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Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Tara Gard, Deputy Chief Talent Officer, Talent Division

Board Meeting Date May 22, 2019

Subject **Acceptance of Special Education Residency Launch Grant**

Action Requested Acceptance by the Board of Education of Grant Award No. TRE 37 from the California Commission on Teacher Credentialing for \$320,000 for the development and support of a Special Education Residency Launch Grant, pursuant to the terms and conditions thereof, for the period March 8, 2019 through June 30, 2020.

Background
A one paragraph explanation of the the MOU.

Grant agreement for OUSD Talent Division for 2018-2019 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
Yes	Application	Talent Division	Partner with LMU's faculty and staff to design recruitment and curriculum delivery for the Oakland Teacher Residency Program.	03/08/19 – 6/30/20	California Commission on Teacher Credentialing	320,000

Discussion
One paragraph summary of the MOU.

The district created a Grant Face sheet process to:

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

OUSD completed a grant application for the program listed to be hosted in the Talent Division.

Recommendation Acceptance by the Board of Education of Grant Award No. TRE 37 from the California Commission on Teacher Credentialing for \$320,000 for the development and support of a Special Education Residency Launch Grant, pursuant to the terms and conditions thereof, for the period March 8, 2019 through June 30, 2020.

Fiscal Impact The total amount of the grant will be provided to OUSD by the California Commission on Teacher Credentialing.



Attachments

- Special Education Residency Launch Grant Face Sheet
- Grant Application
- Copy of Grant Award Letter
- Grant Award Certificate
- Special Terms and Conditions



OUSD Grants Management Face Sheet

Title of Grant: California Commission on Teacher Residency Capacity Grant	Funding Cycle Dates: 2019-2020
Grant's Fiscal Agent: Funded Programs, Fiscal and Business Services Commission on Teacher Credentialing 1900 Capitol Avenue Sacramento, CA 95811-4213	Grant Amount for Full Funding Cycle: 320,000.00 for the development and support of the Special Education Residency Launch Grant for the period March 8, 2019 through June 30, 2020.
Funding Agency: California Commission on Teacher Credentialing	Grant Focus: Partner with LMU's faculty and staff to design recruitment and curriculum delivery for the Oakland Teacher Residency Program.
List of Departments to be Served: Talent Division (Recruitment & Retention, Programs for Exceptional Children)	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will support our partnership between LMU Staff and OUSD's LEAs to help recruit and identify candidates reflecting the communities we serve. Our goal is to find individuals who have the knowledge, skills and disposition to be effective and who are also committed to learning, staying, and growing in OUSD, specifically in Special Education. Research shows that teacher retention has a positive impact on student learning, sense of belonging and academic outcomes.
How will this grant be evaluated for impact on student achievement?	We will measure the success rate of resident teachers becoming credentialed and their retention over time.
Does the grant require any resources from the district? If so, describe.	This grant will require up to 25% time from the Retention & Employee Development Team.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	No.

Will the proposed program take students out of the classroom for any portion of the school day?	No.
Who is the contact managing and ensuring grant compliance?	Sarah Glasband, Manager of Retention & Employee Development Talent Division 1000 Broadway, Suite 295 510-879-1355

Applicant Obtained Approval Signatures

Entity	Name(s)	Signature	Date
Deputy Chief Talent Officer	Tara Gard		4/29/19
Staff Attorney	Amy Brandt		4/29/19 4/29/19



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 www.ctc.ca.gov

March 8, 2019

Sarah Glasband, Manager of Retention
Oakland Unified School District
1000 Broadway, Suite 295
Oakland, CA 94607

Notification of Intent to Fund

Teacher Residency Grant No. TR 37

Year 1 Grant Award Amount: \$ 320,000

Dear Sarah Glasband:

The Commission on Teacher Credentialing (Commission) is pleased to notify you that your application for grant award pursuant to the *Request for Proposals Teacher Residency Grant* has been approved for **funding of an initial cohort of residents for the 2019-2020 school year**. You will be expected to implement this grant in accordance with the narrative, related activities, and timeframe described in your grant application.

The funding for Teacher Residency Grants is provided for a cohort of residents for the 2019-2020 school year, and is **potentially renewable** for additional cohorts in subsequent years contingent upon availability of state funding and adequate yearly progress in program implementation. The grant funds are intended to cover expenses incurred for this program as described in your approved grant application. The grant funds must be administered and expended in accordance with all provisions of state and local laws, regulations, and policies relating to the administration, use and accounting for public school funds, including, but not limited to, the Education Code of the State of California.

As a recipient of Teacher Residency state grant funding, you agree to abide by all of the applicable provisions of the authorizing legislation *Section 39: Article 16 Teacher Recruitment, Retention, and Support* (attached Appendix A: Authorizing Legislation). The Commission would like to highlight the responsibility of the grantee with respect to ensuring that residents who are assisted by these grant funds understand and fulfill their statutory obligations. These obligations, as stated in the authorizing legislation, include but are not limited to (a) ensuring that residents sign an agreement with the LEA committing to work, upon receipt of the preliminary credential, in the grantee LEA for a period of four years, and (b) tracking each program participant over time to ensure the fulfillment of this obligation. The grantee will also be responsible for reporting to the Commission in the event a resident assisted by this grant program fails to earn a preliminary credential or meet the commitment to teaching, so that the Commission can confirm with the grantee the amount to be recovered from the resident. Grantees will also be responsible for accounting for and reporting on both the grant funds expenditures and the matching funds expenditures **by teacher resident assisted by this grant program**, as indicated in the approved budgets. Confirmation

that residency program has begun operation and names of Year 1 residency cohort members being served by the grantee's teacher residency program will be due in October 2019.

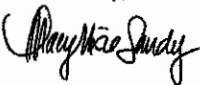
If you accept this grant award and agree to abide by the grant award conditions as indicated by this letter and reiterated in the attached Grant Award Terms and Conditions document, please review the Grant Award Certificate (GAC) and return three (3) copies with original signatures no later than **April 5, 2019** to the address provided on the attached GAC form. In addition, please also fill out and submit to contracts@ctc.ca.gov the attached W-9 form or the STD 204 form, as applicable to your institution type. Please note that the Commission cannot release funds to your agency without having the appropriate W-9 or STD 204 form on file. If you have any questions, please email contracts@ctc.ca.gov.

In order to be eligible for potential renewal of grant funding after 2019-2020, the grantee will be expected to make appropriate yearly progress in implementing the residency model, resulting in an increase of teacher resident candidates recruited and served by the program according to the operational plan provided in the funded application. Applicants should note that as a further condition of receipt of this grant, the LEA grantee must agree to report outcome data as specified in the RFP, including but not limited to: the total financial support provided to each participating teacher resident from grant funding and from match/in kind funding; effectiveness in recruiting and retaining special education, bilingual education, and STEM teachers as applicable to the funded program design; teacher retention rates for program graduates; and best practices and lessons learned.

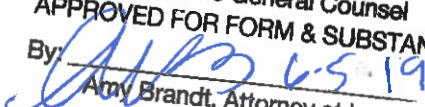
Funds will be distributed in two payments. The first payment will be 90 percent (90%) of the annual budget amount, and 10 percent (10%) of the annual budget will be held back, pending receipt of the required data report. The project period for the funds allocated for this grant is up to four years, from 2019 through June 30, 2023.

We look forward to working with you on this important effort to promote recruit and retain teachers. Your efforts will help provide additional qualified teachers for California public schools to address the teacher shortage.

Yours truly,



Mary Vixie Sandy
Executive Director

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the General Counsel
APPROVED FOR FORM & SUBSTANCE
By:  6-5-19
Amy Brandt, Attorney at Law

Commission on Teacher Credentialing
Teacher Residency Grant Program
Special Terms and Conditions
March 2019

1. The Grantee must carry out its plan as indicated in the proposal and budget and as approved by the Commission on Teacher Credentialing (Commission). Commission staff will monitor evidence of progress in accordance with the funded proposal.
2. Grantee agrees to abide by the authorizing legislation (attached *Appendix A: Authorizing Legislation*) including, but not limited to, ensuring that teacher residents sign an agreement with the Local Education Agency (LEA) committing to work, upon receipt of the preliminary credential, in the grantee LEA for a period of four years, consistent with the requirements of the attached authorizing legislation. In the event a teacher resident fails to earn a preliminary credential or meet the commitment to teaching, the Commission shall confirm with the grantee the amount to be recovered from the resident.
3. Project funds are for the amount indicated under the "Award Information" listed on the Grant Award Certificate (GAC). All expenditures must be related to the activities in the approved proposal and budget. Any variation in budget category expenditures that exceeds ten percent (10%) of the total amount of the funded yearly program state budget requires prior approval from the Commission.
4. All approved funds for this grant must be legally obligated or expended by June 30, 2023. All funds not legally obligated or expended by June 30, 2023 must be returned to the Commission at the address below no later than September 30, 2023.
5. The Grantee agrees to submit reports and other data as required by the Commission. Further instructions regarding data collection and reporting will be provided by the Commission.
6. Expenditure reports will be used to account for and monitor funds expended within the program. A final expenditure report must be submitted as soon as all grant funds have been expended, but is due no later than September 30, 2023 to:
Commission on Teacher Credentialing
Fiscal and Business Services
Attn: Contracts
1900 Capitol Avenue
Sacramento, CA 95811-4213
7. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations and policies related to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.
8. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code section 8350 et seq.), Government Code sections 12990(a-f) and CCR, Title 2, Section 8103 (nondiscrimination for non-public entities, and Public Contract Code section 10295.3 (domestic partners).
9. The Grantee agrees to be subject to examination and audit by the State Auditor General for a period of three years after final payment under this agreement or until audited by the State, whichever occurs first, and all records shall be available for inspection or audit upon reasonable notice by the State Auditor General. The Grantee shall furnish detailed itemization of, and retain all records relating to, direct expenses paid to the Grantee hereunder and which are incurred during the performance of this grant agreement. Such records shall be maintained for a period of three years after final payment

of this agreement or until audited by the state, whichever occurs first, and shall be available for inspection or audit upon reasonable notice by the State Auditor General.

10. The Grantee must sign three (3) originals of the Grant Award Certificate (GAC) and return to the Commission prior to issuance of the first funding allocation. State processing time once the signed copies have been received is about four to six weeks. Send the signed agreement to:

Commission on Teacher Credentialing
Fiscal and Business Services
Attn: Contracts
1900 Capitol Avenue
Sacramento, CA 95811-4213

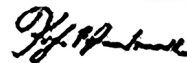
11. Ninety (90) percent of the program year grant award fiscal allocation total will be sent within three months following receipt of the three (3) signed original GACs returned to the Commission. The second (final) allocation will consist of ten percent (10%) of the program year grant award fiscal allocation and will be sent following receipt of the grantee's required annual program report as specified by the Commission.
12. Should the Grantee choose to terminate its participation in the program, a thirty (30)-day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds upon receipt of the final expenditure report.
13. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the state shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.
14. The Grantee certifies that it possesses legal authority to apply for the grant and that the person identified as the official representative of the applicant is authorized to act in connection with the application and to provide such additional information as may be required.
15. Budget Contingency Clause:
- It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the state shall have no liability to any funds to the Grantee, furnish any other consideration under this agreement, and the grantee shall not be obligated to perform any provisions of this Agreement.
 - If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State or offer an agreement amendment to the Grantee to reflect the changes.

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the General Counsel
APPROVED FOR FORM & SUBSTANCE

By: 
Amy Brandt, Attorney at Law



Aimee Eng, President, Board of Education



Kyla Johnson Trammell, Secretary, Board of Education

California Commission on Teacher Credentialing



Teacher Residency Grants

Appendix A Authorizing Legislation

Section 39: Article 16. Teacher Recruitment, Retention, and Support Grant Programs

44415.

- (a) (1) For the 2018–19 fiscal year, the sum of seventy-five million dollars (\$75,000,000) is hereby appropriated from the General Fund to the commission to establish the Teacher Residency Grant Program. This funding shall be available for encumbrance until June 30, 2023.
- (2) Of the amount appropriated in paragraph (1), fifty million dollars (\$50,000,000) shall be expended to provide one-time competitive grants to grant applicants to develop new, or expand existing, teacher residency programs that recruit and support the preparation of special education teachers.
- (3) Of the amount appropriated in paragraph (1), twenty-five million dollars (\$25,000,000) shall be expended to provide one-time competitive grants to grant applicants to develop new, or expand existing, teacher residency programs that recruit and support the preparation of bilingual education, science, technology, engineering or mathematics teachers.
- (b) (1) The commission shall make one-time grants to grant applicants to establish new or expand existing teacher residency programs. Grant recipients shall work with one or more commission-accredited teacher preparation programs and may work with other community partners or nonprofit organizations to develop and implement programs of preparation and mentoring for resident teachers who will be supported through program funds and subsequently employed by the sponsoring grant recipient.
- (2) A grant applicant may consist of one or more, or any combination, of the following:
- (A) A school district.
 - (B) A county office of education.
 - (C) A charter school.
 - (D) A regional occupational center or program operated by a joint powers authority.
 - (E) A nonpublic, nonsectarian school, as defined in Section 56034.

(c) Grants allocated pursuant to subdivision (b) shall be up to twenty thousand dollars (\$20,000) per teacher candidate in the residency program of the jurisdiction of the grant recipient, matched by that grant recipient on a dollar-for-dollar basis. Grant program funding shall be used for, but is not limited to, any of the following: teacher preparation costs, stipends for mentor teachers, stipends for teacher candidates, and mentoring and beginning teacher induction costs following initial preparation.

(d) A grant recipient shall not use more than 5 percent of a grant award for program administration costs.

(e) A grant recipient shall provide a 100-percent match of grant funding in the form of one or both of the following:

(1) One dollar (\$1) for every one dollar (\$1) of grant funding received that is to be used in a manner consistent with allowable grant activities pursuant to subdivision (c).

(2) An in-kind match of mentor teacher personnel costs or other personnel costs related to the Teacher Residency Grant Program, provided by the grant recipient.

(f) For purposes of this section, the following terms have the following meanings:

(1) "Teacher residency program" is a grant applicant-based program that partners with one or more teacher preparation programs accredited by the commission and in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.

(2) An "experienced mentor teacher" for purposes of the Teacher Residency Grant Program is an educator who meets all of the following requirements:

(A) Has at least three years of teaching experience and a clear credential authorizing instruction of special education, or bilingual education, science, technology, engineering, or mathematics pupils, in the subject in which he or she will be mentoring.

(B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.

(C) Receives specific training for the mentor teacher role, and engages in ongoing professional learning and networking with other mentors.

(D) Receives compensation, appropriate release time, or both, to serve as a mentor in the initial preparation or beginning teacher induction component of the teacher residency program.

(g) Grant recipients shall do all of the following:

(1) Ensure that candidates are prepared to earn a preliminary teaching credential that will authorize the candidate to teach special education, or bilingual education, science, technology, engineering, or mathematics upon completion of the program.

(2) Ensure that candidates are provided instruction in all of the following:

(A) Teaching the content area or areas in which the teacher will become certified to teach.

(B) Planning, curriculum development, and assessment.

(C) Learning and child development.

(D) Management of the classroom environment.

(E) Use of culturally responsive practices, supports for language development, and supports for serving pupils with disabilities.

(F) Professional responsibilities, including interaction with families and colleagues.

- (3) Provide each candidate mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain a clear credential and ongoing professional development and networking opportunities during his or her first years of teaching.**
 - (4) Prepare candidates to teach at the same grant recipient in which they will work and learn the instructional initiatives and curriculum of the grant recipient.**
 - (5) Group teacher candidates in cohorts to facilitate professional collaboration among residents, and place candidates in teaching schools or professional development programs that are organized to support a high-quality teacher learning experience in a supportive work environment.**
- (h) To receive a grant, an applicant shall submit an application to the commission at a time, in a manner, and containing information prescribed by the commission.**
- (i) When selecting grant recipients, the commission shall do both of the following:**
- (1) Require applicants to demonstrate a need for special education, or bilingual education, science, technology, engineering, or mathematics, teachers and to propose to establish a new, or expand an existing, teacher residency program that recruits, prepares, and supports teachers to teach special education, or bilingual education, science, technology, engineering, or mathematics, in a school within the jurisdiction of the sponsoring grant applicant.**
 - (2) Give priority consideration to grant applicants with one or more schools that exhibit one or more of the following characteristics:**
 - (A) A school where 50 percent or more of the enrolled pupils are eligible for free and reduced-price meals.**
 - (B) A school where at least 5 percent of the teachers are misassigned, as determined by the commission, or working on a short-term staffing permit, a provisional intern permit, or a waiver.**
 - (C) A school that is located in either a rural location or a densely populated region.**
 - (D) A school with a cumulative voluntary teacher attrition rate that exceeded 20 percent over the three preceding school years.**
- (j) A candidate in a teacher residency program sponsored by a grant provided pursuant to subdivision (b) shall agree in writing to either (1) work as an education specialist serving a caseload of pupils who receive special education services in a special education setting or (2) be placed in a bilingual education, science, technology, engineering, or mathematics assignment, in a school within the grant recipient that sponsored the candidate for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential. A candidate who fails to earn a preliminary credential or complete the period of the placement shall reimburse the sponsoring grant recipient the amount of grant funding invested in the candidate's residency training. The amount to be reimbursed shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at the sponsoring grant recipient. A candidate shall have five school years to complete the four-school-year teaching commitment.**
- (k) If a candidate is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:**
- (1) The candidate has completed at least one-half of the school year.**

- (2) The employer deems the candidate to have fulfilled his or her contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.
 - (3) The candidate was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the next succeeding school year.
 - (4) The candidate has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.
 - (5) The candidate was called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.
- (i) For purposes of administering the grant program pursuant to subdivision (b), the commission shall do all of the following:
- (1) Determine the number of grants to be awarded and the total amount awarded to each grant applicant.
 - (2) Require grant recipients to submit program and expenditure reports, as specified by the commission, as a condition of receiving grant funds.
 - (3) Annually review each grant recipient's program and expenditure reports to determine if any candidate has failed to meet his or her commitment pursuant to subdivision (j).
- (m) If the commission determines or is informed that a sponsored candidate failed to earn a preliminary credential or meet his or her commitment to teach pursuant to subdivision (j), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the candidate and the grant recipient. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at the sponsoring grant recipient.
- (n) Upon confirming the amount to be recovered from the grant recipient pursuant to subdivision (m), the commission shall notify the grant recipient of the amount to be repaid within 60 days. The grant recipient shall have 60 days from the date of the notification to make the required repayment to the commission. If the grant recipient fails to make the required payment within 60 days, the commission shall notify the Controller and the grant recipient of the failure to repay the amount owed. The Controller shall deduct an amount equal to the amount owed to the commission from the grant recipient's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution. If the grant recipient is a regional occupational center or a program operated by a joint powers authority that does not receive principal apportionment or apportionments of state funds, or a consortia of local educational agencies, the commission shall notify the Controller of the local educational agency where the candidate taught and the Controller shall deduct the amount owed from the applicable local educational agency's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.
- (o) An amount recovered by the commission or deducted by the Controller pursuant to subdivision (n) shall be deposited into the Proposition 98 Reversion Account.
- (p) Grant recipients may recover from a sponsored candidate who fails to earn a preliminary credential or complete the period of placement the amount of grant funding invested in the candidate's residency training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at the sponsoring grant recipient.

(q) Grant recipients shall not charge a teacher resident a fee to participate in the Teacher Residency Grant Program.

(r) (1) Notwithstanding paragraphs (2) and (3) of subdivision (a), the commission may allocate up to one million five hundred thousand dollars (\$1,500,000) of the amount appropriated pursuant to subdivision (a) to capacity grants that shall be awarded on a competitive basis to local educational agencies or consortia, described in subparagraphs (A) to (D), inclusive, of paragraph (2) of subdivision (b), partnering with institutions of higher education to expand or create teacher residency programs that lead to more credentialed special education, or bilingual education, science, technology, engineering, or mathematics, teachers.

(2) (A) The commission shall determine the number of capacity grants to be awarded and the amount of the applicable grants.

(B) Individual capacity grants shall not exceed seventy-five thousand dollars (\$75,000) per grant recipient.

(s) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2017–18 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for the 2017–18 fiscal year.

44417.

The commission shall conduct an evaluation of the Teacher Residency Grant Program established in Section 44415 and the Local Solutions Grant Program established in Section 44416 to determine the effectiveness of these programs in recruiting, developing support systems for, and retaining special education, and bilingual education, science, technology, engineering, and mathematics, teachers and provide a report to the Department of Finance and the appropriate fiscal and policy committees of the Legislature by December 1, 2023.

44418.

This article shall remain in effect only until January 1, 2027, and as of that date is repealed



PROGRAM INFORMATION	
Program Name Oakland Unified School District	Grant Number TR 37
Program Director Sarah Glasband	Phone 510-517-7414
Program Address 1000 Broadway Suite 295 Oakland, CA 94607	Fax 510-879-0228
	Email sarah.glasband@ousd.org
	County Alameda
PROGRAM DIRECTOR SIGNATURE <i>Sarah Glasband</i>	DATE 4/19/19

AWARD INFORMATION			
TERM OF GRANT AGREEMENT 03/08/19 - 06/30/23	TOTAL GRANT 320,000	Payment 1 (90%) 288,000	Payment 2 (10%) 32,000
PROGRAM CATEGORY (CODE & TITLE) 5397 - Educator Preparation		RESOURCE CODE 0000	REVENUE ACCOUNT 4524000
ITEM 63602010-0001	AUTHORIZING STATUTE Education Code §44415	FISCAL YEAR 2018-2019	
COMMISSION PROGRAM CONSULTANT Cara Mendoza, Ed.D.	PHONE NUMBER 916-324-8001	EMAIL ADDRESS TeacherResGrants@ctc.ca.gov	
I certify upon my own personal knowledge that the budgeted funds for the current budget year are available for the period and purpose of the expenditure stated within this section.			
Commission on Teacher Credentialing Signature		DATE	

FISCAL AGENT INFORMATION	
Fiscal Agent Ofelia Roxas	Title Chief Financial Officer
Organization Name/Mailing Address Oakland Unified School District 1000 Broadway Suite 450 Oakland, CA 94607	Email ofelia.roxas@ousd.org
	Phone 510-879-1026
	Fax 510-879-3687
Contact person for daily operations Sarah Glasband	Phone 510-517-7414
	Email sarah.glasband@ousd.org
Signatures below indicates acceptance of the grant award and an agreement to abide by the grant award conditions as described in the Grant Award Terms and Conditions Document. Throughout the duration of this grant term, questions can be directed to TeacherResGrants@ctc.ca.gov .	
FISCAL AGENT SIGNATURE <i>Ofelia Roxas</i>	Date 4/19/2019

Return 3 completed forms with 3 original signatures to:

Aimee Eng

Aimee Eng, President, Board of Education

MAIL TO:

Funded Programs, Fiscal and Business Services
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213

Kyla Johnson Irammell

Kyla Johnson Irammell, Secretary, Board of Education

Appendix C
Application Cover Page and Program Summary
Teacher Residency Grant

These forms should be the cover pages to the application submitted to the Commission.

1. **Name of Applicant:** Oakland Consortium
c/o Sarah Glasband
Mailing Address: 1000 Broadway, Suite 295
Oakland, CA 94607

Contact Person: Sarah Glasband, Manager of Retention
Telephone: (510) 517-7414 **Fax:** (510) 879-0228
E-mail: sarah.glasband@onsd.org

2. Fiscal Agent for the Program:

Name: Ofelia Roxas, CPA Chief Financial Officer
Agency: Oakland Unified School District

Mailing Address: 1000 Broadway, Suite 450
Oakland, CA 94607

Telephone: (510) 879-1026 **Fax:** (510) 879-3687
Email: ofelia.roxas@ousd.org

3. Administrative Approval from the Superintendent or Authorized Administrator of the Applicant Local Educational Agency (LEA):

Name: Dr. Kyle Johnson-Trammell

Title: Superintendent, Oakland Unified

Aimee Eng

Aimee Eng, President, Board of Education

Signature:  **Date:** January 12, 2019

Online Guardianship Application for Special Education Recipients

**Administrative Approval from the Superintendent or Authorized Administrator of the Applicant
Local Educational Agency (LEA):**

Name: Dr. Patricia Switzer

Title: Superintendent

Signature: 

Date: 1/11/19

**Administrative Approval from the Superintendent or Authorized Administrator of the Applicant
Local Educational Agency (LEA):**

Name: Hae-Sim Thomas

Title: CEO

Signature: 

Date: 1/11/19

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**California Commission on Teacher Credentialing
Request for Proposals Teacher Residency Grant**

Teacher Residency Grant Summary

Directions: Complete this form to address the development of the proposed new Teacher Residency program or as applicable the grant-funded expansion of the current Teacher Residency program. Do not include residents who are part of any current Teacher Residency Program. Note: This form may be expanded if additional pages are needed.

1. Residents to be Served by the Teacher Residency Grant Program

Residency Area	Special Education	Special Education with Bilingual Authorization	STEM	STEM with Bilingual Authorization	Multiple Subject With Bilingual Auth.	Single Subject non-STEM with Bilingual Auth.
# of Residents	16					
Amount of Grant Funds to Serve these Residents	\$320,000					
Amount of Local Funds to Serve these Residents	\$498,575					

2. LEA(s) and Schools Where the Teacher Residency Grant Program Residents Will Be Placed

LEA	School to be Served	Type of Residents
OUSD	Oakland Technical High School	Special Education
OUSD	Oakland High School	Special Education
OUSD	Edna Brewer Middle School	Special Education
OUSD	Lafayette Elementary School/Martin Luther King, Jr. Elementary School (Merging)	Special Education
OUSD	Skyline High School	Special Education
OUSD	Castlemont High School	Special Education
OUSD	MetWest High School	Special Education
OUSD	Coliseum College Prep Academy	Special Education

OUSD	Westlake Middle School	Special Education
OUSD	Elmhurst Community Prep/Alliance Academy (Merging)	Special Education
OUSD	Madison Park Academy-Lower	Special Education
OUSD	Emerson Elementary School	Special Education
Leadership Public Schools	LPS Oakland	Special Education
Education for Change	Lazear Charter Academy	Special Education
Education for Change	Epic Charter School	Special Education
Education for Change	Achieve Academy	Special Education

3. List the Eligible Partner IHE(s) for the Teacher Residency Grant Program

IHE	Number and Type of Residents
Loyola Marymount University	16 Special Education, Mild/Moderate Residents

1. Overview of the Teacher Residency Partnership between the Applicant LEA and the Eligible Collaborating IHE(s)

In the summer of 2018, the Oakland Unified School District entered into a partnership with the School of Education at Loyola Marymount University (LMU) to build a credential program for special education teachers in Oakland public schools. LMU and Oakland's LEA partners (OUSD, Education for Change, and Leadership Public Schools) are working collaboratively to build a cadre of diverse and effective special education teachers who are trained in the context of Oakland and committed to the local community. To effectively impact student outcomes, this special education teacher residency program will be specifically tailored to the needs of our students and Oakland's public schools. Combining comprehensive preparation with rigorous clinical practice and leveraging Oakland's strongest educators as mentor teachers, the program will be modeled after existing successful residencies. Teachers will be supported with training, mentoring, and peer collaboration, resulting in not only the skills critical to their success, but also an Education Specialist, Mild Moderate Credential and an optional master's degree.

In addition, Oakland will grow a new generation of reflective mentor teachers skilled in the art of coaching and feedback, who are both more effective in their own classrooms and ready to train future cohorts of teachers, as well as their peers, as they step into new roles over time as instructional leaders and administrators. Mentors will also have the opportunity to build and document best practices in a community of their peers who are leaders within varying and diverse Special Education settings.

Loyola Marymount University strives to prepare educators who are lifelong learners and committed to promoting social justice in all aspects of society. The mission and goals of the LMU School of Education are anchored in the main tenets of the University's founding religious orders, which promote the care of the whole person, encouraging lifelong learning, and a faith that translates into service. While the University's main campus is in Los Angeles, LMU has been offering credential programs in Northern California for nine years.

LMU's School of Education faculty and staff work closely with educators from urban and rural communities across California that serve P-12th grade students who are traditionally marginalized because of economic, ethnic, gender, language, and ability factors. LMU faculty maintain strong collaborative relationships with school districts, school partners, and community stakeholders in pursuit of high quality clinical experiences and shared decision-making that ensures positive impact on the development and preparation of teachers and ultimately impacting student learning. LMU's School of Education prides itself on developing innovative credential programs designed in collaboration with stakeholders.

Loyola Marymount University is accredited by Western Association of Schools and Colleges (WASC)'s Senior College and University Commission (WSCUC). The educator preparation programs in the School of Education are accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). The LMU School of Education is preparing for a Spring 2019 accreditation visit by the CTC and the Council for the Accreditation of Educator Preparation (CAEP), the organization that replaced NCATE. LMU's School of Education has been offering programs in Northern California since 2010. Currently, there are nearly 350 candidates enrolled in teaching

credential and MA programs in San Francisco, Oakland, Richmond, San Jose, Sacramento, Stockton, and Delano.

Driven by their strong commitment to collaboratively build and offer programs that meet the specific needs of each partner, LMU's faculty and staff are partnering with OUSD to design recruitment and curriculum delivery for the Oakland Teacher Residency Program. A concerted effort was made to successfully hire faculty and University supervisors who have an intimate knowledge of OUSD. Thus, candidates in the program learn content that is relevant to Oakland. In the fall 2018 semester, there were 15 intern candidates enrolled in the inaugural credential program, taught by OUSD Special Education leaders who were jointly hired with LMU faculty. A majority of the candidates are non-traditional candidates who served the District on permits. These educators are committed to OUSD and hope to stay in Oakland for a long time. We intend to build on this successful partnership by extending support to pre-service preparation in the form of the Special Education Teacher Residency program.

LMU's School of Education and the Oakland LEAs will continue to collaborate to select faculty members who will teach courses and provide school-based coaching to Oakland teacher residents, aligning coursework and practicum experience with Oakland's particular student learning needs. Residents will begin the program with a four-week, intensive, in-person course with their cohort in the summer semester, and come together again in the fall and spring for weeklong intensive sessions. Residents will also participate throughout the year with in-person weekly classes led by selected faculty. Weekly seminars will engage residents in a wide range of activities: reading and discussing materials pertaining to current educational trends and policies at the local and national level, conducting case study analysis of key problems of practice, collaboratively problem solving around critical incidents from the classroom, and learning, developing, and practicing a sequence of high-leverage classroom techniques.

In addition to a teaching credential, LMU provides residents with the opportunity to earn a Master's degree in the year following their residency. In a supportive cohort of OUSD Special Education residents, candidates will take courses that are designed with Oakland students and their local curriculum in mind, courses that connect to the specific instructional demands of residents' current contexts and inform and enrich residents' ability to support student learning during their residency. In partnership with the LEAs and LMU, and under the direction of the Coordinator of the Oakland Teacher Residency, we will collectively work to facilitate, record, and track outcomes of the residency to better understand and act on collective priorities for new residents and mentor teachers. In these conversations with leadership, key questions are addressed around expectations of proficiency for new teachers.

2. Local Need for Special Education, STEM, and/or Bilingual Education Teachers

The Oakland Unified School District (OUSD) is a high-need urban district in the rapidly-changing Bay Area. With 37,000 students in 86 schools, our mission is to create a full-service community district that houses resources in schools to support students and families. Nearly 75% of our students are low income and most would be the first in their families to go to college. About 90% are students of color, up to 45% of students live in single parent homes, kinship care, or foster care, 40% receive government assistance, and more than one in 10 students receive Special Education services. Moreover, Oakland is plagued by youth gang activity and has the highest violent crime rate of California's 10 largest cities.

At the same time, over the past decade, Oakland has seen a sharp rise in the tech economy, and the costs of housing have dramatically increased. Amidst these changes, OUSD has been greatly impacted by the decline in highly qualified teachers seeking employment. Yet, we have a critical need to recruit and retain Bilingual, Math, Science, and Special Education teachers in order to provide highly qualified educators to all of our students.

Oakland has more than 5,000 Identified Special Education students, and the OUSD Special Education Office conducts about 7,000 Individual Education Programs (IEPs) each year. With high levels of exposure to violence and trauma compounded within mild to moderate Special Education populations, there is a critical need to provide highly qualified special education teachers for students — particularly in our schools that are serving undocumented or recently migrated students, those facing homelessness, and those from high poverty families.

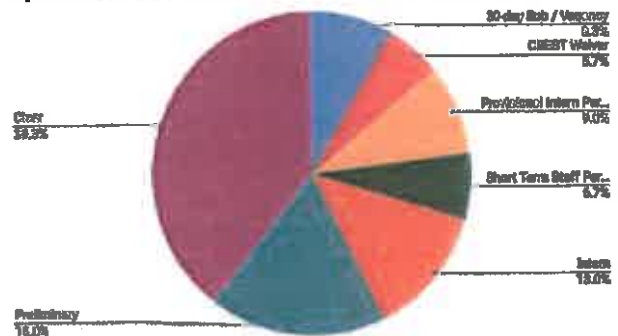
Leadership Public Schools (LPS) Oakland serves 485 high school students on the Castlemont campus in East Oakland with a student population that is 100% students of color, 97% low income, and 89% EL or redesignated. More than 40% of LPS Oakland parents did not graduate from high school, 89% do not have a college degree, and 11% of students have an IEP.

With the demand for special education teachers greatly outpacing the available staffing within the school district and Oakland's charter schools, leaders have come together to develop a teacher residency program for the recruitment and retention of Special Education teachers who can meet the needs of all of our students. In partnership with charter management organizations, Education for Change and Leadership Public Schools, OUSD will build the Oakland Teacher Residency Program, a pipeline that will both provide increased capacity and efficiency in serving students with mild to moderate special education needs. Together, we will create the opportunities for new resident teachers and their mentors to share experiences and best practices and learn from each other. Calibrating across quality, we will build a program that attracts, grows, and retain teachers, and builds consistency in best practices helping all Oakland public schools to effectively serve all Oakland families. Both Education for Change and Leadership Public Schools have been leaders in the charter community, pushing for greater inclusion of special education students and high needs special education students.

a) Describe the number of special education teachers currently serving on less than a preliminary teaching credential:

Given the shortages across high needs content areas, Oakland Unified has dedicated resources to developing pipeline programs across our job classifications in order to recruit and develop teachers. We have regularly recruited and supported classified staff members pursuing teaching, specifically in Special Education programs. Recently, these efforts have been bolstered and institutionalized through the Classified to Teacher program funding from the California Commission on Teaching Credentialing. We are currently supporting 40 classified staff members in pursuing a teaching position in a hard to fill position. Twelve

Special Education Teacher Credential Status, 2018-19

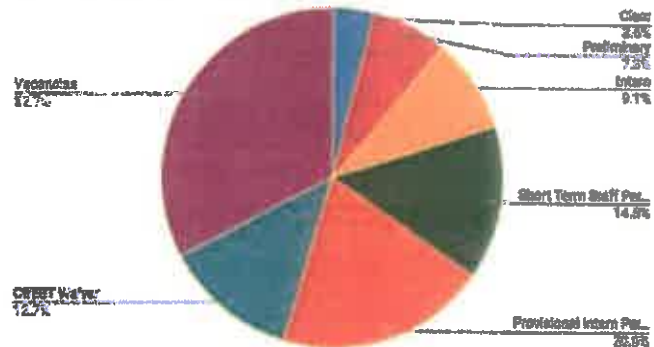


participants from 2017-18 have become teachers in 2018-19, and of these, nine are in Special Education, mild to moderate settings. Additionally, Oakland Unified is building wrap-around services for educators starting with waivers and permits to support with licensure examinations and mentorship and increase the retention of new educators participating in alternative licensure programs.

Historically, Education for Change schools also actively recruit paraprofessionals, general education teachers, as well as interventionists with Bachelors degrees to consider becoming Education Specialists. In addition to recruitment of potential Special Education teachers, EFC also partners with Education Specialist intern programs to enable recruited educators to acquire an intern credential. Finally, EFC provides stipends to SPED teachers at \$8,500 annually above the regular teacher salary, which can be used to resource a teacher preparation program for credentialing requirements or testing (for uncredentialed teachers).

In Oakland Unified, there has been an increasing challenge to identify prepared Special Education teachers. Figure 1 depicts the credential and permit status of the Special Education teachers we hired in the 2018-19 recruitment season. These numbers paint a stark picture of our local context. Only 10.9% of our recent Special Education hires have a Preliminary or Clear credential, and at the moment of writing this proposal, we still have 18 teacher vacancies in Special Education classes. Each year, we hire approximately 20% of our Special Education teacher workforce, which creates a critical need to focus on improving the preparation, support, and retention of our Special Education teaching staff.

Special Education Hiring, 2018-19



LPS Oakland has been fortunate to have a stable Special Education staff over the last five years (although two of the existing three Ed Specialists this year are new, which represents 66%). While this five-year period has not seen high turnover and all three teachers now have at least a preliminary credential, the school as a whole has had a 35% turnover rate with 25% of teachers on Intern or emergency credentials. Given the increasing numbers and severity of the educational needs of the students with IEPs, this represents a significant challenge for the current Education Specialists.

At Education For Change (EFC) elementary schools like Epic, there are 2.5 FTE Education Specialists (two are new this year, and one has a Provisional Internship Permit). The school experienced 80% turnover last year, 50% turnover the year prior, and 50% the before. At Lazear, there are 3.0 FTE Education Specialists (two new this year). Lazear experienced 67% turnover last year, a staggering 100% turnover the year prior, and 33% the year prior. At Achieve Academy, there are 3.0 FTE Education Specialists (one on a Provisional Internship Permit), and there was equally high turnover during the past three years. In any given year, EFC anticipates at least one Education Specialist position turning over at these sites.

In Oakland Unified, close to 43% of Special Education teachers are working with 30-day substitute permits, waivers, Provisional Intern Permits, Short Term Staff Permits, and Intern

Credentials. Figure 2 depicts OUSD's 300 Special Education teachers and their current credential statuses. At EFC schools Achieve and Epic, there is one Education Specialist at each site who is on an Provisional Internship Permit. This school year, Lazear does not have an Education Specialist on an intern credential, but last year, they had one mid-year resignation, leaving a vacancy that was ultimately filled by someone on a Short Term Permit. LPS Oakland has two new Ed Specialists, but both are credentialed. It is anticipated that future openings will need to be filled by a less-than-fully credentialed teacher.

b) Describe the target number of residents for special education residencies
As we launch the Oakland Special Education Teacher Residency Program in 2019-20, we expect to reach our target of 16 residents across district and charter schools, with 12 in district schools, three in EFC sites, and one at an LPS site.

c) Describe the schools in which residents would potentially be placed
With the Oakland Special Education Teacher Residency program, we anticipate recruiting one resident each at EFC's Achieve Academy, Epic Charter School, and Lazear Charter Academy, one at LPS Oakland, and we have identified 12 OUSD schools to become residency sites that will host 12 teacher residents. OUSD sites include three elementary schools: Emerson Elementary, Madison Park Academy-Lower, and MLK/Lafayette Elementary; four middle schools: Edna Brewer, Elmhurst Community Prep, Coliseum College Prep (serves grades 6-12), and Westlake Middle School; and five high schools: Skyline High School, Oakland Technical High School, Castlemont High School, MetWest High School and Oakland High School.

Achieve Academy, Epic Charter School, and Lazear Charter Academy were all selected by Education for Change because they have experienced dramatic teacher turnover over the past three years, with at least one Education Specialists on either a PIP or an STSP credential in the past two years, and these schools have significant populations of Special Education students with critical mental health needs. Leadership Public Schools has one high school in Oakland that has been identified as the host site for one resident.

All students in OUSD who receive Special Education services have an Individualized Education Program (IEP). Based on their goals and services, the Special Education staff tailor educational services to student need. OUSD provides a continuum of services, and our goal is to provide students education in the least restrictive environment. Many OUSD school sites are moving towards inclusive practices. Students with special needs are supported in general education and provided resource supports. All services are reflected in their individualized education plans. Students in a resource setting are also in general education classes and have a case manager (one to 28 ratio). Some receive push-in support within the general education setting, and based on the IEP and goals, students may also be pulled out for intervention support. Special Day Class programs for students with mild to moderate disabilities are provided in a separate setting. These students are typically on a diploma track and should have access to the general education common core curriculum. Education Specialists in Mild/Moderate settings are using common core standards and including reasonable modifications and accommodations to support student learning.

In Education for Change schools, students with a range of disabilities are served in the least restrictive environment setting possible. EFC schools provide regular pull-out interventions programming in reading and mathematics — usually a supplement to the existing

general education reading and mathematics (K-5). Some students require a more intensive program. In all cases, students' academic programs are dictated by their IEPs and regardless of disability, students receiving instruction at an EFC school site will receive physical education, arts, and electives in general education settings with support as needed, and the great majority will also receive history and science content in a general education setting with support. Middle school students can also receive targeted pull-out support specific to study skills or life skills per IEPs.

At LPS Oakland, students with a range of disabilities are served in the least restrictive environment setting possible. The special education team provides regular push-in and pull-out intervention that supplements the existing general education curriculum. Education specialists collaborate closely with general education teachers to provide individualized support that allows students to participate fully in their college-prep academic courses. Additionally, LPS provides in-house mental health supports, behavior intervention, and speech & language services and OT services. In all cases, students' academic programs are dictated by their IEPs and regardless of disability, students attending LPS Oakland graduate with the academic and social emotional skills and mindsets that will strongly support them in completing their post-secondary education and career plans. LPS Oakland has put in place an alumni pipeline and currently 12% of teachers and numerous classified staff are alum and one teacher is a former IA. Special Education teachers are provided an annual subject shortage stipend and credentialing costs of general education teachers switching to special education are paid by the network.

d) Describe the rationale for the selection of identified target schools

The OUSD schools and EFC schools chosen have a unique combination of a strong Special Education teacher leader with a clear Mild/Moderate Education Specialist credential, a strong need for additional recruitment in future years, high teacher turnover, and a school site administration supportive of launching a Special Education residency. Additionally, many of these schools have large Special Education programs, and will need ongoing professional development to strengthen inclusive practices and teacher training. All of the sites chosen have large populations of students who receive free or reduced lunch, with the exception of Oakland Technical High School. In this case, the number of students who receive Special Education services and also qualify for Title 1 is disproportionately higher than the general education population (73%).

LPS Oakland was chosen as a district partner because of the increased number of students, particularly those with an Emotionally Disturbed designation, and the school's commitment to inclusion and service in the least restrictive environment. Supporting this is a fully built out MTSS with a Student Support Coordinator and two mental health ERMHS (Emotionally Related Mental Health Services) therapists. Finally, Leadership Public Schools has been a leader in district-charter collaboration in Oakland with LPS Oakland and Castlemont High School providing a model for such partnerships across the state with shared dual enrollment courses, work-based learning opportunities, athletic programs, security, parent education and administrative collaboration. The inclusion of both schools in this residency program will continue to strengthen this partnership.

e) Describe the extent to which the teacher residency program would help address the

unmet needs for special education teachers in the applicant LEA or consortium.

A residency program specifically tailored to Special Education teachers will support OUSD and charter partners in developing the critical competencies these educators need to be successful as they enter the classroom. Given the complicated need to balance IEP support and coordination, student assessment, accommodations and modifications, collaboration with general education teachers, managing multiple stakeholders in the classroom, including support staff, compliance with California Education code and federal law protecting individuals with disabilities, Special Education teachers face a broad range of daily challenges, and until now did not have the support and preparation needed. Coupled with the high numbers of underprepared teachers, this situation creates an extremely demanding context in which Special Education teachers enter classrooms across OUSD district and charter schools.

This Residency Program is a unique opportunity to grow Special Education teachers in a paid capacity while investing in their preparation, introduction to the Oakland context, and intensive mentorship in the context of rigorous clinical practice. Because of the high retention rates of teachers prepared within residencies nationally, a teacher residency program focused on preparing and supporting Special Education teachers will offer an important counter-narrative to the high numbers of underprepared teachers in Special Education settings and represents about 16% of OUSD's annual recruitment demands in Special Education, and more in the charter sector because of the small size of the programs. Because of the service commitment and our investment in future Special Education teachers, building an Oakland teacher residency in Special Education will also help us to increase our overall retention of Special Education teachers (approximately 20% leave annually within OUSD).

3. Description of the Teacher Residency Program to be Implemented

a) Describe who the target candidates for participation in the Teacher Residency Grant Program would be and how they would be recruited and enrolled

We know that one of the most critical elements to a successful teacher education program is the selection of candidates who have the knowledge, skills, and disposition to be effective. We also know that there are many barriers to teaching, especially in Special Education. This program will target those candidates who are interested in a full year of traditional teacher preparation (but may not be able to afford it), and those who might otherwise enter alternative credential programs. The program will also target current paraprofessionals and classified staff who have committed to Oakland schools; those who want to commit to a career in Special Education and candidates who represent our diverse population of students and families.

LMU staff will collaborate with Oakland's LEAs to help recruit and identify candidates reflecting communities they serve. LMU's School of Education has partnered with a charter management organization in building a similar Teacher Residency program over the last four years. As such, LMU has the experience and expertise in selecting mentors, selecting residents, and working with partners in the development of the curriculum for a residency program. We will recruit heavily from within LEA boundaries, local colleges, credential fairs, community-based organizations, K-12 staff, professional and student associations, and via advertising targeting career changers. We will continue to develop a robust recruitment and selection model which seeks and cultivates high-potential candidates through a rigorous, multi-stage selection process. Evaluating a range of competencies, skills, and dispositions, this model goes beyond the focus of traditional higher education programs.

LMU and partner LEAs will evaluate not only the academic preparation of candidates, but also their critical thinking skills, problem solving skills, perseverance, learning stance, communication skills, ability to work with diverse individuals, and commitment to equitable education. Applicants must have a bachelor's degree (GPA of 3.0 or above) and possess experience working with children and a record of achievement. We will review transcripts, resumes, essays, interviews, recommendation letters, and demonstration lessons, and will provide feedback after the demonstration lesson, asking candidates to apply it as they teach the lesson again, in order to assess openness to and ability to utilize feedback.

The learning needs of Oakland's K-12 students will shape and define what residents need to learn and when they need to learn it. Through authentic assignments for their courses, teacher residents will learn about common instructional practices, assessments, student learning profiles, lesson planning, and data analysis used by the LEA and their assigned school, so that they are well-equipped to be contributing members of the adult team.

LMU's cohort model is designed to provide residents deep connections for support, learning, and collaboration on shared experiences. Residents will meet twice weekly for in person cohort seminars after their clinical experience, utilizing this time to learn and apply concepts they have been exposed to throughout their day. The Coordinator of the Oakland Teacher Residency will support this model throughout the year and provide wrap-around support for the cohort including leading monthly seminars related to the Oakland context, doing field observations, and providing feedback to both residents and mentors.

Additionally, the cohort model enables a unique support structure: the Oakland Teacher Residency Coordinator receives weekly updates from students through the seminars and provides strong moral support and helps to create and guide residents on an individualized path through the year. The cohort model creates an intentional support network with and for the residents so they are able to rely on each other during the year and after graduation. Long-lasting, strong relationships are built within cohorts, as this unique growth experience lends itself to the development of strong practitioners who are able to be vulnerable with one another. Finally, the Oakland Teacher Residency Coordinator will ensure a warm handoff to our New Teacher Support team, ensuring that induction support launches successfully and ideally with the resident mentor as the resident graduate's support provider.

Over the training year, residents take on increasing responsibility as their learning and roles evolve. Residents move from supporting individual students to groups of students, from collecting data to analyzing data, and from co-planning parts of lessons to planning entire units with guidance from the mentor teacher. Residents will be held accountable for the quality of their instruction and student learning through performance assessments called "gateways." Both Oakland mentors and LMU faculty will work with residents using the gateway indicators to ensure alignment of theory and practice and common expectations for effective teaching.

Finally, the program will result in nearly guaranteed employment for successful residents, who will not only graduate with a credential but also a Master's degree upon demonstrating effective teaching that will lead to improved student outcomes. In order to graduate, residents must also pass their state's pre-service performance assessment, their state's licensure exams, Master's research presentation, and all graduate courses. In partnership with the district's recruiting staff, principals, and local community organizations, the Director will help residents secure positions in high-need schools.

To ensure that residents stay in those teaching roles within Oakland for at least four years, the partner LEAs will provide a comprehensive induction program. Oakland Unified provides a job embedded Induction program rooted in two cycles of inquiry on classroom practices tied to SMARTe goals related to the California Standards for the Teaching Profession, in addition to one-on-one induction coaching. This program is free of cost to all new teachers with Preliminary Credentials. We will make every effort to pair the teacher resident with an induction support provider onsite, with specific preference for the mentor teacher to continue to serve as the resident's support provider. The cohorts of residents will continue to meet quarterly during their first years of teaching in an effort to continue to build shared practice and sustaining community. Through formal induction programs as well as through community building, the partner LEA will provide residents with the professional support required to improve and sustain cohorts of effective teachers over time. LPS accomplishes this both through a partnership with the REACH Induction program, and ongoing LPS on-site induction support including matching the new teacher with a mentor and summer seminars.

- b) Describe how the proposed or expanded Teacher Residency Grant Program would build on/supplement but not supplant either the current teacher residency program if applicable, or any current local/IHE efforts

The Special Education Teacher Residency Program is being built using the foundation of the current C2T program, holistic supports for emergency permit and intern teachers, and will supplement recruitment from existing programs with other IHE partners. This said, the Oakland Special Education Teacher Residency also represents a radical departure from current preparation and supports given the emphasis on rigorous clinical practice, place-based study, and intensive mentorship. We know that future educators need different pathways into special education classrooms. The Oakland Special Education Teacher Residency offers a pathway that will meet divergent needs of different groups and will provide a supported pathway into the classroom, which is precisely what Oakland students need in the long term. This program also ensures that residents are provided with a protected learning year and ensures that their experiences is not overlapping with other important roles or support staff positions.

Mentor and pre-service professional development will be aligned and coherent across the city by elevating and strengthening mentors as stable and productive catalysts of teacher preparation, which will also build on current efforts to train and support Special Education teachers who mentor emergency permitted teachers as well as teachers with Intern and Preliminary Education Specialists credentials. We will build on our current partnership with the New Teacher Center to support effective mentor training for resident mentors.

- c) Describe any modifications and/or improvements to the currently operating teacher residency program that would be implemented within the Teacher Residency Grant Program, and the rationale for these modifications/improvements. If this is a new residency program to be developed through the grant, applicants may indicate "not applicable" in response to this criterion.

Not applicable.

4. Key Program Personnel and Shared Program Governance

a) Management Staff :

(OUSD) Name, Title, FTE	Roles & Responsibilities
Sarah Glasband, Manager of Recruitment & Employee Development, 0.2 FTE	Lead agency, overall management of the Teacher Residency Capacity Grant, support with oversight, management, and reporting for the capacity grant.
To be hired: Coordinator of Special Education Residency, 0.5 FTE	Will serve as the lead coordinator to recruit and train mentors, partner with LMU on course design, selection of instructors and coherence, recruit and select residents, and ensure coherence and alignment for the residents and mentors throughout the clinical practice.
Neena Bawa, Executive Director of Programs for Exceptional Children 0.1 FTE	Executive Director of Special Education, Lead agency, will support with the Integration of the residency into current Special Education programming; will support with training of mentors and school sites, as well as the identification of exemplary mentor teachers.
Mary Claire Delgado, Manager of Recruitment at OUSD 0.1 FTE	Manager of Recruitment, Lead agency, will support with the recruitment and selection of the first group of teacher residents.
Lisa Rothbard, Induction Coordinator 0.1 FTE	The Induction Coordinator will both support mentor professional development and ensure a smooth transition from resident year to induction support in year one.
Ofelia Roxas, Chief Financial Officer, 0.05 FTE	Fiscal Management of Teacher Residency Program, will ensure fiscal responsibility and accounting for the teacher residency capacity grant.

(EFC) Name, Title, FTE	Roles & Responsibilities
-Hae-Sin Thomas, CEO, 0.1 FTE	-Management (EFC), partner engagement, planning/ implementation
-Brandee Stewart, Chief Student Support Services, 0.2 FTE	-Participate on the RAC, manage communications/ engagement with site leadership, liaise with EFC instructional Leadership Team, residency program management (recruit mentors, manage mentor experience), LMU communications
-Rebecca Reynolds, Director Staff Recruitment, 0.1 FTE	-Participate on the RAC, partner with OUSD/ LMU recruiting residents, manage residents at EFC

(LPS) Name, Title, FTE	Roles & Responsibilities
<p>-Jean Fagin, Director of Special Education (.1 FTE)</p>	<p>-Participate on the RAC, manage communications/ engagement with site leadership, liaise with EFC Instructional Leadership Team, residency program management (recruit mentors, manage mentor experience), communications with LMU, recruit resident</p>
<p>-Dr. Pat Saddler, Superintendent (.05 FTE)</p>	<p>-Support partner engagement, external partnerships and communication, internal LPS policies</p>

(LMU) Name, Title, FTE	Roles & Responsibilities
<p>-Dr. Edmundo F. Litton, Professor and Senior Director of LMU Northern CA programs, 0.2 FTE</p>	<p>-Manages ongoing relationships, information sharing, technical assistance, and partnership development process.</p>
<p>-Dr. Juliet Anyanwu, Director of Special Education, 0.1 FTE</p>	<p>-Conduct upfront Contextualization Meeting to determine Oakland's academic priorities/ needs, conduct professional development of Oakland Special Education Instructors, provide academic support and professional development for the Coordinator of the Oakland Teacher Residency.</p>
<p>-Stephanie Serventi, Assistant Director of LMU Northern CA programs, 0.1 FTE</p>	<p>-This role supports enrollment and registration processes, as well as resident support and follow up through LMU.</p>
<p>-Nadja Conway, Fieldwork Supervisor Coordinator, 0.1 FTE</p>	<p>-This role will ensure high quality clinical practice field supervision on behalf of LMU, as well as work with LEA and charter leaders to organize professional development opportunities for LMU Fieldwork Supervisors.</p>

In order to continue to build the Oakland Teacher Residency Program, the partner LEAs are working closely with the LMU School of Education to co-design and implement the foundation needed for participant success. Groundwork started in the spring of 2018 with the involvement of OUSD, LPS, and EFC leadership along with union, principal, and teacher input on the potential for a combined residency program. Since receiving the State Capacity Grant in November, stakeholders across OUSD, LMU, LPS, and EFC have met consistently to design a coherent trajectory of learning and support for both incoming residents and mentor teachers.

The Coordinator of the Oakland Teacher Residency will be an OUSD employee and report to the partner LEAs, working in conjunction with LMU's team and leading the application, interview, and enrollment processes as well as matching residents with mentor

teachers, mentor training, and professional development, and facilitating the hiring and induction process so that residents can be as successful as possible. The Coordinator bridges the two systems, helping LMU understand what great teachers know and are able to do in the district, and helping the LEA and charter partners deepen their thinking about teaching and learning as well as develop a pipeline of excellent new teachers.

To ensure shared responsibility, the consortium will convene a small group of stakeholders from each participating entity. This group of stakeholders, the Residency Advisory Committee, serves as the oversight group of the Oakland Teacher Residency, under the auspices of the governing boards of Oakland Unified, LPS, and the three EFC sites. We will employ OUSD leaders including the Executive Director Special Education, Manager of Retention and Employee Development, Deputy Chief of Talent, and Senior Deputy Chief of Continuous School Improvement. Education For Change will employ the Chief of Student Support Services and CEO. LPS will engage the Director of Special Education Services alongside the Superintendent of LPS Schools to serve on the Advisory Committee.

- b) Identify other key staff who may not have direct program administration responsibilities but who will be playing important roles in implementing the Teacher Residency Grant Program. Describe any professional development/training that will be provided to other key staff who will be working directly with the target program participants in order to effectively implement the Teacher Residency Grant Program.

There are a host of other key staff throughout the school district who will play important roles in implementing Oakland's Special Education Teacher Residency Program, including school principals, curriculum, instructional, and human resources staff, as well as mentor teachers and special education department staff.

School principals play a key role in the success of the residency program. Conversations with principals begin by highlighting different elements of the program including resident placement based on site interest, the residents' schedules, strategies for recruiting diverse residents, the role of the administration and mentor teacher, and the benefits of the residency for students. Later, discussions address mentor/resident matches, inclusive practices for the resident, and the role of the administrator as an evaluator and co-collaborator. Principals are provided with a stipend and expected to help develop residents, develop mentors, meet regularly with the Coordinator, complete surveys about residents, and attend capstone events for the residents. LMU provides all principals with an introductory webinar and ongoing technical assistance.

The Coordinator of the Oakland Teacher Residency and the communications teams of the Oakland partner LEAs will also work together with LMU's staff to ensure system-wide stakeholder understanding of the teacher residency partnership so that all staff members can support this opportunity for impact on the Oakland teacher pipeline and student learning.

Mentor teachers will play a direct and critical role in the Residency Program. In order to be prepared for the first cohort of 16 residents, the consortium will identify at least 16 strong mentor teachers across high-need Oakland public schools (OUSD, LPS, and EFC). Ideally, up to 18 mentors will be selected and trained, so that 16 of them can be most effectively matched with the 16 residents that are ultimately selected to participate in the initial 2019-20 cohort. To participate in LMU's programs, mentors must meet the following criteria in applications: proof of a clear credential, at least three years' teaching experience, the recommendation of their site

leader, and essays that display commitment to improving practice and belief in student equity as well as strong team collaboration. These mentors must also commit to participating in at least 10 hours of professional development on topics related to mentoring, supervision, and evaluation.

A full day of training, which will allow for differentiation based on the mentor teachers' experience in supporting pre-service teachers, will focus on building trust in a coaching relationship, adult learning theory, and facilitative coaching strategies. Mentor seminars are focused on developing the diverse coaching and teaching skills of our highly talented team. Both mentor and resident seminars are situated in the larger work of their partner schools, and will focus on LEA-specific instructional effectiveness. This development and acknowledgement of mentors as teacher leaders is paired with regular observation and feedback sessions to create impact in and beyond residency classrooms and schools. Among other skills, LMU training helps mentors' to coach, support, and give feedback effectively.

In addition to administrators and mentor teachers who play a large role in the Teacher Residency, staff who support recruitment of mentors are key to the program success. Training will be provided to all Human Resources staff who interact with classified employees and community volunteers, as we expect they will help recruit residents through their frequent interactions with our untapped community members. Training will be ongoing throughout the fall recruiting season and conducted by the Coordinator of the Oakland Teacher Residency.

In addition to HR, it will be critical to support training for the Special Education Program Specialists and leaders who provide ongoing support to school sites with Special Education programming. Program Specialists and Special Education mentor teachers will need to fully understand the role of the teacher resident and mentor teacher before launching the residency program given the high needs in Special Education.

c) Explain the relationship and governance of the Teacher Residency Grant Program within the grantee LEA in terms of internal institutional oversight, management, and reporting.

OUSD's Manager of Retention and Employee Development, Sarah Glasband, will support as the lead contact for this grant (In partnership with Neena Bawa, Executive Director of Special Education Services in Oakland Unified). Ms. Glasband and Ms. Bawa will collaborate closely with the Coordinator of the Oakland Teacher Residency (to be hired) and Dr. Edmundo F. Litton, LMU's Senior Director for Northern California program and Chair of Urban Education, as well as Hae-Sin Thomas, the CEO of Education for Change Public Schools and Pat Saddler, the Incoming Superintendent of Leadership Public Schools. Together with Brandee Stewart, the EFC Chief of Student Support Services, as well as the LPS Director of Special Education Services, this group of leaders will serve as the primary Residency Advisory Executive Committee, responsible for the implementation of all aspects of the capacity building phase of the Oakland SPED Teacher Residency Program.

Sarah Glasband, in partnership with OUSD's Talent Recruitment Manager Mary Claire Delgado, EFC's Chief Talent Officer Larissa Adam, and LPS's Director of HR, Lisa Pifers, will work with LMU Senior Director of Northern California programs, Dr. Edmundo F. Litton, to recruit a group of diverse SPED teacher residents in Oakland. This work will entail regular meetings to discuss recruiting strategy, development of collateral material, travel to recruiting events, follow-up with potential applicants, selection of residents, and support of residents as they complete their applications to LMU. Additionally, Dr. Litton will work with Oakland partners to

tailor curriculum to the Oakland partner LEAs' context and to help recruit and develop mentor teachers in preparation for the launch of the program. Recruitment and development will require developing and sharing an application for potential mentors, interviews, and observations of potential mentors and mentor training.

Data collection and evaluation reporting for the Oakland Teacher Residency Program will be supported by an external evaluator, Dr. Louise Bay Waters. Dr. Waters served as Superintendent of Leadership Public Schools and Associate Superintendent of Student Achievement for OUSD, which included oversight of the OUSD Program for Exceptional Students. Dr. Waters also designed and led the State's first new teacher Induction program (New Teacher Retention in Inner City Schools) between Cal State Hayward and OUSD which included an award-winning teacher residency program at three professional development schools in OUSD. Dr. Waters also led a team of 35 researchers looking at the practices of five urban districts that showed significant success in reducing the achievement gap. She has extensive experience supervising special education teachers and programs and will work with all of the partners to ensure that data is collected and employed on an ongoing basis for continuous program improvement.

- d) Identify key staff at the institution of higher education(s) who will work with the LEA, including who will be monitoring all credential requirements and who will be submitting the recommendations for the preliminary credentials.

(LMU) Name, Title, FTE	Roles & Responsibilities
-Dr. Edmundo F. Litton, Professor and Senior Director of LMU Northern CA programs, 0.2 FTE	-Manages ongoing relationships, information sharing, technical assistance, and the partnership development process. Dr. Litton has been a faculty member at LMU for 22 years and has extensive experience building partnerships and alternative certification programs.
-Ramiro Euyoque, Associate Dean of Partnerships, 0.1 FTE	-The Senior Director of Recruitment and the Outreach and Recruitment Manager will work with the partner Oakland LEAs to develop a recruitment plan and application processes.
-Dr. Juliet Anyanwu, Director of Special Education, 0.1 FTE	-Conduct an upfront Contextualization Meeting to determine Oakland's academic priorities and needs, conduct professional development over time, and provide academic support and professional development for the Coordinator of the Oakland Teacher Residency.
-Stephanie Serventi, Assistant Director of LMU Northern CA programs, 0.1 FTE	-This role supports enrollment and registration processes.

Dr. Doris Madrigal, Associate Dean -
Academic Services, 0.05 FTE

-This role will monitor credential requirements and submit recommendations for preliminary credentials.

5. Data Collection and Evaluation Reporting

Applicants should describe their current or future processes to collect, analyze, report, and use data regarding the outcomes of their current or developing teacher residency program(s).

Data collection and evaluation reporting for the Oakland Special Education Teacher Residency Program will be supported by an external evaluator, Dr. Louise Bay Waters, in partnership with the OUSD Coordinator of the Oakland Teacher Residency Program. Through surveys, interviews, and observations with residents, mentors, administrators, program leaders and LMU faculty, the external evaluation will identify program implementation consistency, best practices, challenges impacting implementation and program success, and lessons learned. The evaluator will aggregate and report on required program data including preliminary data related to retention. It is anticipated that data collection will continue after the end of the formal grant as part of the long-term sustainability and integration of the model. The Oakland Teacher Residency Program is committed to fulfilling the requirements of this grant program and will respond to the Commission's requirements for data collection, evaluation, and reporting, as listed in the RFP and as required by statute.

Additionally, regular program evaluation, both internally and externally, will ensure continuous improvement and iterative growth. The Executive Committee, a representative body of the district and charter school partners, in collaboration with LMU, will survey our residents and mentors twice annually, collaborate with instructors in the LMU program quarterly, and meet with the larger advisory body 3-4 times annually in order to drive growth and improvement of the overall program using data from mentors, residents, and LMU instructors, who will be closest to the daily learning and experience of resident teachers. Data will be used and shared across the partnership stakeholders, including the CTC, any external technical assistance providers, and support providers on the ground in district and charter schools.

Appendix D Statutory Priority Points

Directions: Indicate if the applicant LEA qualifies for any of the following statutory priority points:

Statutory Priority Criterion	Yes	If Yes, Name and Location of Qualifying School	No
<p>1. Applicant LEA has a school where 50 percent or more of the enrolled pupils are eligible for free and reduced price meals</p>	<p>yes</p>	<p>Education for Change Achieve Academy 1700 28th Ave Oakland, CA 94601 CDS 01 61259 0111476</p> <p>Epic Charter School 045 Derby Ave Oakland, CA 94601 CDS 01 61259 0129403</p> <p>Lazear Charter Academy 824 29th Ave. Oakland, CA 94601, CDS 01 10017 6002000</p> <p>Leadership Public Schools Oakland Campus 8601 MacArthur Blvd., Bldg. 100 Oakland, CA 94605-4037 CDS 01 61259 0126748</p> <p>Oakland Unified School District Emerson Elementary School 4803 Lawton Ave. Oakland 94609-2208 01 61259 6001812</p> <p>Lafayette Elementary School/Martin Luther King, Jr. Elementary School (Merging) 991 14th St. Oakland 94607 01 61259 6001978</p> <p>Madison Park Academy - Lower Campus (K-5) 470 El Paseo Dr. Oakland, CA 94603-3565</p>	

		<p>CDS 01 61259 6002182</p> <p>Edna Brewer Middle School 3748 13th Ave. Oakland 94610-2820 01 61259 6057061</p> <p>Elmhurst Community Prep/Alliance Academy (Merging) 1800 98th Ave. Oakland 94603-2702 01 61259 0112789</p> <p>Westlake Middle School 2629 Harrison St. Oakland 94612-3813 01 61259 6057095</p> <p>Coliseum College Prep Academy 1390 66th Ave. Oakland 94621-3506 01 61259 0112797</p> <p>MetWest High School 314 East Tenth St. Oakland 94606-2302 01 61259 0100701</p> <p>Castlemont High School 8601 MacArthur Blvd. Oakland 94605-4037 01 61259 0125161</p> <p>Skyline High School 12250 Skyline Blvd. Oakland 94619-2425 01 61259 0137943</p>	
<p>2. Applicant LEA has a school where at least 5 percent of the teachers are misassigned, as determined by</p>	<p>yes</p>	<p>Achieve Academy 1700 28th Ave Oakland, CA 94601 CDS 01 61259 0111476</p> <p>Epic Charter School 045 Derby Ave</p>	

<p>the commission, or working on a short-term staffing permit, a provisional intern permit, or a waiver</p>		<p>Oakland, CA 94601 CDS 01 61259 0129403</p> <p>Leadership Public Schools Oakland Campus 8601 MacArthur Blvd., Bldg. 100 Oakland, CA 94605-4037 CDS 01 61259 0126748</p> <p>Oakland Unified School District Emerson Elementary School 4803 Lawton Ave. Oakland 94609-2208 01 61259 6001812</p> <p>Lafayette Elementary School/Martin Luther King, Jr. Elementary School (Merging) 991 14th St. Oakland 94607 01 61259 6001978</p> <p>Madison Park Academy - Lower Campus (K-5) 470 El Paseo Dr. Oakland, CA 94603-3565 CDS 01 61259 6002182</p> <p>Edna Brewer Middle School 3748 13th Ave. Oakland 94610-2820 01 61259 6057061</p> <p>Elmhurst Community Prep/Alliance Academy (Merging) 1800 98th Ave. Oakland 94603-2702 01 61259 0112789</p> <p>Westlake Middle School 2629 Harrison St. Oakland 94612-3813 01 61259 6057095</p> <p>Coliseum College Prep Academy 1390 66th Ave. Oakland 94621-3506 01 61259 0112797</p>
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		<p>MetWest High School 314 East Tenth St. Oakland 94606-2302 01 61259 0100701</p> <p>Castlemont High School 8601 MacArthur Blvd. Oakland 94605-4037 01 61259 0125161</p> <p>Skyline High School 12250 Skyline Blvd. Oakland 94619-2425 01 61259 0137943</p> <p>Oakland Technical High School 4351 Broadway Oakland 94611-4612 01 61259 0136051</p>	
<p>3. Applicant LEA has a school that is located in either a rural location or a densely populated region</p>	<p>yes</p>	<p>Achieve Academy 1700 28th Ave Oakland, CA 94601 CDS 01 61259 0111476</p> <p>Epic Charter School 045 Derby Ave Oakland, CA 94601 CDS 01 61259 0129403</p> <p>Lazear Charter Academy 824 29th Ave. Oakland, CA 94601 CDS 01 10017 6002000</p> <p>Leadership Public Schools Oakland Campus 8601 MacArthur Blvd., Bldg. 100 Oakland, CA 94605-4037 CDS 01 61259 0126748</p> <p>Oakland Unified School District Emerson Elementary School 4803 Lawton Ave. Oakland 94609-2208</p>	

	<p>01 61259 6001812</p> <p>Lafayette Elementary School/Martin Luther King, Jr. Elementary School (Merging) 991 14th St. Oakland 94607 01 61259 6001978</p> <p>Madison Park Academy - Lower Campus (K-5) 470 El Paseo Dr. Oakland, CA 94603-3565 CDS 01 61259 6002182</p> <p>Edna Brewer Middle School 3748 13th Ave. Oakland 94610-2820 01 61259 6057061</p> <p>Elmhurst Community Prep/Alliance Academy (Merging) 1800 98th Ave. Oakland 94603-2702 01 61259 0112789</p> <p>Westlake Middle School 2629 Harrison St. Oakland 94612-3813 01 61259 6057095</p> <p>Coliseum College Prep Academy 1390 66th Ave. Oakland 94621-3506 01 61259 0112797</p> <p>MetWest High School 314 East Tenth St. Oakland 94606-2302 01 61259 0100701</p> <p>Castlemont High School 8601 MacArthur Blvd. Oakland 94605-4037 01 61259 0125161</p> <p>Skyline High School</p>
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		<p>12250 Skyline Blvd. Oakland 94619-2425 01 61259 0137943</p> <p>Oakland Technical High School 4351 Broadway Oakland 94611-4612 01 61259 0136051</p>	
<p>4. Applicant LEA has a school with a cumulative voluntary teacher attrition rate that exceeded 20 percent over the three preceding school years</p>	<p>yes</p>	<p>Achieve Academy 1700 28th Ave Oakland, CA 94601 CDS 01 61259 0111476</p> <p>Epic Charter School 045 Derby Ave Oakland, CA 94601 CDS 01 61259 0129403</p> <p>Lazear Charter Academy 824 29th Ave. Oakland, CA 94601 CDS 01 10017 6002000</p> <p>Leadership Public Schools Oakland Campus 8601 MacArthur Blvd., Bldg. 100 Oakland, CA 94605-4037 CDS 01 61259 0126748</p> <p>http://www.ousddata.org/ Oakland Unified School District Emerson Elementary School 4803 Lawton Ave. Oakland 94609-2208 01 61259 6001812</p> <p>Lafayette Elementary School/Martin Luther King, Jr. Elementary School (Merging) 991 14th St. Oakland 94607 01 61259 6001978</p> <p>Madison Park Academy - Lower Campus (K-5) 470 El Paseo Dr. Oakland, CA 94603-3565</p>	

	<p>CDS 01 61259 6002182</p> <p>Edna Brewer Middle School 3748 13th Ave. Oakland 94610-2820 01 61259 6057061</p> <p>Elmhurst Community Prep/Alliance Academy (Merging) 1800 98th Ave. Oakland 94603-2702 01 61259 0112789</p> <p>Westlake Middle School 2629 Harrison St. Oakland 94612-3813 01 61259 6057095</p> <p>Coliseum College Prep Academy 1390 66th Ave. Oakland 94621-3506 01 61259 0112797</p> <p>MetWest High School 314 East Tenth St. Oakland 94606-2302 01 61259 0100701</p> <p>Castlemont High School 8601 MacArthur Blvd. Oakland 94605-4037 01 61259 0125161</p> <p>Skyline High School 12250 Skyline Blvd. Oakland 94619-2425 01 61259 0137943</p> <p>Oakland Technical High School 4351 Broadway Oakland 94611-4612 01 61259 0136051</p>	
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Appendix F Teacher Residency Grant Budget Overview Form

I. Budgets and Budget Narratives Including Matching Funds

Directions: For each residency program component, please indicate the number of intended Teacher Residency Grant Program residents to be supported by that component, and whether the activity will be funded through grant funds and/or local matching funds, as applicable to each component. Use the blank spaces below to add any additional component or services not listed below.

Program Component	# of Residents	Grant Funds Amount	Matching Funds Amount	Total
Master/Mentor Teacher professional development/training	16	\$8,000	\$27,623	\$35,623
Master/Mentor Teacher support/stipend/release time	16	\$56,000		\$56,000
Teacher preparation costs (tuition, fees, books, etc.)			\$237,152	\$237,152
Salary/stipend for residents	16	\$240,000		\$240,000
Faculty stipends/release time			\$43,000	\$43,000
TPA and/or other examination fees for residents				
Induction support for residents who complete the program				
Program administration (5% cap on grant funds used for this purpose)*	16	\$16,000	\$165,800	\$181,800
Other (describe below): External Evaluation	16		\$25,000	\$25,000
GRAND TOTALS		\$320,000	\$498,575	\$818,575

**Recruitment costs may be included within the 5% administration cap and/or they may be included in matching funds*

Appendix F1
Budget Form and Narrative for Matching Funds
Teacher Residency Grant Program

Directions: Complete the worksheet below, using the budget categories applicable to your Teacher Residency Grant Program. If additional categories are necessary that are not included, list these in spaces provided below. All categories of planned matching funds expenditures must also be detailed in the budget narrative.

Budget Category	Actual	In-Kind	Total Costs
Master/Mentor Teacher professional development/training		LPS - \$8,623 OUSD - \$7,000 EFC - \$12,200	\$27,623
Master/Mentor Teacher support/stipend/release time			
Teacher preparation costs (tuition, fees, books, etc.)		LMU - \$237,152	\$237,152
Salary/stipend for residents			
Faculty stipends/release time		\$43,000	\$43,000
TPA and/or other examination fees for residents			
Induction support for residents who complete the program			
Program administration (may also include recruitment costs)		LPS - \$15,500 OUSD - \$138,000 EFC - \$12,300	\$165,800
Other: External evaluation by Dr. Louise Bay Waters, Superintendent Emeritus from Leadership Public Schools		\$25,000	\$25,000
Grand Totals			\$498,575

Budget Narrative

Mentor Teacher Professional Development Mentor teachers will be included in our ongoing trainings through the New Teacher Center, in partnership with New Teacher Support in OUSD. This will be an in-kind contribution across OUSD, LPS, and EFC. Teachers receive six two hour trainings throughout the year, with preparation and support from the New Teacher Center and OUSD induction leaders. This is an estimated cost of 0.05 of the Induction Coordinator's time, at \$7,000. Additionally, we will use approximately \$8,000 in grant funding to support external support providers who are experts in the field of Special Education and healing-centered care for students disproportionately impacted by trauma. These experts will support mentor teacher professional development in order to continue to develop best practices.

Mentor Teacher Stipends We hope to utilize grant funds to secure a \$3,500 stipend per mentor, with a total of 16 mentors across OUSD, LPS, and EFC sites, at a total of \$56,000.

Teacher Preparation Costs Our Special Education cohort partner, Loyola Marymount, has awarded Oakland residents a 46% tuition scholarship, which results in a \$14,822 scholarship per participant. With 16 participants in the cohort partnership annually, this results in a \$237,152 in-kind investment annually.

Salary/Stipend for Residents We will work with school sites to help support the contribution toward stipends/salary for residents. Given that we do not yet know the exact amount school sites will contribute at the time of this writing, we are including only the grant fund expenditure of \$15,000 per resident for 16 residents total, with a cost of \$240,000.

Faculty Stipends/Release Time Several key leaders from LMU will be providing in-kind support to collaborate across the partnership and ensure the success of the residents and mentors. Dr. Edmundo Litton will serve as the principal point of contact, and provide a 0.2 FTE contribution, at \$30,000. Dr. Juliet Anyanwu, who leads the Special Education program, will help to hire, onboard, and train Oakland SpEd instructors for the LMU program, and will contribute 0.1 FTE at \$13,000. Finally, administrative and credentialing support will be provided by Stephanie Serventi and Dr. Doris Madrigal, at 0.05 FTE for each, totaling \$10,000.

Program Administration Support for Program Administration is one of the largest expenses across OUSD, LPS, EFC Sites, and LMU. In OUSD, we will fund a 0.5 FTE specifically designated to support the Special Education arm of the Oakland Teacher Residency, with the other 0.5 FTE of the Coordinator position designated for the STEM Residency program in partnership with CSU-East Bay and UC Berkeley. We anticipate the total cost, including salary and benefits to be approximately \$140,000, with \$70,000 representing in-kind support for the Special Education teacher residency.

Additional program administration will include the development of recruitment and marketing materials, along with coordination of recruitment for Special Education resident teachers across Oakland sites, which will be an in-kind contribution across LPS, EFC, and OUSD Human Resources offices. Oakland Unified will dedicate 0.1 FTE from the Recruitment team, who will collaborate with the Coordinator of the Oakland Teacher Residency to support recruitment and marketing costs, at a total of \$12,500. OUSD will also contribute 0.2 FTE of the Manager of Recruitment & Employee Development, Sarah Glasband, who will help to hire, onboard, and support the administration of the Oakland Teacher Residency, including the Residency Coordinator and external partners, at a total in-kind contribution of \$30,000.

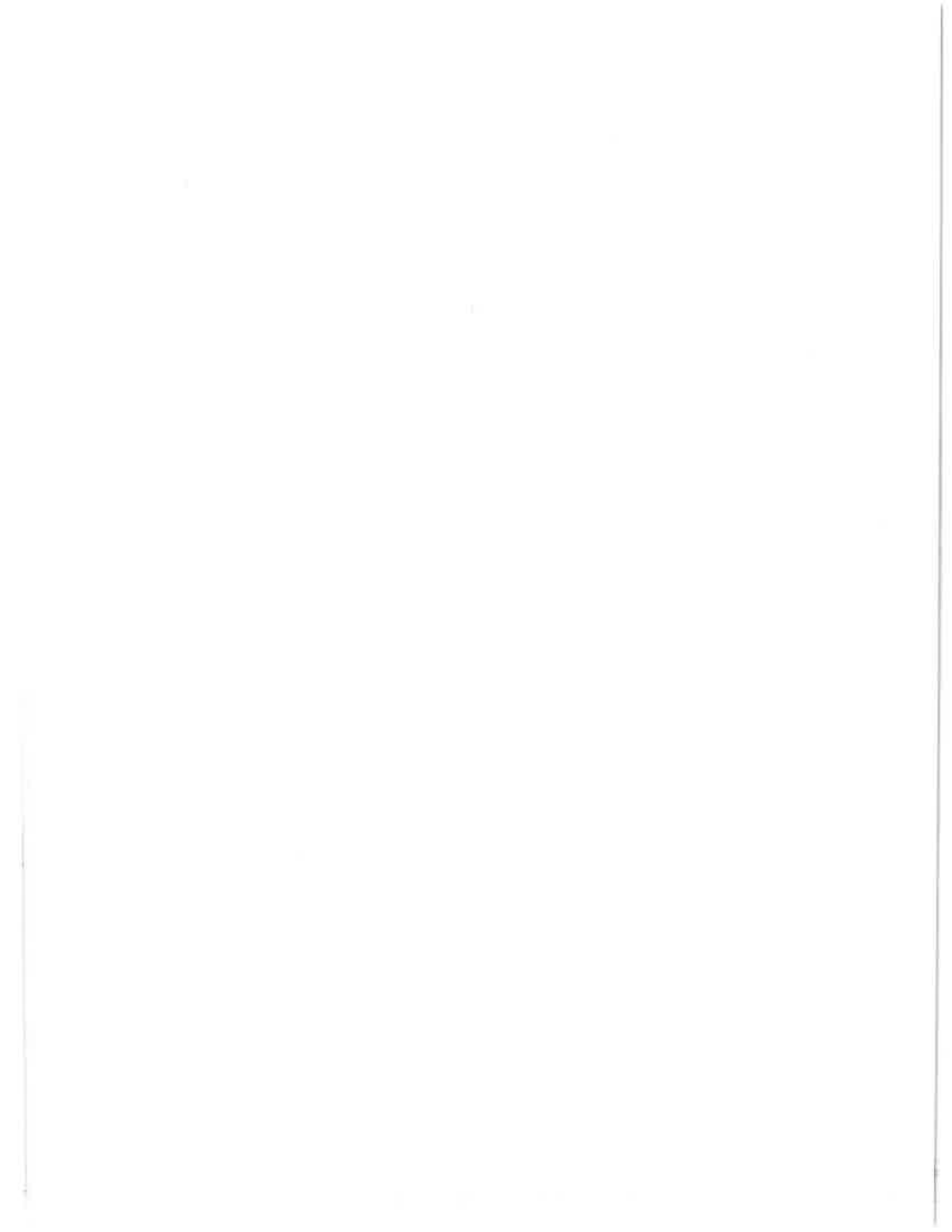
Additionally, we include the support of our Programs for Exceptional Children leaders and coaches, at 0.05 of the Executive Director's salary, the Director of Schools' salary, and two Program Specialists salary, at \$25,500.

Leadership Public Schools will provide direct in-kind support to the resident from HR staff responsible for identifying and supporting LPS graduates in our alumni pipeline as well as staff involved in hiring and onboarding new teachers (.025 FTE = 2,125 s&b). In addition program administration will be led by the LPS Director of Special Education and the Superintendent (.1 and .025 FTE = \$19,166). Residents will participate in 4 days of new teacher induction (\$720) and 5 days a year of professional development as part of a Special Education PLC (\$900). Once onboard, residents will be supported through biweekly coaching and supervision by an LPS administrator with a Special Education credential (.05 FTE= \$5,563 s&b), participation in 2 hours of weekly site professional development (\$1440).

EFC will provide direct in-kind support to the resident from HR staff responsible for identifying and supporting current Instructional Aides as well as staff involved in hiring and onboarding new teachers (.025 FTE = \$2,125 s&b). In addition program administration will be led by the EFC Chief of Student Support Services (.1 = \$12,300). Residents will participate in 6 days of new teacher induction and 1 day per month of professional development as part of a Special Education PLC (.012 FTE= \$1,212). Once onboard, residents will be supported through weekly coaching and supervision by an EFC Program Specialist with a Special Education credential (.10 FTE=9,700 s&b), participation in 2 hours of weekly site professional development.

We will utilize \$16,000, representing 5% of the total grant, to defray costs of program administration at OUSD.

External Evaluation External evaluation will be provided by Dr. Louise Waters supported by philanthropy or pro-bono. Two half days will be scheduled at each school for interviews and observations with residents, mentors and administrators = 16 days. An additional 4 days will be scheduled for observations and interviews with iHE courses and staff and Mentor and Administrator PLCs as well as interviews with program staff and governance team members. Five days will be allocated to data gathering, analysis and report preparation for a total of 25 days at \$1,000/day.



14 January 2019

Commission on Teacher Credentialing
1900 Capitol Ave
Sacramento, CA 95811-4213

Re: Residency Expansion Grant

To Whom It May Concern:

I would like to support the Residency Expansion grant application of the group of organizations that make up the Oakland Residency Program. This is a strong application because it showcases collaboration between a traditional public school district (Oakland Unified School District) and Charter Schools (Education for Change and Leadership Public Schools). These educational organizations are seeking support to try to solve the problem of the lack of qualified Education Specialists teachers who can make drastic improvements to the learning experiences of the P-12 students in Oakland, California. These educational organizations serve a majority of students of color. It is imperative that these students have access to a high quality teacher who can impact the future trajectory of their lives.

Loyola Marymount University established a partnership with OUSD starting the current academic year. In the months prior to the start of the Fall 2018 semester, I worked closely with OUSD staff to try to understand the needs of individuals who would like to teach in the District. There are currently 14 OUSD candidates in the LMU Education Specialist Intern program. These candidates have been teaching in the District as para-professionals or teachers on short term staff permits. They were finally able to become Intern eligible after working on passing the subject matter examination. As I work with these candidates, I learned that these are candidates who are committed to staying in Oakland. They know the District and would like to make a long term contribution to the District. The partners in the Residency Program will be preparing like-minded individuals who are want to make a long term commitment to the students of Oakland.

Building on our work with OUSD in the Intern Program, the group of partners reached out to me to build a Education Specialist Residency Program. Over the last few months, we worked collaboratively to design a Residency Program, which is built on the LMU Intern program. During our planning meetings, I witnessed the commitment of staff from these organizations to create an excellent program. Each organization is making a substantial contribution to the program.

The University is investing heavily in the preparation of these teachers because we firmly believe that they have the potential to change the lives of the students they serve. We are

committed to providing a substantial scholarship to candidates in the Residency Program. Currently, the University provides a 46% scholarship to candidates in the Intern program.

Thus, I support the application of Oakland Residency Program. If I can answer any questions, please do not hesitate to contact me at elitton@lmu.edu.

Sincerely,



Edmundo F. Litton, Ed.D.
Professor and Chair



January 4, 2019

Dear Teacher Residency Grant Proposal Selection Committee:

Please accept this letter of commitment from Lazear Charter Academy to host a special education residents from Loyola Marymount University's credential program. We understand residents will continue to be supported by mentors and a learning community across Oakland district and charter public schools.

We are excited to expand the work that is already happening in Oakland and welcome the opportunity to transform our special education programs. We believe this residency will improve the retention and effectiveness of our programs in service of ensuring our students - and specifically our Students of Color, low-income students, and immigrant students - receive the critical skills and knowledge they need to be successful in high school and beyond.

Sincerely,

Sarah Morrill,
Principal



January 4, 2019

Dear Teacher Residency Grant Proposal Selection Committee:

Please accept this letter of commitment from Achieve Academy to host a special education residents from Loyola Marymount University's credential program. We understand residents will continue to be supported by mentors and a learning community across Oakland district and charter public schools.

We are excited to expand the work that is already happening in Oakland and welcome the opportunity to transform our special education programs. We believe this residency will improve the retention and effectiveness of our programs in service of ensuring our students - and specifically our Students of Color, low-income students, and immigrant students - receive the critical skills and knowledge they need to be successful in high school and beyond.

Sincerely,


Shavon Myers,
Principal



January 4, 2019

Dear Teacher Residency Grant Proposal Selection Committee:

Please accept this letter of commitment from Leadership Public Schools Oakland R & D Campus to host a special education resident from Loyola Marymount University's credential program. We understand residents will continue to be supported by mentors and a learning community across Oakland district and charter public schools.

We are excited to expand the work that is already happening in Oakland and welcome the opportunity to transform our special education programs. We believe this residency will improve the retention and effectiveness of our programs in service of ensuring our students - and specifically our Students of Color, low-income students, and immigrant students - receive the critical skills and knowledge they need to be successful in high school and beyond.

Sincerely,

A handwritten signature in black ink, appearing to read "Laura Hayes", with a large, stylized flourish at the end.

Laura Hayes
Principal, LPS Oakland R&D



OAKLAND UNIFIED
SCHOOL DISTRICT

Ensuring a bright future for every child

January 4, 2019

Dear Teacher Residency Grant Proposal Selection Committee:

Please accept this letter of commitment from Emerson Elementary School to host an Oakland Special Education Resident Teacher in partnership with Loyola Marymount University. We understand residents will continue to be supported by mentors and a learning community across Oakland public schools.

We are excited to expand the work that is already happening in Oakland and welcome the opportunity to transform our special education programs. We believe this residency will improve the retention and effectiveness of our programs in service of ensuring our students - and specifically our Students of Color, low-income students, and immigrant students - receive the critical skills and knowledge they need to be successful.

Sincerely,

A handwritten signature in dark ink, appearing to read "Heather Palm".

Heather Palm, Principal
Emerson Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

January 4, 2019

Dear Teacher Residency Grant Proposal Selection Committee:

Please accept this letter of commitment from Edna Brewer Middle School to host an Oakland special education resident teacher in partnership with Loyola Marymount University. We understand residents will continue to be supported by mentors and a learning community across Oakland public schools.

We are excited to expand the work that is already happening in Oakland and welcome the opportunity to transform our special education programs. We believe this residency will improve the retention and effectiveness of our programs in service of ensuring our students - and specifically our Students of Color, low-income students, and immigrant students - receive the critical skills and knowledge they need to be successful.

Sincerely,

Aubrey Layne
Edna Brewer Middle School



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

January 4, 2019

Dear Teacher Residency Grant Proposal Selection Committee:

Please accept this letter of commitment from Elmhurst Community Prep to host an Oakland special education resident teacher in partnership with Loyola Marymount University. We are excited to participate in this model of supporting and training emerging teachers; and we understand residents will continue to be supported by mentors and a learning community across Oakland public schools.

We look forward to expand the work that is already happening in Oakland and welcome the opportunity to transform our special education programs. We believe this residency will improve the retention and effectiveness of our programs, and ensure the highest levels of service for students—specifically our Students of Color, low-income students, and immigrant students. We believe that this residency is a crucial factor in guaranteeing young people receive the critical skills and knowledge they need to be successful.

Very Sincerely,

A handwritten signature in black ink, appearing to read "Killian Betlach".

**Kilian Betlach
Principal
Elmhurst Community Prep
Oakland Unified School District**



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools. Thinking Students

January 4, 2019

Dear Teacher Residency Grant Proposal Selection Committee:

Please accept this letter of commitment from Westlake Middle School to host an Oakland special education resident teacher in partnership with Loyola Marymount University. We understand residents will continue to be supported by mentors and a learning community across Oakland public schools.

We are excited to expand the work that is already happening in Oakland and welcome the opportunity to transform our special education programs. We believe this residency will improve the retention and effectiveness of our programs in service of ensuring our students - and specifically our students of color, low-income students, and immigrant students - receive the critical skills and knowledge they need to be successful.

Sincerely,

A handwritten signature in cursive script that reads "Maya Taylor".

Maya Taylor

Principal

Westlake Middle School



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Ensuring a bright future for every student

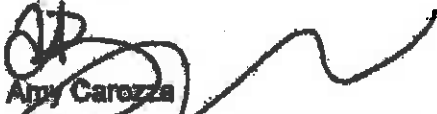
January 11, 2019

Dear Teacher Residency Grant Proposal Selection Committee:

Please accept this letter of commitment from Coliseum College Prep Academy to host an Oakland special education resident teacher in partnership with Loyola Marymount University. We understand residents will continue to be supported by mentors and a learning community across Oakland public schools.

We are excited to expand the work that is already happening in Oakland and welcome the opportunity to transform our special education programs. We believe this residency will improve the retention and effectiveness of our programs in service of ensuring our students - and specifically our Students of Color, low-income students, and immigrant students - receive the critical skills and knowledge they need to be successful.

Sincerely,


Amy Carezza
Coliseum College Prep Academy



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

January 4, 2019

Dear Teacher Residency Grant Proposal Selection Committee:

Please accept this letter of commitment from Castlemont High School to host an Oakland special education resident teacher in partnership with Loyola Marymount University. We understand residents will continue to be supported by mentors and a learning community across Oakland public schools.

We are excited to expand the work that is already happening in Oakland and welcome the opportunity to transform our special education programs. We believe this residency will improve the retention and effectiveness of our programs in service of ensuring our students - and specifically our Students of Color, low-income students, and immigrant students - receive the critical skills and knowledge they need to be successful.

Sincerely,

**William Chavarin
Castlemont High School**



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thinking Students

January 4, 2019

Dear Teacher Residency Grant Proposal Selection Committee:

Please accept this letter of commitment from MetWest High School to host an Oakland special education resident teacher in partnership with Loyola Marymount University. We understand residents will continue to be supported by mentors and a learning community across Oakland public schools.

We are excited to expand the work that is already happening in Oakland and welcome the opportunity to transform our special education programs. We believe this residency will improve the retention and effectiveness of our programs in service of ensuring our students - and specifically our Students of Color, low-income students, and immigrant students - receive the critical skills and knowledge they need to be successful.

Sincerely,

A handwritten signature in black ink, appearing to read "Michelle Deiro", followed by a horizontal line.

**Michelle Deiro, Principal
MetWest High School**



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Partners. Transforming Students.

January 4, 2019

Dear Teacher Residency Grant Proposal Selection Committee:

Please accept this letter of commitment from Oakland High School to host an Oakland special education resident teacher in partnership with Loyola Marymount University. We understand residents will continue to be supported by mentors and a learning community across Oakland public schools.

We are excited to expand the work that is already happening in Oakland and welcome the opportunity to transform our special education programs. We believe this residency will improve the retention and effectiveness of our programs in service of ensuring our students - and specifically our Students of Color, low-income students, and immigrant students - receive the critical skills and knowledge they need to be successful.

Sincerely,


A handwritten signature in black ink that reads "Martin Abdel-Qawi".

**Martin Abdel-Qawi
Oakland High School**

PAYEE DATA RECORD

(Required when receiving payment from the State of California in lieu of IRS W-9 or W-7)

STD 204 (Rev. 4/2017)

1	INSTRUCTIONS: Type or print the information. Complete all information on this form. Sign, date, and return to the state agency (department/office) address shown in Box 6. Prompt return of this fully completed form will prevent delays when processing payments. Information provided in this form will be used by California state agencies to prepare information Returns (Form 1099). See next page for more information and Privacy Statement. NOTE: Governmental entities, i.e. federal, state, and local (including school districts), are not required to submit this form.													
2	PAYEE'S LEGAL BUSINESS NAME (As shown on your income tax return) Oakland Unified School District													
SOLE PROPRIETOR OR INDIVIDUAL- ENTER NAME AS SHOWN ON SSN (Last, First, M.I.)				E-MAIL ADDRESS										
				sarah.glasband@ousd.org										
MAILING ADDRESS			BUSINESS ADDRESS											
1000 Broadway Ste 295			1000 Broadway Ste 295											
CITY	STATE	ZIP CODE	CITY	STATE	ZIP CODE									
Oakland	CA	94607-4099	Oakland	CA	94607-4099									
3	ENTER FEDERAL EMPLOYER IDENTIFICATION NUMBER (FEIN): <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table>					9	4	6	0	0	0	3	8	5
9	4	6	0	0	0	3	8	5						
PAYEE ENTITY TYPE	<input type="checkbox"/> PARTNERSHIP <input type="checkbox"/> ESTATE OR TRUST		CORPORATION: <input type="radio"/> MEDICAL (e.g., dentistry, psychotherapy, chiropractic, etc.) <input type="radio"/> LEGAL (e.g., attorney services) <input type="radio"/> EXEMPT (nonprofit) <input checked="" type="radio"/> ALL OTHERS			NOTE: Payment will not be processed without an accompanying taxpayer identification number.								
CHECK ONE BOX ONLY	<input type="checkbox"/> SOLE PROPRIETOR OR INDIVIDUAL Enter social security number (SSN) or Individual taxpayer identification number (ITIN)		<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> </tr> </table> (SSN required by authority of California Revenue and Tax Code sections 18646 and 18661)											
4	PAYEE RESIDENCY STATUS <input checked="" type="checkbox"/> CALIFORNIA RESIDENT - Qualified to do business in California or maintains a permanent place of business in California. <input type="checkbox"/> CALIFORNIA NON RESIDENT (see next page for more information) - Payments to nonresidents for services may be subject to state income tax withholding. <input type="radio"/> No services performed in California. <input type="radio"/> Copy of Franchise Tax Board waiver of state withholding attached.													
5	I hereby certify under penalty of perjury that the information provided on this document is true and correct. Should my residency status change, I will promptly notify the state agency below.													
AUTHORIZED PAYEE REPRESENTATIVE'S NAME (Type or Print)		TITLE		TELEPHONE (include area code)										
Sarah Glasband		Manager, Retention & Emp. Devel		510-517-7414										
SIGNATURE		DATE		E-MAIL ADDRESS										
		4/19/19		sarah.glasband@ousd.org										
6	Please return completed form to:													
DEPARTMENT/OFFICE			UNIT/SECTION											
Commission on Teacher Credentialing			Fiscal and Business Services											
MAILING ADDRESS			TELEPHONE (include area code)		FAX									
1900 Capitol Avenue														
CITY	STATE	ZIP CODE	E-MAIL ADDRESS											
Sacramento	CA	95811												

PAYEE DATA RECORD

(Required when receiving payment from the State of California in lieu of IRS W-9 or W-7)

STD 204 (Rev. 4/2017)

1	<p>Requirement to Complete the Payee Data Record, STD 204</p> <p>A completed Payee Data Record, STD 204 form, is required for all payees (non-governmental entities or individuals) entering into a transaction that may lead to a payment from the state. Each state agency requires a completed, signed, and dated STD 204 on file; therefore, it is possible for you to receive this form from multiple state agencies with which you do business.</p> <p>Payees who do not wish to complete the STD 204 may elect not to do business with the state. If the payee does not complete the STD 204 and the required payee data is not otherwise provided, payment may be reduced for federal and state backup withholding. Amounts reported on Information Returns (Form 1099) are in accordance with the Internal Revenue Code (IRC) and the California Revenue and Taxation Code (R&TC).</p>
2	<p>Enter the payee's legal business name. The name must match the name on the payee's tax return as filed with the federal Internal Revenue Service. Sole proprietorships must also include the owner's full name. An individual must list his/her full name as shown on the SSN or as entered on the W-7 form for ITIN.</p> <p>The mailing address should be the address at which the payee chooses to receive correspondence (i.e. 1099 form) and payments. The business address is the address of the business' physical location; do not enter the payment address or lock box information here.</p>
3	<p>Check only one box that corresponds to the payee business type. Corporations must check the box that identifies the type of corporation.</p> <p>The State of California requires that all parties entering into business transactions that may lead to payment(s) from the state provide their Taxpayer Identification Number (TIN). The TIN is required by the R&TC sections 18646 and 18661 to facilitate tax compliance enforcement activities and the preparation of Form 1099 and other information returns as required by the IRC section 6109(a) and R&TC section 18662 and its regulations.</p> <p>Payees must provide one of the following TINs on this form: social security number (SSN), individual taxpayer identification number (ITIN), or federal employer identification number (FEIN). The TIN for sole proprietorships and individuals is the SSN or ITIN. Only partnerships, estates, trusts, and corporations will enter their FEIN.</p>
4	<p>Are you a California resident or nonresident?</p> <p>A corporation will be defined as a "resident" if it has a permanent place of business in California or is qualified through the Secretary of State to do business in California.</p> <p>A partnership is considered a resident partnership if it has a permanent place of business in California. An estate is a resident if the decedent was a California resident at time of death. A trust is a resident if at least one trustee is a California resident.</p> <p>For individuals and sole proprietors, the term "resident" includes every individual who is in California for other than a temporary or transitory purpose and any individual domiciled in California who is absent for a temporary or transitory purpose. Generally, an individual who comes to California for a purpose that will extend over a long or indefinite period will be considered a resident. However, an individual who comes to perform a particular contract of short duration will be considered a nonresident.</p> <p>Payments to all nonresidents may be subject to withholding. Nonresident payees performing services in California or receiving rent, lease, or royalty payments from property (real or personal) located in California will have 7% of their total payments withheld for state income taxes. However, no withholding is required if total payments to the payee are \$1,500 or less for the calendar year.</p> <p>For information on Nonresident Withholding, contact the Franchise Tax Board at the numbers listed below: Withholding Services and Compliance Section: 1-866-792-4900 E-mail address: wcs.gen@ftb.ca.gov For hearing impaired with TDD, call: 1-800-822-6268 Website: www.ftb.ca.gov</p>
5	<p>Provide the name, title, email address, signature, and telephone number of the individual completing this form. Provide the date the form was completed.</p>
6	<p>This section must be completed by the state agency requesting the STD 204.</p>

Privacy Statement

Section 7(b) of the Privacy Act of 1974 (Public Law 93-579) requires that any federal, state, or local governmental agency, which requests an individual to disclose their social security account number, shall inform that individual whether that disclosure is mandatory or voluntary, by which statutory or other authority such number is solicited, and what uses will be made of it.

It is mandatory to furnish the information requested. Federal law requires that payment for which the requested information is not provided is subject to federal backup withholding and state law imposes noncompliance penalties of up to \$20,000.

You have the right to access records containing your personal information, such as your SSN. To exercise that right, please contact the business services unit or the accounts payable unit of the state agency(ies) with which you transact that business.

All questions should be referred to the requesting state agency listed on the bottom front of this form.

Request for Taxpayer Identification Number and Certification

**Give Form to the
 requester. Do not
 send to the IRS.**

Print or type See Specific Instructions on page 2.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Oakland Unified School District	
	2 Business name/disregarded entity name, if different from above	
	3 Check appropriate box for federal tax classification; check only one of the following seven boxes: <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (O=C corporation, S=S corporation, P=partnership) > _____ <small>Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.</small> <input checked="" type="checkbox"/> Other (see instructions) > _____	
	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>	
	5 Address (number, street, and apt. or suite no.) 1090 Broadway Ste 285	Requester's name and address (optional)
	6 City, state, and ZIP code Oakland, CA 94607-4089	
	7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I Instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Social security number

			-			-			
--	--	--	---	--	--	---	--	--	--

OR

Employer identification number

9	4	-	6	0	0	0	3	8	5
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Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here	Signature of U.S. person >	Date > 4/15/19
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/ir9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1088 (home mortgage interest), 1088-E (student loan interest), 1088-T (tuition)
- Form 1089-C (canceled debt)
- Form 1089-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding?* on page 2.

By signing the filed-out form, you:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on (foreign partners' share of effectively connected income, and
- Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.