

File ID Number	12-2868
Introduction Date	11-19-12
Enactment Number	12-2847
Enactment Date	11-19-12
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OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Board of Education

To: Board of Education  
From: Tony Smith, Superintendent

Subject: District Submitting Grant Proposal

**ACTION REQUESTED:**

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal years 2012-13 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

**BACKGROUND:**

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

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
12-2868	Yes	Grant	Leadership, Curriculum and Instruction	To support OUSD's transition to balanced literacy in alignment with the Common Core State Standards through the PALS Initiative.	January-June, 2013	Rogers Family Foundation	\$75,000.00

**DISCUSSION:**

The district created a Grant Face sheet process to:

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

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

**FISCAL IMPACT:**

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

- Grants valued at: \$75,000.00

**RECOMMENDATION:**

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

**ATTACHMENTS:**

OUSD Grants Management Face Sheet, PALS Initiative Overview and Goals

October 24, 2012

Brian Rogers, Executive Director  
Rogers Family Foundation  
10 Clay Street, Suite 200  
Oakland, CA 94607

Dear Mr. Rogers:

On behalf of Oakland Unified School District, I would like to request a grant of \$75,000.00 from the Rogers Family Foundation. This grant will be used to support the Partnerships Around Literacy Strategies (PALS) Initiative in the following ways:

- 1. Provide instructional materials and resources necessary to implement a high-quality balanced literacy instructional program*
- 2. Support school leadership teams to develop a school-wide implementation plan.*
- 3. Support the Aspire-OUSD integrated professional learning plan.*


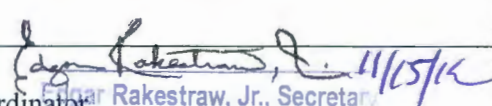
We appreciate our partnership with the Rogers Family Foundation and your steadfast commitment and ongoing support for the health and well-being of the children and families we serve.

Sincerely,


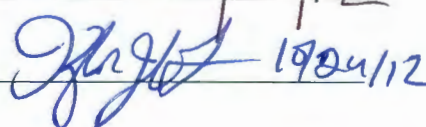
Tony Smith

OUSD Grants Management Face Sheet

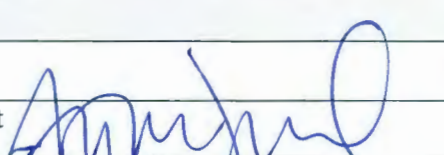
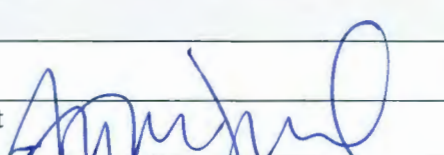
<b>Title of Grant: Partnership Around Literacy Strategies (PALS) Initiative Grant</b>	<b>Funding Cycle Dates:</b> January, 2013-June, 2013
<b>Grant's Fiscal Agent:</b> Oakland Unified School District	<b>Grant Amount for Full Funding Cycle:</b> \$75,000.00
<b>Funding Agency:</b> Rogers Family Foundation	<b>Grant Focus:</b> Elementary Balanced Literacy
<b>List all School(s) or Department(s) to be Served:</b> Leadership, Curriculum and Instruction	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The PALS grant will support the five schools that are in partnership with Aspire Public schools to implement high-quality balanced literacy instruction.
How will this grant be evaluated for impact upon student achievement?  (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.75% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	A mid-year and end-of-year evaluation is conducted to measure student growth in literacy skills. Specifically, the Diagnostic Reading Assessment (DRA), Scholastic Reading Inventory (SRI) and CST scores are analyzed to measure students' individual reading growth and overall literacy growth.
Does the grant require any resources from the school(s) or district? If so, describe.	NO
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?  (If yes, include the district's indirect rate of 4.25% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	YES, an OUSD Contract with Aspire Public Schools to support the partnership   <b>Jody London</b> President, Board of Education
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	NO
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Erin Cogan Elementary Literacy Coordinator 4551 Steele Street, Portable E, Oakland, CA 94619 erin.cogan@ousd.k12.ca.us  Erin Cogan, Secretary Board of Education

**Applicant Obtained Approval Signatures:**

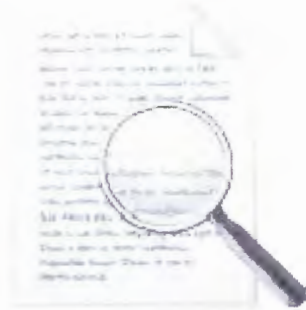
Entity	Name/s	Signature/s	Date
Principal	Erin Cogan		10/24/12
Department Head (e.g. for school day programs or for extended day and student support activities)	Kyle Johnson-Trammell		10/24/12

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Tony Smith		11/2/12

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**:: Oakland Unified School District ::**



**:: Aspire Public Schools ::**

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# **PARTNERSHIP AROUND LITERACY STRATEGIES**

## ***P.A.L.S.***

**A Multi-Year Inquiry Towards  
Continuously Improving Literacy Instruction ...in Oakland**

**2009-2013**

## SHORT-TERM GOALS:

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Achieve an agreement of partnership between **OUSD** and **ASPIRE** to exchange knowledge and best practices for literacy instruction by replicating the **ASPIRE Balanced Approach to Literacy** in at least 2-3 **OUSD** elementary schools. The partnership will take the form of a collaboration between one primary **ASPIRE** elementary school in Oakland, serving as a **Practitioner School**, and ideally two to three **OUSD** elementary schools serving as **Partner Schools**.

In order to ensure the mutual benefit of both organizations and based on early indications that **OUSD** has developed **highly effective strategies for improving the achievement of ELL students**, **OUSD** will engage **ASPIRE** in an exchange of best practices through and within the same network of partnership outlined above.

The project will engage an **Partnership Coordinator**, co-funded through external funding efforts by **OUSD/ASPIRE**. **OUSD** and **ASPIRE** will each identify a **primary liaison** as well as a members of a **Partnership in Literacy Leadership Team**.

**OUSD** and **ASPIRE** will develop an **INTEGRATED PROFESSIONAL DEVELOPMENT PLAN** and **LITERACY PROGRAM IMPLEMENTATION PLAN** that will scaffold, over a two year period, the replication of literacy practices within the two to three **OUSD Partner schools** as exemplified by the **ASPIRE Practitioner school**.

## LONG-TERM GOALS:

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**OUSD** will develop administrative and support services capacity to continuously improve upon the **early literacy** successes evident in the **OUSD Partner Schools** in order to codify the learning in an effort to further disseminate and develop the infrastructure for a specific approach to Literacy instruction that will serve as **one model** for elementary schools in Oakland.

Additionally, the codification of the process and the learning will lead to an increased capacity for **OUSD** to implement similar school improvement efforts within **OUSD** schools.

**ASPIRE** will develop the administrative and support services capacity to successfully transfer effective literacy program practices and other effective practices into the traditional public school sector.

Additionally, **ASPIRE** will increase its capacity to serve a wide range of student, particularly ELL students, which represent a growing population for **ASPIRE**.

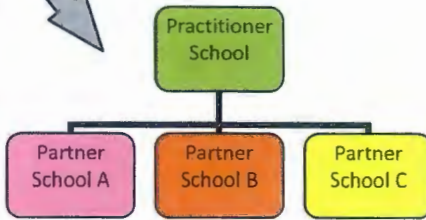
**OUSD/ ASPIRE PARTNERSHIP AROUND LITERACY**



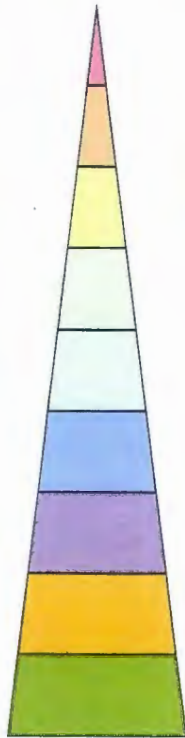
Engaging key stakeholders to determine if including this type of inquiry into our over-all multi-pronged approach to the development of literacy would be a value add...

Spring/Summer/Fall 2010

IF YES, develop criteria for potential partner schools that sets up a partnership with the greatest likelihood for success. Engage and court potential partner schools...then, select 2-3...

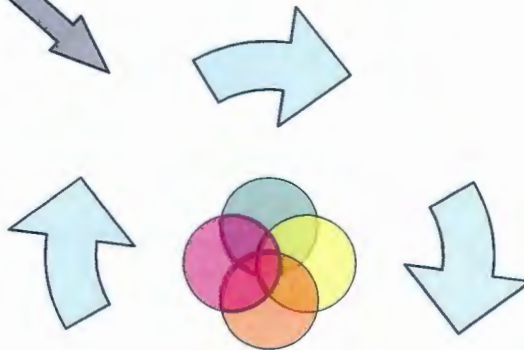


Fall 2010

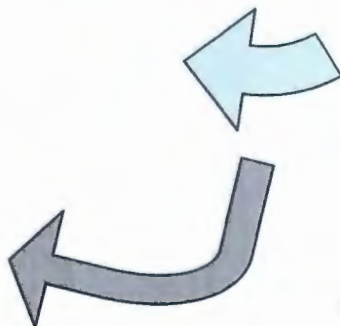


Begin a process of building a learning community; building background knowledge; and establishing supporting conditions in both the practitioner school and partner schools to prepare for 2+ year process of knowledge and practice transfer...

Winter/Spring 2011



Summer 2011



2011 - 2013

Through the support of a P.A.L.S. Leadership Team, ongoing coordination, & documentation; engage in authentic inquiry and codify the learnings to help inform each organization and the larger sector of public schools...

