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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: Gary Yee, Acting Superintendent

Subject: **District Submitting Grant Proposal**

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant application for OUSD to the David and Lucille Packard Foundation, for fiscal year 2015 and to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2015 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant	Oakland Unified School District	To continue the Oakland Transitional Kindergarten Project for the period July 1, 2014 to June 30, 2015.	7/1/14 - 6/30/15	David and Lucille Packard Foundation	\$125,000.00

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: \$125,000.00

RECOMMENDATION:

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

ATTACHMENTS:

OUSD Grants Management Face Sheet 2014-15

Title of Grant: Transitional Kindergarten Project	Funding Cycle Dates: July 1, 2014 – June 30, 2015
Grant's Fiscal Agent: Oakland Unified School District	Grant Amount for Full Funding Cycle: \$125,000
Funding Agency: David and Lucille Packard Foundation	Grant Focus: Supervisor 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.	The grant will not cover the full cost of the Supervisor position. Depending on the qualifications of the candidate, the department will need to pay the balance of the salary that exceeds 100K, and all of the benefits..
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?	Maria Santos, Deputy Superintendent 1000 Broadway, Suite 680 Oakland, CA 94607 510-879-8156 maria.santos1@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Tanya Harris		2/11/13
Department Head (e.g. for school day programs or for extended day and student support activities)			2/11/13

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Gary Yee		3/7/14

David Kakishiba
President, Board of Education

Gary Yee, Ed.D.
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 36,273 children in our K-12 schools¹ and 1,455 in PreK. In 2013, OUSD continued a seven-year trend of increasing our Academic Performance Index (API), the highest seven-year increase of any California district with at least 25,000 students.

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.

In 2013-14, our Acting Superintendent Gary Yee is continuing implementation of *Community Schools, Thriving Students: Five Year Strategic Plan* launched under Tony Smith in 2011. We will be creating an updated plan for discussion with the next Superintendent, who we plan to hire by July 1, 2014.

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.”

¹ Oakland Unified School District, Fast Facts, 2013.

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 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. We are addressing Science, Technology, Engineering Arts and Mathematics (STEAM) education PreK through 12, and intend to pilot professional development for TK arts-integration in 2014-15. 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 (TK) program will be in its fourth year in August 2014. Transitional Kindergarten is a two-year Kindergarten program that uses a modified Kindergarten curriculum that is age and developmentally appropriate. California recently passed a law, *The Kindergarten Readiness Act* (SB 1381), that changes the age at which children are eligible to begin Kindergarten. Under this new law, by the 2014-15 school year, children must turn 5 by September 1 in order to enroll in traditional kindergarten. The law also created Transitional Kindergarten for four-year olds who have their fifth birthdays between September and December. Under SB 1381, a child is eligible for Transitional Kindergarten if he/she has his/her fifth birthday between

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.

Prior to the passage of the *Kindergarten Readiness Act*, California's December 2 Kindergarten cutoff remained one of the latest in the nation. In most states, children must turn five by September 1 in order to begin Kindergarten. California's late Kindergarten cutoff allowed children as young as 4 years and 9 months to coexist in Kindergarten classrooms with children more than a full year older. While rolling back the Kindergarten entry date by a few months may seem trivial, this new policy has significant implications for children during their early years of development. Research shows that moving the Kindergarten entry date up while simultaneously offering high-quality early learning programs like Transitional Kindergarten confer long-term benefits for children and society, such as reducing dropout rates and contact with the juvenile justice system, while increasing student achievement.

Transitional Kindergarten is not simply an extra year of preschool: TK represents a true bridge between preschool and traditional Kindergarten. Taught by a credentialed teacher with early childhood experience, TK uses a unique, specialized curriculum that is based on the Common Core Kindergarten standards but is designed explicitly to support the social, emotional, physical, and academic needs of young 5-year olds. OUSD's TK program prioritizes purposeful, structured play, small-group instruction, individual differentiation, and intentional teaching using hands-on, experiential activities. TK prepares students for the social and academic expectations of traditional Kindergarten, reducing the likelihood of future grade retention, and setting students up for academic success as they progress towards college and their future careers.

More equitable access to opportunity

More and more families who recognize the developmental benefits of early education are choosing to keep their children in preschool for an additional year prior to Kindergarten. Many families in Oakland, however, do not have the resources to pay for a high-quality early learning program. OUSD's TK program ensures that all children — regardless of family resources — can access a developmentally appropriate early education option.

In OUSD, we are configured into three regions: North and West Oakland, Central East Oakland, and Far East Oakland. OUSD's regional structure ensures better PreK-12 vertical alignment and helps to create smoother transitions between preschool, 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 3 (2013-2014), OUSD plans to offer up to 27 Transitional Kindergarten classrooms distributed across each of our regions. (In subsequent years, the District will add TKs based on level of need in each community).

II. Specific Request

Request

We are requesting \$125,000 to continue the Oakland Transitional Kindergarten Project for the period July 1, 2014 to June 30, 2015.

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 PreK-12 school district.

With the help of private foundations, such as the Packard Foundation, Oakland will be able to provide up to 27 Transitional Kindergarten classrooms and refine our Transitional Kindergarten program as we plan to expand to more schools in 2015-16 and beyond.

Need

The Transitional Kindergarten Project recognizes that currently, many Oakland children enter Kindergarten when they 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.

Transitional Kindergarten gives parents an opportunity to become familiar with school expectations and to develop an earlier understanding of the importance of literacy, among other school routines. We anticipate that students who participate in TK will learn to read by third grade at higher rates than other children who do not have the benefit of an early education experience. By 2014-15, OUSD’s Transitional Kindergarten program will enable the District to continue serving over 500 students and expand to serve up to additional 100-130 affected by California’s new Kindergarten age requirements, while also supporting students’ developmental growth and preparedness for traditional Kindergarten.

Packard Foundation’s Preschool for California’s Children Logic Model: Oakland Outcomes

The implementation of an Oakland Transitional Kindergarten program supports two of the 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 PreK-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 early childhood education options in Oakland by giving students two years to complete Kindergarten.

Two 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.

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 PreK-third grade alignment.
4. TK classes support equitable access to high-quality programming.

Transitional Kindergarten Goals and Activities

1. To expand OUSD's Transitional Kindergarten program to serve all age-eligible TK students in at least 27 OUSD schools

Expansion Strategy

- A. Conduct analysis of the implications of rolling out TK districtwide
- B. Identify school sites that can sustain stand-alone vs. TK/K combination classrooms
- C. Continue to develop policies around the creation of/sustainability of TK/K combination classrooms

Outreach

- D. Support TK outreach efforts in partnership with OUSD's Early Childhood Education Department, Oakland Head Start, and local community-based organizations
- E. Coordinate content on family workshops on TK at OUSD PreK programs & Oakland Head Start
- F. Convene feeder preschools to develop practices that strengthen continuity and ease transition from preschool-to-TK-to-elementary schools
- G. Disseminate materials (previously created with support from the Packard Foundation) and
- H. Update materials for community and parent outreach

Enrollment

- I. Collaborate with OUSD Student Assignment Office to develop guidelines and procedures for TK enrollment
- J. Support OUSD clerks (ECE & elementary) with OUSD's TK Options process

External Partnerships

- K. Cultivate external partnerships with local community-based organizations to support OUSD's TK program
- L. Participate in city/county-wide taskforces & committees to share best practices around TK implementation and curriculum design

School Site Support

- M. Support TK teachers & school leaders in operational activities
- N. Develop a clear communication protocol for TK school sites to share learnings and questions

2. To refine instructional quality and professional development for Transitional Kindergarten teachers and principals

Curriculum

- A. Select curricular materials based on best practices evolving in TK early adopter school districts
- B. Develop Scope & Sequences and other guiding resources for TK curriculum
- C. Align preschool and Kindergarten learning goals using both the Preschool Foundations and the Common Core Kindergarten Standards
- D. Develop specific strategies for supporting oral language development and young dual language learners

Assessment

- A. Select developmentally appropriate assessments in collaboration with OUSD's Quality Assessment and Analytics department
- B. Use data from classroom assessments to inform instruction and TK program goals

Professional Development

- A. Provide regular professional development opportunities for TK and Kindergarten teachers, administrators, and preschool teachers
- B. Partner with local institutions of higher education to provide support to TK teachers and administrators in developmentally appropriate practice
- C. Convene TK teachers regularly to discuss lessons learned
- D. Create opportunities for teachers to observe each other as well as "master" Kindergarten and preschool teachers
- E. Share resources and provide joint training that includes both elementary and early childhood staffs
- F. Collaborate with Kindergarten teachers and the broader school community to ensure that TK students enter traditional Kindergarten ready to master Common Core Kindergarten standards

3. To evaluate and improve the TK program

- A. Administer quarterly surveys to all TK teachers and principals to assess efficacy of TK professional development
- B. Survey TK families on the TK outreach and enrollment process
- C. Analyze enrollment patterns to assess the extent to which the TK program is serving all age-eligible students

Capacity-Building

As the Oakland Unified School District prepares to enter its fourth year of TK implementation, the District's focus is on scaling, instructional quality, and sustainability. In preparation for year 4, OUSD will maintain, with the help of the foundation, certificated management position — "Transitional Kindergarten Supervisor" — dedicated to refining Transitional Kindergarten instructional quality, identifying potential TK sites, and aligning systems across OUSD's Early Childhood Education department and the Leadership, Curriculum, and Instruction division that supports TK-12 teaching and learning.

The TK Supervisor will continue to refine TK support structures, so that TK will function as an independent grade level. The TK Supervisor will facilitate the collaboration of department leaders, coaches, and District teacher leaders in the development of curriculum and professional development for all OUSD TK teachers and leaders. Distributing TK leadership across multiple departments will foster a cross-departmental system of support for TK teachers and principals that captures all viewpoints from across the Oakland Unified School District. ECE, FSCP and LCI and QAA.

The TK Supervisor will continue to report to the Associate Superintendent of Leadership, Curriculum, and Instruction who has extensive experience in creating and sustaining new programs in OUSD, as well as supporting teachers and District staff to develop high-quality curriculum. TK classroom teachers will report to the principal at the school site where the TK classroom is located.

Grant Deliverables

1. Maintain and update District TK policies and procedures
2. Support identification of future TK sites
3. Materials for TK outreach to parents and community
4. Assessments appropriate for 2-year Kindergarten
5. Curriculum materials adapted for a 2-year Kindergarten, including scopes and sequences, model lesson plans, and descriptions of hands-on activities
6. Establish the TK Practitioner Leadership Team to help with design and delivery of professional learning opportunities and curriculum development.

Benchmarks for Success

1	Provide adequate number of TK programs to serve all age-eligible students
2	Analysis of student enrollment process; strategy for enrollment sustainability
3	Beginning-of-year, mid-year, and end-of-year feedback from TK teachers and principals regarding quality of TK professional development and support
4	Joint professional learning opportunities for PreK, TK, & Kindergarten staff
5	Increase in family awareness and understanding of the value of the program
6	Students enrolled in Year 1 of the two-year sequence continue to traditional Kindergarten, ready to master Common Core Kindergarten standards

Population Served

2014-15: Oakland 4-year olds with fifth-year birthdays between September 2 and December 2

Personnel Information

Kyla Johnson, Associate Superintendent, Leadership, Curriculum, and Instruction

Ms. Kyla Johnson is the Associate Superintendent of the Oakland Unified School District's Department of Leadership, Curriculum, and Instruction. She is responsible for developing and executing the vision for OUSD's Leadership, Curriculum, and Instruction department, including facilitating the growth and development of teachers, building instructional leadership of school principals, and establishing meaningful partnerships with school sites and communities, central departments, and external partners. Ms. Johnson is overseeing OUSD's Transitional Kindergarten Supervisor ..

Ms. Johnson has extensive teaching and leadership experience acquired over her 15-year career as an educator. Before assuming the role of principal of an OUSD elementary school, Ms. Johnson served as an OUSD assistant principal and taught elementary school for more than 5 years. Ms. Johnson has served as a teacher coach, instructional leader, and guest lecturer at the University of California, Berkeley.

Ms. Johnson earned her B.A. and M.A., and Ed.D from the University of Pennsylvania and participated in the Principal Leadership Institute at the University of California, Berkeley.

Project Budget

**Oakland Unified School District Transition Kindergarten Project
July, 2014 to June 2015**

Transition Kindergarten Supervisor	100,000
Classroom materials	15,000
Curriculum materials	5,630
OUSD indirect fee 5.17%	
Grand Total	125,000