

| | |
|-------------------|--------------------|
| File ID Number | 12-1120 |
| Introduction Date | 5-9-12 |
| Enactment Number | 12-1314 |
| Enactment Date | 5-9-12 |
| By | <i>[Signature]</i> |



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education
From: Tony Smith, Superintendent
Vernon Hal, Deputy Superintendent
Maria Santos, Deputy Superintendent
Subject: District Submitting Grant Proposal

NEW for J.S.

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal years 2012-2013 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2012-13 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

| File ID # | Backup Document Included | Type | Recipient | Grant's Purpose | Time Period | Funding Source | Grant Amount |
|-----------|--------------------------|------|---------------------------------|---|------------------------|--|--------------|
| 12-1120 | Proposed | | Oakland Unified School District | Oakland's Transitional Kindergarten Project | May 2012-June 15, 2013 | The David And Lucille Packard Foundation | \$100,000.00 |

DISCUSSION:

The district created a Grant Face sheet process to:

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

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$100,000

RECOMMENDATION:

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

ATTACHMENTS: Proposal

OUSD Grants Management Face Sheet

| | |
|--|---|
| Title of Grant: Transitional Kindergarten Project | Funding Cycle Dates: May 2012-June 15, 2013 |
| Grant's Fiscal Agent: Oakland Unified School District | Grant Amount for Full Funding Cycle: \$100,000 |
| Funding Agency: David and Lucille Packard Foundation | Grant Focus: Coordinator of Transition Kindergartens |
| List all School(s) or Department(s) to be Served: All elementary schools with Transition Kindergartens. | |

| Information Needed | School or Department Response |
|---|--|
| How will this grant contribute to sustained student achievement or academic standards? | The Transition Kindergarten will help to ensure that every student enters Kindergarten well prepared for the academic challenges and the social emotional learning opportunities afforded to Kindergartners. |
| How will this grant be evaluated for impact upon student achievement? | The Kindergarten Readiness Survey will measure the impact on student achievement. We are already collecting this information for all students, so this will not be an additional cost. |
| 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? | Indirect rate has been set aside in the grant. |
| Will the proposed program take students out of the classroom for any portion of the school day? | No |
| Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.) | Maria Santos, Deputy Superintendent 1025 Second Avenue Oakland, CA 94606 510-879-8200 maria.santos1@ousd.k12.ca.us |

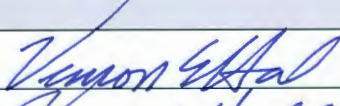
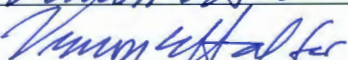
Applicant Obtained Approval Signatures:

| Entity | Name/s | Signature/s | Date |
|-----------------|--------|-------------|------|
| Principal | | | |
| Department Head | | | |

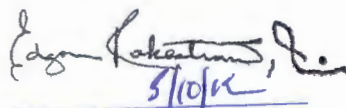
LEGISLATIVE FILE

File ID Number 12-1120
 Introduction Date 5-9-12
 Enactment Number 12-1314
 Enactment Date 5-9-12

Grant Office Obtained Approval Signatures:

| Entity | Name/s | Signature/s | Date |
|----------------|------------|---|------|
| Fiscal Officer | Vernon Hal |  | |
| Superintendent | Tony Smith |  | |


Jody London
 President, Board of Education


Edgar Rakestraw, Jr., Secretary
 Board of Education

Proposal Narrative

I. Background Information

Oakland Unified School District

The mission of the Oakland Unified School District is: *to ensure that all students graduate as caring, competent, and critical thinkers, as well as fully-informed, engaged, and contributing citizens, prepared to succeed in college and career*

Oakland Unified School District (OUSD) serves families, youth and children who live in the city of Oakland, California. We currently have a total of 38,103 children in our K-12 schools¹ and 1,827 in Pre-K. In 2011, OUSD has continued a six-year trend of increasing our Academic Performance Index (API), the highest increase of any California district with at least 25,000 students.

Under the leadership of Superintendent Anthony Smith, Oakland Unified School District has created a comprehensive five-year strategic plan to transform ourselves into an equitable full-service community school district designed to align city, county, and community resources in service of Oakland families, with particular emphasis on serving neighborhoods that lack opportunities. We are unified in pursuit of one radical goal:

ALL students in Oakland will graduate.

OUSD has established three District Priorities toward achieving this goal:

- * Safe, Healthy & Supportive Schools;
- * High Quality Effective Instruction; and
- * College & Career Readiness.

1. Safe, Healthy, and Supportive Schools

Oakland is in the process of becoming a full-service community district. We are collaborating with civic and community partners to reduce violence in the community and in our schools thereby creating secure campuses where a culture of calm prevails. We are supporting our schools to engage in restorative practices that enhance school culture and improve discipline systems to address equity. Leveraging, aligning and coordinating community assets for student and family services at schools allows us to address the needs of the “Whole Child.”

2. High Quality Effective Instruction

Oakland is committed to improve academic outcomes for all students and in particular for our historically least well served. Instruction increasingly focuses on college and career readiness standards, curriculum and assessments for all students. Individualized learning plans, progress monitoring and early warning systems are being employed to keep all students supported and engaged. Teachers and principals are continuously building their instructional skills, content

¹ Oakland Unified School District, Research, Assessment, & Data Department, (February, 2012).

knowledge, and cross-cultural competence. Strong structures and tools are supporting teachers' regular collaborations to examine student work and to plan instruction for success. Principals, teachers, and other instructional leaders are receiving support and feedback to continuously improve instruction. Professional and enriched working conditions and leadership are gradually increasing the retention of high quality effective teachers.

3. College and Career Readiness

Our students are increasing their abilities to read, write, speak, think critically, and reason mathematically for 21st century success. Our goal is for all students to be instructed by high quality effective teachers that deliver daily a curriculum aligned to college and career readiness standards. In high school, the UC/CSU "A-G" Course Sequence and Curriculum is now the core course of study for all students. A plan to address Science, Technology, Engineering Arts and Mathematics (STEAM) education Pre-K through 12 is being developed. Pre-K enrollment and family engagement to support early literacy has increased at schools that are partnering with the Oakland Literacy Coalition. Career technical education, online options, work-based learning, and access to concurrent community college course credit are creating multiple venues for all students to meet graduation requirements. In addition, diverse recovery pathways are available to bring back those that have dropped-out, are non-completers or adjudicated students to successful graduation.

Transitional Kindergarten Program

Oakland's Transitional Kindergarten program will be in its second year in August 2012. Transitional Kindergarten is a two-year Kindergarten program that uses a modified Kindergarten curriculum that is age and developmentally appropriate. Starting in 2012, each unified school district has the option to offer Transitional Kindergarten classes for all children eligible to attend. A child who completes one year in a Transitional Kindergarten program shall continue in a Kindergarten program for one additional year. Both Kindergarten and Transitional Kindergarten are voluntary. Parents are not required to enroll in either. By law, a child is eligible for Transitional Kindergarten if he/she has his/her fifth birthday between

November 2 and December 2 for the 2012–13 school year.

October 2 and December 2 for the 2013–14 school year.

September 2 and December 2 for the 2014–15 school year and each school year thereafter.

Improving academic and life outcomes for all children

Our district views Transitional Kindergarten (TK) as a crucial element of a Full Service Community School District serving the "Whole Child" by providing a developmentally appropriate early learning program, creating a solid foundation for future learning and success.

The State of California passed SB 1381, the Kindergarten Readiness Act, in September 2010, to gradually move the Kindergarten entrance date from December 2 to September 1 so that more students will be five years old upon entering Kindergarten. Currently many 4 year olds enter Kindergarten unprepared socially and academically. Research shows that moving the

Kindergarten entry date up and offering high quality early learning programs like Transitional Kindergarten have long-term benefits — reducing dropout rates, special education assignments, and raising student achievement.

Transitional Kindergarten is not simply an extra year of preschool: it is a two-year Kindergarten program based on the state Kindergarten standards adding a strong developmental focus that will offer children the opportunity to access the rigorous California Kindergarten standards over a two-year period. California Kindergarten teachers support the program because they know that it will help ensure that children are not behind from the start. “Our youngest Kindergarteners would benefit from the change in entrance age date, accompanied by a quality Transitional Kindergarten experience, by entering older and more prepared to meet the Kindergarten standards,” (Debra Weller, president of the California Kindergarten Association, Press Release).

More equitable access to opportunity

More and more families with the resources to keep their children in preschool for an extra year do so, recognizing that a later start is more developmentally appropriate and has long term benefits in terms of academic achievement. Yet many children in Oakland do not have this option and many do not even attend Pre-K programs, often because their parental income is too high for them to be eligible for subsidized services and too low for them to be able to afford to pay the actual cost. The TK program ensures that children regardless of family resources can access a developmentally appropriate option.

In OUSD, we are configured into three regions, North and West Oakland, Central East Oakland, and Far East Oakland, which ensures better pre-K-12 vertical alignment and smoother transitions between Pre-K, elementary, middle, and high school. While the regions are still quite large, they are small enough to facilitate multi-school curriculum, matriculation, and family engagement activities. Depending on funding and family participation, in Year Two, 2012-2013, OUSD plans to offer up to 9 Transitional Kindergarten classrooms, ideally three for each of our regions. (In subsequent years, the District will add TKs based on level of need in each community, focusing on those areas of the city with the highest concentrations of children who have not benefited from preschool opportunities).

Replicating successful programs

Recognizing that a strong start in Kindergarten can help children develop a solid foundation for future learning and success, communities across California have already implemented this innovative reform. Los Angeles Unified School District launched a Transitional Kindergarten pilot program in 2010, as did districts in Sacramento, Santa Cruz and Fresno counties. Communities including Palo Alto, Orange County and Torrance have been operating similar programs.²

II. Specific Request

²Sources for program design and much of language in this proposal is drawn directly from Los Angeles Transition Kindergarten (TK) Pilot Program adapted to the Oakland context. We also have relied on generic sample materials provided at recent TK Technical Assistance event in Sacramento sponsored by the California Department of Education. So much of the language is identical that we will not identify specific passages but acknowledge all of our sources in bibliography. All source materials available upon request.

Request

We are requesting \$100,000 to continue the Oakland Transitional Kindergarten Project for the period July 1, 2012 to June 30, 2013.

This project will be guided by the District's overarching "Whole Child" approach, prioritizing early literacy, oral language development, and developmentally appropriate practice. Transitional Kindergarten presents an ideal opportunity for OUSD to realize its vision to become a Pre-K-12 school district.

With the help of private foundations, such as the Packard Foundation, Oakland will be able to provide up to nine Transitional Kindergarten classrooms and refine our Transitional Kindergarten program as we plan to expand to more schools in 2013-14 and beyond.

Need

The Transitional Kindergarten Project recognizes that currently, many Oakland children enter Kindergarten when they are still 4 years old. Often these children are not "Kindergarten-ready" and fall further behind during Kindergarten. A two-year Kindergarten program gives these children the opportunity to learn from a modified Kindergarten curriculum that is age and developmentally appropriate. It will allow children additional time to mature socially, emotionally, cognitively and physically in the year before Kindergarten. Oakland's Transitional Kindergarten program will target children with the least access to preschool and other early literacy opportunities.

Transitional Kindergarten gives parents an opportunity to become familiar with school expectations and to develop an earlier understanding of the importance of reading with their child and other supports. We anticipate that students who participate in TK will learn to read by third grade at higher rates than other children who do not have the benefit of a Pre-K experience.

Preschool for California's Children's Logic Model: Oakland Outcomes

The implementation of an Oakland Transitional Kindergarten program supports two of OUSD's Logic Model's long-term outcomes:

1. The Transitional Kindergarten Project links our county's *birth to five* strategies and our district's reform of the Pre-K-12 system, called *Thriving Students*, which establishes a Full Service Community School District in Oakland.
2. TK classes increase the number of high quality publicly funded "pre-Kindergarten" options in Oakland by giving students two years to complete Kindergarten.

Four of the Logic Model's intermediate outcomes:

1. Supports local Oakland advocacy for high-quality learning systems for children birth-to-age eight.
2. Develops, builds, and promotes high-quality learning experiences to ensure student success.
3. Will be assessed in terms of increasing access to opportunities, using the Healthy Kids Healthy Oakland database that will ultimately link birth to postsecondary information for all Oakland students and to Preschool for California's longitudinal database.
4. Oakland will be joining the growing learning community of early adopters of TK and will share our lessons learned internally and with other districts.

And four of the Logic Model's short-term outcomes:

1. Oakland TK is a "flagship program" adopting best practices from Los Angeles and other CA districts.
2. Oakland TK opens up additional Kindergarten spaces by providing an alternative to families for a more developmental program by enrolling a soon-to-be 5 year old child in TK because he/she is not yet ready for traditional Kindergarten.
3. TK classes reinforce the Oakland School Board's resolution calling for Pre-K-third grade alignment and reform.
4. TK classes support equitable access to high-quality programming.

Transitional Kindergarten Goals and Activities

1. To establish a Transitional Kindergarten program in nine OUSD schools

Preparation

- A. Establish a Professional Learning Community (PLC) including preschool teachers, Kindergarten teachers, parents, administrators, and representatives from administrator and teacher unions, as well as local community-based organizations
- B. Align preschool and Kindergarten learning goals using both the Preschool Foundations and the California Kindergarten Standards
- C. Develop specific strategies for supporting oral language development and young dual language learners
- D. Select curriculum based on best practices evolving in TK early adopter school districts
- E. Hire OUSD teachers with capacity for launching a new program, familiarity with 4-year olds, and facility teaching the CA Kindergarten standards, as well as the Preschool Foundations
- F. Provide professional development opportunities for TK and Kindergarten teachers, administrators, and preschool teachers
- G. Partner with local institutions of higher education to provide support to TK teachers and administrators in developmentally appropriate practice
- H. Select developmentally appropriate assessments in collaboration with OUSD's Research Assessment and Data department
- I. Determine class size (financially sustainable)
- J. Develop materials for community and parent outreach
- K. Develop enrollment procedures and materials for late-enrolling families

Implementation

- L. Support TK school sites in enrollment processes in collaboration with OUSD's Student Assignment and Bilingual Testing Office
- M. Develop a clear communication protocol for TK school sites to share learnings and questions
- N. Provide ongoing professional development for TK teachers and administrators to support developmentally appropriate practice
- O. Convene feeder preschools to develop practices that strengthen continuity and ease transition from preschool to TK to elementary schools
- P. Assist families in supporting the development of their children in school
- Q. Support families in the transition between preschool and TK, and TK and traditional Kindergarten

2. To evaluate and improve the TK program

- A. Convene TK teachers regularly to discuss lessons learned
- B. Create opportunities for teachers to observe each other as well as "master" Kindergarten and preschool teachers

- C. Share resources and provide joint training that includes both school-age and early childhood staffs
 - D. Use data from classroom assessments to inform instruction and TK program goals
 - E. Collaborate with Kindergarten teachers and the broader school community to ensure that TK students enter traditional Kindergarten ready to master CA Kindergarten standards
3. **To expand the TK program to additional school site(s) in 2013-4**
- A. Select additional TK school site(s) to serve increased TK student population
 - B. Identify additional TK teacher(s)
 - C. Coordinate TK family outreach campaigns across Oakland early childhood sites and community centers
 - D. Conduct family workshops focused on developmental readiness and transitions into school
 - E. Support families, in collaboration with OUSD's Student Assignment Office, to engage in OUSD's school options process

Capacity-Building

Oakland Unified School District has designated a TK Coordinator (see bio for Yvonne Delbanco) to lead the District's TK initiative. She is responsible for supporting teachers and administrators to implement best practices around developmentally appropriate instruction for four- and young five-year olds. The TK Coordinator serves as the liaison between TK school sites and OUSD central office, collaborating with staff from the departments of Early Childhood Education, Research, Assessment, and Data, Curriculum and Learning, and Student Assignment and Bilingual Testing to ensure alignment with the District's strategic plan and commitment to becoming a Pre-K-12 school district.

The TK Coordinator reports to the Director of OUSD's Early Childhood Education Department, who has extensive experience in creating and sustaining child development centers and oversees our preschool programming. TK classroom teachers will report to the principal at the school site where the TK classroom is located.

Governance of the program will be integrated with the Regional Governance structures and with the host elementary schools as appropriate.

Grant Deliverables

- 1. Materials for outreach to parents and community
- 2. Assessments appropriate for 2-year Kindergarten
- 3. Uniform observation protocol for assessing student progress
- 4. Curriculum materials adapted for a 2-year Kindergarten, including a month-by-month scope and sequence, model lesson plans, and descriptions of hands-on activities

Benchmarks for Success

| | |
|---|---|
| 1 | Provide adequate number of TK programs to serve all eligible students |
| 2 | Analysis of student enrollment process; lessons learned |
| 3 | First quarter assessments establish baseline for assessing student progress |
| 4 | Second quarter assessments demonstrate student progress |
| 5 | Third quarter assessments demonstrate student progress |
| 6 | Fourth quarter assessments demonstrate Kindergarten Readiness for all students |
| 7 | Increase in family awareness of and acceptance of the value of the program as demonstrated by “demand” for the program. |
| 8 | Students enrolled in Year 1 continue to traditional Kindergarten, ready to master CA Kindergarten standards |

Population Served

2012-13: Oakland 4-year olds with fifth-year birthdays between September 2 and December 2 (enrollment priority given to 4-year olds with fifth birthdays between November 2 and December 2)

2013-14: Oakland 4-year olds with fifth-year birthdays between September 2 and December 2 (enrollment priority given to 4-year olds with fifth birthdays between October 2 and December 2)

Timeline, 2012-13

| | |
|---------------------------|--|
| <i>July 2012</i> | Evaluation of 2011-12 TK pilot program; TK teacher professional development, preparation, and curriculum planning |
| <i>August-Sept 2012</i> | Enrollment, family orientation events, opening day |
| <i>Sept-Oct 2012</i> | Recruitment at preschool sites, Oakland Head Start, and neighborhood organizations serving non-preschool families |
| <i>Oct 2012-June 2013</i> | Quarterly assessments conducted and recorded in AERIES as appropriate; family workshops and informational meetings for TK program, 2013-14 |
| <i>Nov-Dec 2012</i> | Student recruitment; ongoing professional development for TK and ECE staff |
| <i>Dec 2012-Feb 2013</i> | OUSD school options process; ongoing professional development for TK and ECE staff |
| <i>May-July 2013</i> | Evaluation of TK program |
| <i>July-August 2013</i> | Planning for 2013-14 |

Personnel Information

John Santoro

John Santoro is the Director of the Oakland Unified School District’s Department of Early Childhood Education. He is responsible for oversight of all ECE programs. Mr. Santoro previously served for five years as one of three site administrators in our Early Childhood

Education program. Prior to joining Oakland Unified School District, Mr. Santoro spent 26 years working in Berkeley Unified School District, serving as a Special Education classroom teacher, the Director of Special Education, and finally, as the Director of Early Childhood. Mr. Santoro brings us a wealth of experience in the early childhood field.

Mr. Santoro earned his B.A. and M.A. from San Francisco State and completed his Professional Administrative Service Credential at California State University, Hayward.

Yvonne Delbanco, Coordinator, Transitional Kindergarten

Yvonne Delbanco has worked with Oakland Unified School District since 2010. She was selected as an Education Pioneers fellow in the summer of 2010, serving in a supporting role to the Executive Director of OUSD's Department of Complementary Learning, the body that assists schools, non-school supports, and community partners in providing academic, health and wellness, and social-emotional benefits to students and families.

Currently, Ms. Delbanco is responsible for coordinating OUSD's Transitional Kindergarten (TK) pilot program at Greenleaf Elementary School and planning for the expansion of the TK program to eight additional schools for the 2012-13 school year.

Prior to working with Oakland schools, Ms. Delbanco taught first grade for three years at a charter school in east Harlem in New York City. Ms. Delbanco received a Masters in Public Policy (MPP) at the Goldman School of Public Policy at the University of California, Berkeley and a B.A. in history from the University of Pennsylvania.

Project Budget and Budget Narrative

| Oakland Unified School District Transition Kindergarten Project July, 2012 to June 2013 | Packard |
|--|----------------|
| Transition Kindergarten Coordinator (salary) | 85,000 |
| Classroom materials (\$5375) | |
| Professional Development/Coaching (\$5375) | 10,750 |
| Total | |
| OUSD indirect fee 4.25% | 4,250 |
| Grand Total | 100,000 |