well-regarded resource for teaching equitable instructional practices that help close the opportunity gap. Since the pandemic began, they have updated their offerings to provide their courses virtually, enabling Oakland educators to safely participate in their course offerings to advance their teaching practice.

Activities

1. Provide PIF funding to 19 middle schools using an equity-based formula:
 - a. Tier 1 - Base: All 19 schools receive the base amount of \$100,000.
 - b. Tier 2 - Local Control Funding Formula (LCFF) Enrollment: Schools that enroll over 190 students who qualify for LCFF in grades six through eight will be eligible for the next tier. Tier 2 funds will be allocated an additional \$70 per LCFF-qualified student.
 - c. Tier 3 - Academic Need: Schools who qualify for Tier 2 and have a "distance from met" SBAC average greater than 100 points in both math and English language arts will be allocated an additional \$180 per LCFF-qualified student.
2. Continue to employ a dedicated Middle School Talent Development Associate (TDA) to lead the development and retention of middle school staff and educators. Activities include:
 - a. Provide career lattice development for classified support staff, afterschool staff, and other non-teaching support staff who aim to transition to teaching in middle school;

- b. Support workforce development for teachers who have substandard, emergency permits, or intern credentials to obtain a clear (permanent) credential to help them teach middle school;
 - c. Support mid-career teacher leaders with professional development to sustain their growth and retain them in the middle school network; and
 - d. Maintain a new leader induction and mentorship structure to sustain strong middle school performance for leaders.
3. Provide stipends to 100 middle school teachers to participate in [UnboundEd's multi-day Standards Institute](#) to build their capacity to backwards plan from standards, assess student learning, and utilize adopted curricula to move students to grade level. The institute will also emphasize the development of culturally-responsive and asset-based practices.

Outcomes

- 95% of school leaders will report that PIF grants have enabled their schools to innovate and create 21st century opportunities for their students.
- 45% of all teachers are hired with preliminary and clear credentials.
- 35% of all support staff seeking further education and teacher licensure are African American and 40% are Latinx.
- 76% of teachers remain year-to-year and 51 percent remain for three years.
- 100 middle school teachers in two core content areas (math and English language arts) will participate for the first time in UnboundEd's Standards Institute professional development.
- 85% of teachers will agree/strongly agree that the Standards Institute prepared them to:
 - Explain why access to standards-based instruction is an equity issue
 - Identify and challenge deficit thinking in our classrooms by engaging students' culture, language, and experiences
 - Explain how standards are organized at their grade level and provide examples of how progressions can be used to move students toward grade-level standards
 - Describe how core curriculum is designed to teach standards and use standards to evaluate lessons/tasks.

Goal 3. Mathematics: Increase resources to middle school math teachers and students to accelerate learning and ensure more students perform closer to, or at grade level.

In Spring 2020, the pandemic caused a significant disruption to learning. The result is significant learning loss with students now only learning an estimated 60 percent of the math concepts during distance learning. OUSD has leveraged two critical resources through the Salesforce partnership to address this learning loss in math: Common Core Teachers Leaders for math (CCTL) and Blueprint Math Fellows Program.

- **Common Core Teacher Leaders for Math:** CCTLs provide the curriculum planning, teacher coaching, and professional development required to maintain a strong cohort of math teachers who are prepared to meet the needs of struggling students, who now are further behind since the pandemic. CCTLs support teachers through virtual professional learning that address remote teaching techniques. CCTLs also ensure the learnings and practices from annual summer institutes are sustained by providing ongoing classroom-based coaching around those topics. CCTLs also provide high quality instruction directly to students for 40 percent of the week. In addition to ensuring math teachers are properly resourced to address their student's learning loss, the goals and theory of action for CCTLs remain the same as previous years: to support teachers with professional learning and coaching, analyze data to track successful student learning strategies over time, and ultimately improve student outcomes in math.
- **Blueprint Math Fellows Program:** The [Blueprint Math Fellows Program](#) accelerates learning in math for students who are multiple years below grade level in math. Blueprint Fellows work with a maximum of four students per session, allowing individualized instruction and the opportunity to purposefully address gaps in foundational mathematics knowledge while building students' ability to problem solve and think

critically. The instruction students receive is aligned with their core math class. In response to COVID, Blueprint designed and implemented innovative remote learning program models including remote Blueprint Math classes, “push-in” classroom support, and small group summer learning sessions. In addition, Blueprint has established its first ever partnership with OUSD’s Expanded Learning Program to support OUSD’s summer school program and also offered a free five-week summertime remote math tutoring program to all OUSD middle school students. These activities leave Blueprint well-prepared to support OUSD students during both remote and regular instruction.

Activities

1. Retain four CCTLs at Frick United School of Language, United for Success Academy, West Oakland Middle School, and Westlake Middle School who will be instructional facilitators and coaches to math teachers, as well as work directly with students farthest from success.
2. Provide structured convenings for CCTLs to develop their leadership and coaching practices and receive professional development. These structured convenings include:
 - a. Weekly Math Coaching Collaborative to support CCTLs to be lead learners in unpacking standards and curriculum;
 - b. Monthly “one-to-one” to check in on PLC goals and artifacts and visit classrooms to gather data on teacher and student practice.
3. Provide structured convenings for CCTLs to develop their practice and receive professional development with their teacher teams. These structured convenings include:
 - a. Summer Institute for new teachers to receive foundational training and for returning teachers to receive advanced training on standards and curriculum;
 - b. Monthly site-based PLCs will expand Summer Institute learning to increase collaboration, shared practice, and professionalism among our math educators;
 - c. Monthly professional development sessions for all teachers with a focus on understanding and implementing standards and curriculum; and
 - d. Registration to the [California Math Council North Annual Conference](#) at Asilomar for site math teams to engage in shared learning that will inform their PLC work in the second semester.
4. Contract with the Blueprint Math Fellows Program to recruit and hire Blueprint Fellows to provide small group instruction to targeted Oakland middle schools for the 2021-22 school year to improve math proficiency levels. Blueprint Fellows will:
 - a. Be integrated into school-wide professional development and math PLCs which allows for collaboration with OUSD teachers regarding math content and instructional routines;
 - b. Build strong relationships with students to boost their self-confidence and commitment to their education.
 - c. Teach remote Blueprint Math classes, provide “push-in” classroom support, and conduct small group summer learning sessions.

Outcomes

- 15 point average growth on the SBAC math assessment for schools with CCTLs.
- 320 students will be enrolled in a Blueprint Math class.
- 20% average growth on SBAC scores for students enrolled in Blueprint.
- 30% decrease in students in Blueprint who are three or more years below grade level in math.
- 2 times increase in SBAC math assessment for Blueprint students compared to demographically similar non-participant students.

Goal 4. Computer Science: Improve the quality of the middle school computer science program to prepare youth for the workforce of the future.

We aim to continue to support quality computer science education at the middle school level with an added emphasis on supporting the learning loss sparked by the coronavirus pandemic. This added focus takes the form of continued educator development with both computer science and remote learning instruction, as well as an additional summer program to promote hands-on learning and improve student access to technology.

- **Computer Science Education:** The pandemic has shown how critical computer literacy has become as all services and functions have moved online. This is especially true for students and families. A quality computer science education provides students with the skills necessary to participate in future college and career opportunities which will continue to require fluency in technology even after the pandemic. More than that, exposure to dynamic computer science learning experiences in middle school sparks students' excitement in STEM and opens doors that have traditionally been closed to many students in high school and beyond. We aim to support our computer science teachers through computer science-specific professional development. The pivot to remote learning at the start of the coronavirus pandemic was challenging, but through Salesforce.com Foundation funding, our CS community of practice helped computer science teachers to share their experiences and best practices. This year's CS summer program will teach students the technical skills to conduct computer and other hardware repair, something crucial after nearly two years of remote instruction. This knowledge will supplement their computer science skills while also replenishing the stock of computers in circulation, ensuring every student has a working computer. In the fall semester, students will operate a help desk to offer tech support to their peers.

Activities

1. Provide middle schools with funding for one or more 0.65 FTE computer science teacher(s) depending on the size of school.
2. Provide summer training focused on curriculum and content knowledge to all newly hired computer science teachers.
3. Enroll all new and returning teachers in the computer science community of practice to develop, present, and share best practices both within OUSD as well as with the larger computer science teacher community.
4. Work with counselors to promote computer science and enroll students who are traditionally underrepresented.
5. Create a summer program in partnership with the afterschool office for students to learn how to repair laptops and run a help desk at their school in the fall.

Outcomes

- 7,000 middle school students enrolled cumulatively in computer science since the start of the Salesforce-Oakland partnership (2016-17).
- 2,000 students take computer science during the 2021-22 school year.
- 26% of students enrolled in computer science are African American.
- 43% of students enrolled in computer science are Latinx.
- 75% of students receive an A or B grade in their computer science class.

Goal 5. Supporting Community Investment and Promoting Successes: Rally community support, increase investment in our youth, and promote middle school successes.

Community investment in Oakland schools has never been more critical. As much support from community members, the giving community, and local businesses and agencies as possible is needed to address the impact the coronavirus pandemic has had on students including learning loss, a significant reduction in

resources, and the isolation inherent in the shelter-in-place order. With Salesforce's support, we aim to fortify our middle schools specifically through continued culture building, volunteer investment, improved coordination of community school services, and targeted fundraising efforts.

- **Middle School Marketing Initiative:** The Middle School Marketing Coordinator has played a critical role in addressing two significant challenges that hamper our ability to properly resource and support our middle school programming: a decline in student enrollment and the recruitment and retention of teachers, both at the middle school level. This position leads the [Oakland in the Middle Initiative](#) which is tailored to the students, staff, and families currently in our middle schools, as well as prospective fourth and fifth grade families considering their middle school options, and leverages social media and marketing strategies to celebrate the powerful programming and initiatives happening in our schools. In particular, the Initiative uplifts and empowers the voices of students by leveraging social media platforms to share what daily life looks like in middle schools in students' own words. The Initiative highlights the incredible educators that put our middle schools on the cutting edge of innovative practices and programs such as computer science, multilingual pathways, restorative justice, social-emotional learning, and high quality, rigorous, and engaging instruction available to students, both in-person and remotely.
- **Oakland School Volunteers:** The Oakland School Volunteers (OSV) program supports high-quality, engaging, and inspiring public education through community engagement. In light of the pandemic, the OSV program is now supporting distance learning via Zoom Assistants (who support virtual classes) and Virtual One-on-One Academic Tutors (who support outside of class time). The program is so successful that volunteers will continue to provide virtual tutoring even after schools are reopened for in-person instruction. OSV provides virtual Career Coaches to high school students to support professional skill-building, college and scholarship applications, capstone presentation support, and career exploration activities all of which remain high priority areas of support in a post-COVID world. Our Adopt an Oakland School (AaOS) Program, which includes Salesforce's "Circle the Schools" program, serves twelve middle schools, now virtually through career panels, authentic project feedback, mock interviews, and workshops. The annual OSV volunteer event series has also transitioned into the virtual environment including our [Heritage Month Read-Ins](#) and [Computer Science Education Week](#) which offers webinars, virtual demonstrations, interactive career panels, and more.
- **Data Management:** OUSD seeks to operationalize our mission to educate and serve the whole child through a comprehensive student data management system. OUSD has developed a comprehensive range of student and family services, many provided by public and community based partners, and organized at the school level through COST teams, attendance teams, instructional leadership teams, and school governance teams. These teams are data driven, however, many gaps, silos, and passive systems create barriers to readily identify, coordinate, progress monitor, communicate, and track results for students. In addition, as the coronavirus pandemic wages on and all teaching and learning is done remotely, it is more important than ever to promote staff competency and system transparency to ensure students remain connected to vital resources. To address these challenges, OUSD needs a data management leader with both adaptive and technical skills to help and train staff across departments and at schools to best use current systems, support the development of enhanced or new tools, and most importantly, lead change management. Our ultimate goal is a state-of-the-art whole child data system that ensures timely, equitable, and effective individualized student success plans that lead to improved student outcomes.
- **Oakland Public Education Fund Gala:** The Ed Fund's continued support of the District is critical while we both navigate the pandemic and prepare to reopen schools. Funds raised through our virtual gala allow the Ed Fund to continue to raise money through our [COVID-19 Rapid Relief program](#) which supports cash assistance to families of students directly impacted by the pandemic, as well as technology and food distribution. It also allows us to continue to raise funds for the [Oakland Undivided](#) campaign to close the digital divide and our Community Learning Hubs Initiative to provide safe in-person learning for students

with disabilities and those who need additional academic support. Finally, funds raised at our gala support our [A to Z Fund](#) which offers mini-grants directly to teachers for professional learning opportunities as well as virtual classroom projects that bring core curriculum to life with hands-on, at home projects. The gala celebrates these initiatives with local leaders from government, business, nonprofit, and philanthropic sectors, galvanizing their ongoing support for public education in our city.

Activities

1. Hire a Middle School Marketing Coordinator to lead the Oakland in the Middle Initiative, including producing regular episodes on the Oakland in the Middle video channel and publishing content daily on other OUSD social media channels.
2. Coordinate the AaOS program to match local businesses with schools to host relevant and engaging volunteer projects.
3. Recruit, screen, train, and match community volunteers to fulfill educator requests for ongoing volunteer support.
4. Host the annual volunteer event series to build community through Read-Ins, Computer Science Education Week, and Campus Beautification if possible.
5. Maintain a Data Management Specialist to:
 - a. Convene and project manage a cross-departmental/school staff design, coordination, and implementation of the whole child data team.
 - b. Develop and provide a menu of trainings on the various components of the whole child data system.
 - c. Liaise and coordinate with the OUSD technology services department and any third party consultants or firms that may be related to the development and/or maintenance of the whole child data system.
 - d. Troubleshoot at the systems, school team, and staff levels any customized issues that arise in the launch, implementation, or development of the whole child data system.
6. Host an Oakland Public Education Fund gala to celebrate the accomplishments of OUSD and galvanize the giving community.

Outcomes

- 48 relevant and engaging events hosted with “adopted” schools to demystify future opportunities in STEM for students.
- 315 new first-time ongoing community volunteers, Career Coaches, and parent/guardian volunteers cleared to volunteer.
- 5 week-long volunteer events hosted for the annual event series.
- 10% increase in sixth grade middle school enrollment over the next three years.

Timeline

Program Area	Q1 July 1 - Sept 30 2021	Q2 Oct 1 - Dec 31 2021	Q3 Jan 1 - March 31 2022	Q4 April 1 - Jun 30 2022
ComputerScience	<ul style="list-style-type: none"> ● Onboard new teachers 	<ul style="list-style-type: none"> ● Conduct outreach to principals and schools to find excellent candidates to apply for a computer science 	<ul style="list-style-type: none"> ● Enroll and support supplemental credential candidates. ● Analyze data to see if incentive structure was 	<ul style="list-style-type: none"> ● Determine required number of positions required per school for the following year. ● Finalize hiring for

		supplemental credential.	successful in increasing enrollment including that of underserved students in computer science.	the next school year.
	<ul style="list-style-type: none"> ● New teachers participate in a week long summer training. ● Enroll new and returning teachers in computer science PLC. ● Assist returning teachers in applying to conferences to highlight key learnings for the previous year. 	<ul style="list-style-type: none"> ● Offer professional development to teachers based on identified needs on the 2nd Wednesday of each month. ● Facilitate the PLC for computer science teachers 	<ul style="list-style-type: none"> ● Continue to offer focused professional development. ● Continue to facilitate PLC for computer science teachers. ● Conduct review of achievement data and identify key areas to focus on teacher learning for the summer and next year. 	<ul style="list-style-type: none"> ● Host computer science professional development after school focusing on key learning needs identified throughout the year. Led in part by successful OUSD computer science teachers. ● Enroll new teachers in summer training.
	<ul style="list-style-type: none"> ● Offer initial engagement to counselors around computer science, focused on the opportunities it provides students and those groups which are traditionally underserved. ● Listen to the challenges that counselors and schools face in enrolling more students in CS classes. 	<ul style="list-style-type: none"> ● Form a focus group of counselors to work on solutions for computer science enrollment challenges. ● Present these solutions for feedback at another counselor engagement event. 	<ul style="list-style-type: none"> ● Work with counselors to implement plans for increasing computer science engagement. 	<ul style="list-style-type: none"> ● Synthesize counselor learnings from previous year. ● Plan counselor engagements for next year.
	<ul style="list-style-type: none"> ● Enroll students in summer program. ● Teach basic laptop repair to students. ● Plan and organize helpdesk for school in fall. 	<ul style="list-style-type: none"> ● Set up helpdesk at school. ● Students begin fixing broken computers for their school. 	<ul style="list-style-type: none"> ● Students continue to fix broken computers for their school. 	<ul style="list-style-type: none"> ● Students continue to fix broken computers for their school. ● Recruit and enroll students for summer program.
Common Core Teacher Leaders	<ul style="list-style-type: none"> ● Initial training of CCTLs. 	<ul style="list-style-type: none"> ● Ongoing professional 	<ul style="list-style-type: none"> ● Ongoing professional 	<ul style="list-style-type: none"> ● Ongoing professional

for Math		development for CCTLs.	development for CCTLs.	development for CCTLs.
	<ul style="list-style-type: none"> ● Placement of CCTLs at target middle schools. 	<ul style="list-style-type: none"> ● Monthly site visits to gather data on PLC and classroom practices. 	<ul style="list-style-type: none"> ● Monthly site visits to gather data on PLC and classroom practices. 	<ul style="list-style-type: none"> ● Monthly site visits to gather data on PLC and classroom practices.
	<ul style="list-style-type: none"> ● Summer secondary math professional development institutes. 	--	<ul style="list-style-type: none"> ● Midyear review of CCTLs implementation, including student progress. 	<ul style="list-style-type: none"> ● End of year review of CCTLs coaching.
Blueprint Math Fellows	<ul style="list-style-type: none"> ● Initial summer professional development for Blueprint Fellows and site managers scheduled and completed. 	<ul style="list-style-type: none"> ● Ongoing professional development for Blueprint Fellows and site coordinators scheduled and completed. 	<ul style="list-style-type: none"> ● Mid-year Fellow and Site Manager evaluations. 	<ul style="list-style-type: none"> ● Assess Fellows who want to return for the 2022-23 academic year. ● Partner with OUSD to provide pathways for Blueprint Fellows to pursue teaching credentials. ● Recruitment of new Blueprint Fellows for following year.
	<ul style="list-style-type: none"> ● Launch Blueprint Fellows in partner schools. 	<ul style="list-style-type: none"> ● Analyze the beginning of year SMI and STAR results. 	<ul style="list-style-type: none"> ● Analyze mid-year SMI and STAR results. 	<ul style="list-style-type: none"> ● Annual review of implementation, including student progress.
	<ul style="list-style-type: none"> ● Analyze 2020-21 SBAC results as available. 	<ul style="list-style-type: none"> ● Initial quality monitoring site visits to assess the program and make adjustments as necessary. 	<ul style="list-style-type: none"> ● Second quality monitoring site visit to assess the program and make adjustments as necessary. 	<ul style="list-style-type: none"> ● Determine partner schools and students for 2022-23.
Educator Support - Recruitment and Retention	<ul style="list-style-type: none"> ● Staffing across middle schools evaluated; needs assessment conducted. 	<ul style="list-style-type: none"> ● Talent Development Associate supports continuous monitoring of staffing. 	<ul style="list-style-type: none"> ● Recruitment season for 2022-23 launches. 	<ul style="list-style-type: none"> ● The majority of hiring and staffing is completed for 2022-23.

	<ul style="list-style-type: none"> ● Teachers with emergency permits and intern credentials are matched with job aligned mentors, oriented to next steps. 	<ul style="list-style-type: none"> ● Enrollment of middle school support staff in teaching support program. ● Application and program review support provided in small communities of experienced teachers across middle schools. 	<ul style="list-style-type: none"> ● Middle school support staff enrolled in the program, begin first cohort meetings and mentor assignments. 	<ul style="list-style-type: none"> ● Middle school staff continue to meet in cohorts, are enrolled in school, and are engaged in progress monitoring.
	<ul style="list-style-type: none"> ● Opportunity fair and programming organized to support teacher development. 	<ul style="list-style-type: none"> ● Tutoring and test preparation programs launch for teachers; credential information sessions held. 	<ul style="list-style-type: none"> ● Ongoing application, individualized counseling, and testing support for emergency permitted and intern teachers. 	<ul style="list-style-type: none"> ● Staffing review of emergency permitted and intern teachers to ensure completion of requirements.
	<ul style="list-style-type: none"> ● Leaders are assessed for credentialing needs and paired with induction or mentor support. 	<ul style="list-style-type: none"> ● Continued mentorship and support of new leaders in partnership with Network Superintendent. 	<ul style="list-style-type: none"> ● Continued mentorship and support of new leaders in partnership with Network Superintendent. 	<ul style="list-style-type: none"> ● Review of year for new leaders; mutual feedback and support in transition to 2022-23.
Educator Support - Professional Learning	--	<ul style="list-style-type: none"> ● Set dates and recruitment strategy for June Standards Institute. 	<ul style="list-style-type: none"> ● Recruit and register participants for June Standards Institute 	<ul style="list-style-type: none"> ● Educators participate in June Standards and Equity Institute.
Newcomer Wellness Initiative	<ul style="list-style-type: none"> ● Sharing of transition information between team members supporting newcomer students moving between schools. 	<ul style="list-style-type: none"> ● Ongoing clinical case management to address mental and physical health needs and access to services, legal needs, housing, food security, etc. 	<ul style="list-style-type: none"> ● Ongoing clinical case management to address mental and physical health needs and access to services, legal needs, housing, food security, etc. 	<ul style="list-style-type: none"> ● Evaluation of impact of absence interventions, reflection and planning for next year. Preparing to share transition information for newcomers moving to other schools.
	<ul style="list-style-type: none"> ● Establishment of COST teams, initial clinical and case management caseloads. 	<ul style="list-style-type: none"> ● Ongoing development of caseloads as students enroll; development of 	<ul style="list-style-type: none"> ● Tier 1 Community Building projects to support integration of newcomers and 	<ul style="list-style-type: none"> ● Closing out of clinical case loads, preparing for transfer of information for

		groups according to assessed needs.	non-newcomers.	newcomers moving schools.
	<ul style="list-style-type: none"> Initial orientation sessions and informational workshops for large number of new students who begin each fall. 	<ul style="list-style-type: none"> Administration of Secondary Newcomer Engagement survey. 	<ul style="list-style-type: none"> Ongoing case management and intervention for chronically absent newcomers. 	<ul style="list-style-type: none"> Year-end retreat, reflection and evaluation of survey data to improve services for the following school year.
	--	<ul style="list-style-type: none"> Ongoing orientations and workshops for newly enrolled students. 	<ul style="list-style-type: none"> Ongoing orientations and workshops for newly enrolled students. 	--
Social Emotional Learning	<ul style="list-style-type: none"> Schools establish Culture/Climate teams. Culture/Climate teams collect baseline data. 	<ul style="list-style-type: none"> Culture/Climate teams collect and review data and adjust strategies to improve outcomes for the next quarter. 	<ul style="list-style-type: none"> Culture/Climate teams review data and adjust strategies to improve outcomes for the next quarter. 	<ul style="list-style-type: none"> Culture/Climate teams review data and adjust strategies to improve outcomes for the next year.
Middle School Marketing	<ul style="list-style-type: none"> Weekly Oakland in the Middle video release. 	<ul style="list-style-type: none"> Weekly Oakland in the Middle video release. 	<ul style="list-style-type: none"> Weekly Oakland in the Middle video release. 	<ul style="list-style-type: none"> Weekly Oakland in the Middle video release.
	<ul style="list-style-type: none"> Enrollment Campaign-Start of School. 	<ul style="list-style-type: none"> Enrollment Campaign-Kick Off. 	<ul style="list-style-type: none"> Support school tours and elementary school outreach. 	<ul style="list-style-type: none"> Spring enrollment campaign-Acceptance Letters.
	--	<ul style="list-style-type: none"> Send mailers and postcards to prospective families. 	<ul style="list-style-type: none"> Phone calls and outreach to families who have not enrolled. 	--
	--	<ul style="list-style-type: none"> Athletics program broadcast. 	<ul style="list-style-type: none"> Athletics program broadcast. 	<ul style="list-style-type: none"> Athletics program broadcast.
	<ul style="list-style-type: none"> Teacher of the Month nominations. 	<ul style="list-style-type: none"> Teacher of the Month celebration. 	<ul style="list-style-type: none"> Teacher of the Month celebration. 	<ul style="list-style-type: none"> Teacher of the Month celebration.
Oakland School Volunteers	<ul style="list-style-type: none"> Host 12 events with "adopted" schools. 	<ul style="list-style-type: none"> Host 12 events with "adopted" schools. 	<ul style="list-style-type: none"> Host 12 events with "adopted" schools. 	<ul style="list-style-type: none"> Host 12 events with "adopted" schools.
	<ul style="list-style-type: none"> Clear 100 new ongoing volunteers. 	<ul style="list-style-type: none"> Clear 100 new ongoing volunteers. 	<ul style="list-style-type: none"> Clear 100 new ongoing volunteers. 	<ul style="list-style-type: none"> Clear 40 new ongoing volunteers.
	--	<ul style="list-style-type: none"> Latinx Read-In Week 	<ul style="list-style-type: none"> African American Read-In Week 	<ul style="list-style-type: none"> Asian Pacific American Read-In

		<ul style="list-style-type: none"> ● Computer Science Education Week 		<p>Week</p> <ul style="list-style-type: none"> ● LGBTQ+ Read-In Week
Data Management	<ul style="list-style-type: none"> ● Assess the implementation of the whole child data system and develop a plan to expand. ● Develop and implement a menu of technical supports and training to be provided. 	<ul style="list-style-type: none"> ● Convene the whole child data systems team. ● Assess the status of the whole child data system. ● Identify areas of expansion or maintenance for the data system. ● Assess needs of key stakeholders to fully embrace and utilize the whole child data system. 	<ul style="list-style-type: none"> ● Develop a menu of technical supports and training to be provided. ● Provide ongoing trainings to relevant stakeholders. ● Manage and maintain data system and associated partnerships. 	<ul style="list-style-type: none"> ● Continue to develop and implement trainings. ● Develop a plan for expansion of whole child system inclusive of funding opportunities.
The Ed Fund Gala	--	--	--	<ul style="list-style-type: none"> ● Host gala to celebrate District accomplishments and galvanize giving community

List of Current Board Members and Affiliations

Board Member Name	Business / Organizational Affiliation & Title
Helen Bulwik	Pacific Art Group
Betsy Beros	Jordan Real Estate Investments
Marjorie Goux	Clif Bar
Rupa Chandra Gupta	Sown to Grow
Loraine Binion	University of California, Berkeley
Will Hobbs	Community Bank of the Bay
Betsy Merzenrich	Hirsch & Associates
Tom Low	Pivot Partners
John Palmer	Orrick
Cari Jacobs	Torch

List of Top Ten Major Funders

Funder Name	Amount Rec'd in Most Recently Closed Fiscal Year (USD)
Fidelity Charitable Gift Fund	\$10,000,000.00
Salesforce.com Foundation	\$9,000,000.00
David and Lucile Packard Foundation	\$1,182,500.00
San Francisco Foundation	\$1,153,400.00
Intel	\$1,000,000.00
Hellman Foundation	\$980,000.00
New Venture Fund	\$900,000.00
Silicon Valley Community Foundation	\$700,000.00
Gilead Sciences Inc	\$575,000.00
Koshland Foundation	\$510,000.00

List of Key Staff

Alexandria Medina, Executive Director, Oakland Public Education Fund. Alexandria brings over 19 years of experience in designing alternative education experiences to youth across the Bay Area. She is a graduate of the University of California, Berkeley and earned a Masters in Educational Leadership from California State University, East Bay.

Jonathan Osler, Senior Director of Programs, Schools, and Learning, Oakland Public Education Fund. Jonathan has been involved in public education for nearly 20 years. Prior to joining the Ed Fund, Jonathan led the San Francisco Teacher Residency, was a co-principal and assistant principal in both Oakland and Alameda Unified School Districts, coached new teachers in Los Angeles, and taught math and community organizing at a small public school in Brooklyn, NY.

Bridget Daly, Corporate Partnerships Manager, Oakland Public Education Fund. Bridget has worked for The Ed Fund since 2015 where she has served in multiple capacities, including Executive Assistant and Development Associate. She received her bachelor's degree in Philosophy from San Francisco State University.

Kyla Johnson-Trammell, Superintendent, Oakland Unified School District. Superintendent Johnson-Trammell has spent the last 19 years developing her skills as both an educator and administrator and has served students in several capacities including: elementary school teacher; middle school assistant principal; elementary school principal; Director of Talent Development; Associate Superintendent for Leadership, Curriculum, and Instruction; Network Superintendent and Interim Deputy Superintendent. She now leads OUSD as Superintendent where she pursues the District's top three priorities: fiscal vitality, access to quality schools, and organizational resilience. She earned her bachelor's in Communication from University of Pennsylvania and her masters and doctoral degrees in Educational Leadership from the University of California, Berkeley.

Curtiss Sarikey, Chief of Staff, Oakland Unified School District. Curtiss brings over thirty years of experience working to improve communities and schools for children and families. Most recently, he served as Senior

Director at the Stuart Foundation from 2016 to 2017. He was also the Deputy Chief of Community Schools and Student Services department in OUSD from 2011 to 2016.

Clifford Hong, Middle School Network Superintendent, Oakland Unified School District. Clifford “Cliff” Hong taught middle and high school in the South Bronx, Syracuse and at Edna Brewer in OUSD before leading Roosevelt Middle School for 10 years as Principal. He earned his Bachelor's of Arts from UC Berkeley, a Master's in Teaching from Pace University, and a Master's in Educational Leadership through the Principal Leadership Institute at UC Berkeley.

Oakland Public Education Fund Budget

TOTAL GRANT BUDGET

\$	7,500,000	
TOTAL ORGANIZATIONAL BUDGET*		
\$	976,589,289	1%

GRANT BUDGET SUMMARY

	\$	% of Grant Budget
Principal's Innovation Fund	\$ 3,000,000	40%
Equity & Whole Child Support	\$ 1,249,750	17%
Computer Science	\$ 1,014,250	14%
Mathematics	\$ 1,006,000	13%
Educator Support	\$ 560,000	7%
Community Investment & Promoting Successes	\$ 340,000	5%
Grant Admin & Indirect Costs	\$ 330,000	4%
Total Grant Budget	\$ 7,500,000	

**Shows organizational budget for Oakland Unified School District.*

FIRST REPUBLIC BANK

33890

THE OAKLAND PUBLIC EDUCATION FUND

PO BOX 71005
OAKLAND, CA 94607

11-8166/3210



07/28/2021

PAY TO THE
ORDER OF

Oakland Unified School District

\$

5,300,900.00

Five Million Three Hundred Thousand Nine Hundred Dollars

DOLLARS

Oakland Unified School District
1000 Broadway; Attn: Financial Services
Oakland, CA 94607
United States

AUTHORIZED SIGNATURE

MEMO

⑈033890⑈ ⑆321081669⑆ 80006797635⑈

Photo Safe Deposit®
Details on Back.

THE OAKLAND PUBLIC EDUCATION FUND

33890

V-0450--Oakland Unified School District
Print As: Oakland Unified School District

1000 Broadway; Attn: Financial Services
Oakland, CA 94607

First Republic Bank
Checking - 7635 7635
Date: 07/28/2021

Date	Bill #	Reference Number	Fund	Amount Entered	Amount Paid
Acct	Memo	Payee ID			
07/23/2021	21-07-04871206				
7020--Grants to other or	Oakland Unified Schoo...egrant#21-07-04871206		Oakland ...District	\$5,300,900.00	\$5,300,900.00
Net Amount:					\$5,300,900.00