

File ID Number	21-2798
Introduction Date	12/15/21
Enactment Number	21-1989
Enactment Date	12/15/2021 CJH
By	



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

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education**

December 15, 2021

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Wesley Jacques, Executive Director, Academics and Instruction Department

Subject: Grant Agreement - Charles and Lynn Schusterman Family Foundation Grant - OUSD Curriculum Implementation and English Learner Curriculum Development Project for SY 21-22 - Grant #R-20-17779

ACTION REQUESTED:

Approval by the Board of Education of a Grant Agreement between District and Charles and Lynn Schusterman Family Foundation (Grant #R-20-17779), with the District accepting \$1,283,000.00, to support professional development for teachers and instructional coaches, strategic district support to build capacity and implement new English Language Arts K-5 curriculum, content design training for professional learning systems, and staffing to coordinate the development and implementation of Designated English Language Development Curriculum in partnership with EL Education, for the period October 1, 2021 through September 30, 2023, via the Academics and Instruction Department, pursuant to terms and conditions thereof, if any.

BACKGROUND:

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

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
21-2798	Yes	Grant	Oakland Unified School District Schools, All elementary schools; Academics and Instruction Dept; English Language Learner and Multilingual Achievement (ELLMA) Department	To support professional development for teachers and instructional coaches, strategic district support to build capacity and implement new English Language Arts K-5 curriculum, content design training for professional learning systems, and staffing to coordinate the development and implementation of Designated English Language Development Curriculum in partnership with EL Education.	October 1, 2021 through September 30, 2023	Charles and Lynn Schusterman Family Foundation	\$1,283,000.00

DISCUSSION:

The District created a Grant Face sheet process to:

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

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

FISCAL IMPACT:

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

- Grants valued at: \$1,283,000.00

RECOMMENDATION:

Approval by the Board of Education of a Grant Agreement for Oakland Unified School District schools for fiscal year 2020-2021, pursuant to the terms and conditions thereof, if any.

ATTACHMENTS:

Grant Face Sheet

Grant Agreement, #R-20-17779

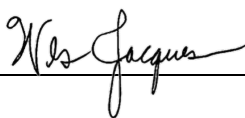
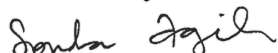
OUSD Grants Management Face Sheet

Title of Grant: OUSD Curriculum Implementation and English Learner Curriculum Development Project; Grant #R-20-17779	Funding Cycle Dates: October 1, 2021 – September 30, 2023
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Charles and Lynn Schusterman Family Philanthropies Julie Mikuta, Co-President, Education Grantmaking P.O. Box 51 Tulsa, Oklahoma 74101-0051	Grant Amount for Full Funding Cycle: \$1,283,000.00
Funding Agency: Charles and Lynn Schusterman Family Philanthropies P.O. Box 51 Tulsa, Oklahoma 74101-0051	Grant Focus: Grant to support professional development for teachers and instructional coaches, strategic district support to build capacity and implement new English Language Arts K-5 curriculum, content design training for professional learning systems, and staffing to coordinate the development and implementation of Designated English Language Development Curriculum in partnership with EL Education.
List all School(s) or Department(s) to be Served: All elementary schools; Academics and Instruction Department; English Language Learner and Multilingual Achievement (ELLMA) Department	


Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will support improved literacy outcomes for all Students and English Language Learners through the development of coherent instructional systems in elementary schools: Implementation of Standards-based Curriculum and Assessment Systems; Foundational Training for All Elementary Teachers; On-going Professional Learning and Teacher Leadership; On-site coaching and support.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.22% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	In support of LCAP and Strategic Plan Goals, this grant will be evaluated according to impact on student literacy rates and development of instructional practices and systems, including teacher strategies observed in walk-throughs, implementation of professional learning modules at all schools, and development and implementation of new ELD Curriculum.
Does the grant require any resources from the school(s) or district? If so, describe.	No
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No

Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Wesley Jacques, Executive Director Academics and Instruction Department 1000 Broadway, Suite 440 Oakland, CA 94607 Wesley.Jacques@ousd.org (510) 879-5368
---	---

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Wesley Jacques		11/15/21
Chief Academic Officer	Sondra Aguilera		11/19/2021

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Superintendent	Kyla Johnson-Trammell		12/16/2021

**Terms of Grant
with
Charles and Lynn Schusterman Family Foundation**

Oakland Unified School District - OUSD Curriculum Implementation and English Learner Curriculum Development Project for SY21-22 - Grant #R-20-17779

This Grant Agreement (the "Agreement") is made and entered into on October 1, 2021 (the "Effective Date"), between Oakland Unified School District ("Grantee") and the Charles and Lynn Schusterman Family Foundation ("CLSFF") whereby CLSFF agrees to award a grant to Grantee in the amount of up to \$1,283,000.00 U.S. Dollars (the "Grant"), subject to the following terms and conditions:

1. **Purpose.** This Grant shall be used solely to provide OUSD Curriculum Implementation and English Learner Curriculum Development Project for SY21-22 (the "Project") Grant ID #R-20-17779. CLSFF shall reference this Grant ID in its communications to Grantee. In no event shall the issuing and acceptance of this Grant, or the making of any payment anticipated by this Agreement, be construed as rendering CLSFF as a partner, agent, or representative of the Grantee generally or in connection with the Project. This Agreement shall not be construed to make CLSFF liable to materialmen, contractors, sub-contractors, employees or others for goods or services delivered or provided by them in relation to the Project.

2. **Goals.** Grantee understands and agrees that CLSFF is making this Grant in order to help Grantee accomplish the following:

- a. Improve the early literacy skills of OUSD students across all schools;
- b. Support teachers with building the knowledge and skills to teach early literacy through use of EL curricular resources;
- c. Creation of a long-term strategy for a sustainable professional development structure for grades K-5; and
- d. Development of standards-aligned designated ELD content grounded in the texts and tasks of the EL curriculum

Additional information on the grant goals and milestones are located in **Appendix A**.

3. **Grant Term.** The term of this Agreement will commence on Effective Date and terminate on September 30, 2023. This Grant will be regularly reviewed to assess progress towards such Goals. If progress toward such Goals is not adequately met, CLSFF may terminate this Agreement and discontinue disbursement of further Grant funds pursuant to Section 6 below. Receipt of this Grant does not imply a commitment on behalf of CLSFF to continue funding beyond the terms outlined in this Agreement.

4. **Grant Amount.** The Grant shall be for up to \$1,283,000.00 U.S. Dollars.

5. **Reporting.** In order to receive this Grant, the grantee agrees to send the CLSFF the following reports ("Required Documentation"):

Report Due Date	Report Type	Report Description
September 30, 2021	Demographic Data Report	
October 31, 2021	Check-in Call	
December 15, 2021	Annual or Milestone Report	Please submit the OUSD/EL/ELSF project plan detailing the ELD scope of work for all stakeholders and an expanded set of project milestones that will be incorporated into the goals and milestones of this grant.
December 31, 2021	Check-in Call	
March 31, 2022	Check-in Call	
August 31, 2022	Status Report	In your grant report, please include updates, data, and any other relevant information related to the grant goals and milestones.
December 31, 2022	Check-in Call	
March 31, 2023	Check-in Call	
June 30, 2023	Status Report	Please include updates, data, and any relevant information related to the grant goals and milestones.
July 31, 2023	Check-in Call	

Required Documentation shall include a summary of the current budget for the Project and detailed cash flow statements which demonstrate how Grant funds are being utilized. CLSFF reserves the right to request additional information for inclusion in Required Documentation; further descriptions of what to include are in the grant portal.

6. **Payment.** Grantee understands and agrees that:

- a. CLSFF will pay the Grant as follows:

Payment Date	Amount	Contingencies
October 27, 2021	Up to \$563,000.00	
April 27, 2022	Up to \$450,000.00	Check-in Call due March 31, 2022 Annual or Milestone Report due December 15, 2021
January 25, 2023	Up to \$270,000.00	Check-in Call due December 31, 2022 Status Report due August 31, 2022

- b. CLSFF payments are subject to its satisfactory review of detailed budget and cash flow statements indicating expenditures sufficient to warrant full payment.
- c. CLSFF may choose to pay all or some of this Grant from sources other than CLSFF itself, in which case our payments may be delayed by as much as two (2) weeks from the standards listed

above. In the event Grantee does not receive payment of grant funds within fifteen (15) days of the anticipated due date, Grantee should contact CLSFF.

- d. In order to receive payments, Grantee agrees to cooperate fully with any and all activities associated with evaluation and/or research projects that may be undertaken by a CLSFF-paid third-party evaluator and/or researcher. These activities and Grantee's responsibilities in their regard will be communicated to Grantee fully by a CLSFF employee in a timely and appropriate fashion.
- e. CLSFF may terminate this Agreement and withhold further disbursements of Grant funds in the event: (i) Grantee fails to timely provide CLSFF with adequate Required Documentation pursuant to Section 5, (ii) said Required Documentation indicates, in the sole but reasonable opinion of CLSFF, that adequate progress toward the Goals is not being achieved, or (iii) Grantee breaches any provision of this Agreement. Prior to such termination, CLSFF shall provide Grantee written notice of termination and Grantee shall have fifteen (15) days to cure the relevant default hereunder.
- f. CLSFF may immediately, without prior notice to Grantee, terminate this Agreement, withhold further disbursements of Grant funds, and/or pursue the return of Grant funds previously disbursed in the event: (i) Grantee breaches any of the warranties or representations in Section 14, 15 or 16, (ii) it is determined by CLSFF that the Grant funds have been used for purposes unrelated to the Project or (iii) Grantee materially breaches Section 13 below.

7. **Project Budget.** Grantee understands that the CLSFF is relying on the financial information and budget Grantee submitted in making the Grant.

8. **Key Leaders.** Grantee understands that the Grant is contingent upon the continued leadership of Grantee. Grantee understands that CLSFF reserves the right to revisit the terms of the Grant should there be a change in Grantee's leadership team.

9. **CLSFF Requests.** Grantee will respond promptly to all requests from CLSFF (or its agents) for reports on the manner in which the Grant has been expended and/or on the progress of the Project. Grantee agrees to keep CLSFF apprised on a timely basis of any significant changes that may occur in connection with the Project and to invite a CLSFF representative to observe and/or participate in such meetings about the Project as may be appropriate.

10. **Recognition of Grant.** All publicity, media outreach, press releases, and advertising concerning the specific terms of this Agreement, the Grant and/or CLSFF's involvement in the Project shall be subject to the prior written approval of CLSFF. Further, Grantee shall maintain the terms of this Agreement and the Grant with strict confidentiality and shall not disclose information concerning this Agreement or the Grant to third parties without the express written consent of CLSFF.

11. **Recognition of CLSFF.** Subject to Section 10 of this Agreement, Grantee agrees to acknowledge the support of CLSFF in publicity disseminated material in connection with the Project and in a manner mutually acceptable to the CLSFF and Grantee. Grantee agrees and acknowledges that should CLSFF provide its prior written approval as provided in Section 10, any public acknowledgment of CLSFF shall refer to "Charles and Lynn Schusterman Family Philanthropies," using such logos and other branding

material as CLSFF shall provide at the time of such approval. Grantee understands CLSFF discourages tangible "thank you" gifts (e.g., plaques, desk accessories, food items, etc.) and does not want Grantee to spend funds on such items.

12. **Web Site.** Grantee agrees to allow CLSFF to place a link to Grantee's web site, where available, and/or to provide relevant contact information on the Charles and Lynn Schusterman Family Philanthropies' web site so that readers might easily contact Grantee to learn more about the Project. Grantee also agrees to provide CLSFF with the appropriate URL or address.

13. **Intellectual Property.** Grantee will retain all rights, including intellectual property rights, in and to final works resulting from the Project (the "Work Product"), and nothing in this Agreement will be deemed or interpreted to transfer ownership of any such rights to CLSFF. Nevertheless, to ensure that CLSFF's grants have as broad an impact as possible, CLSFF requires Grantee to license Work Product through an open license. Accordingly, Grantee shall make Work Product available to the public in a readily accessible format (e.g., on Grantee's public website) under the most recent version of the *Creative Commons Attribution license (CC BY)* as found at www.creativecommons.org or another similar form of license agreement as agreed upon by CLSFF. In addition, CLSFF acknowledges that Grantee retains the right to also make the Work Product available under other separate license terms, in its discretion.

14. **Grantee Approval and Status.** Grantee represents and warrants that (i) Grantee's board has approved the acceptance of this Grant and the terms of this Agreement, (ii) Grantee has an active 501(c)(3) tax exempt status with the Internal Revenue Service; and (iii) Grantee is not a private foundation within the meaning of Section 509(a) of the Internal Revenue Code.

15. **Representations and Covenants.**

- a. Grantee hereby represents that it does not, and Grantee shall not during the term of this Agreement, either (i) promote or engage in violence, terrorism, bigotry, racism, antisemitism, or the destruction of any state or (ii) make sub-grants to any entity that engages in these activities. Grantee represents that Grantee intends to utilize the Grant in keeping with CLSFF's mission and values, as described at www.schusterman.org.
- b. Grantee hereby represents that it does not, and Grantee shall not during the term of this Agreement, discriminate on the basis of race/ethnicity, color, national origin, citizenship, religion, sex/gender, gender identity or expression, sexual orientation, marital status, pregnancy, age, physical or mental disability, genetic information, veteran status, and any other legally protected classes.
- c. Grantee hereby represents that it does, and Grantee shall during the term of this Agreement, maintain a written policy for Equal Employment Opportunity without regard to race/ethnicity, color, religion, sex, national origin, age, disability, sexual orientation or sexual identity/expression.
- d. Grantee hereby represents that it does, and Grantee shall during the term of this Agreement, maintain a written policy against sexual harassment that includes training and a confidential reporting mechanism.

16. **Assignment.** Grantee shall not assign, or otherwise transfer, its rights or delegate any of its obligations under this Agreement without prior express written approval of CLSFF, and any non-permitted assignment shall be void.

17. **Survival.** Sections 6(e), 9, 10, 11, 12, 13 and 14 shall survive termination of this Agreement.

18. **Notices.** All notices required hereunder shall be in writing and shall be sent to the respective addressees of the parties as follows:

Oakland Unified School District
1000 Broadway, Suite 300
Oakland, CA 94607
Attn: Wesley Jacques


Charles and Lynn Schusterman Family Philanthropies
P.O. Box 51
Tulsa, Oklahoma 74101-0051
Attn: Mark Lauer


A notice may be hand delivered or mailed, postage prepaid, by first class, registered or certified mail, return receipt requested. Any notice sent by mail shall be deemed to have been received on the third business day following the date of mailing.

19. **Miscellaneous.** This Agreement has been delivered and accepted in, and shall be a contract made under and shall be entered into and governed by the laws of the State of Oklahoma. Whenever possible, each provision of this Agreement shall be interpreted in such a manner as to be effective and valid under applicable law, but if any provision of this Agreement shall be prohibited by or invalid under applicable law, such provision shall be ineffective to the extent of such prohibition or invalidity without invalidating the remainder of such provision or the remaining provisions of this Agreement. The parties, by mutual agreement, may amend or modify this Agreement provided, however, no such amendment or modification shall be effective unless such amendment is set forth in writing duly executed by Grantee and CLSFF. This Agreement may be executed in multiple original counterparts, each of which constitutes the original agreement, and an executed counterpart delivered to each signatory as of the day and year first above written.


Oakland Unified School District

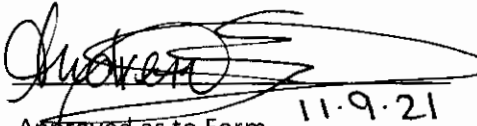
EXECUTIVE

By: 
Name: Wesley Jacques
Title: Executive Director
Date: _____

By: 
Name: Kyla Johnson Trammell
Title: Secretary, Board of Education
Date: 12/16/2021

BOARD REPRESENTATIVE

By: 
Name: Shanthi Gonzales
Title: President Board of Education
Date: 12/16/2021


Approved as to Form 11-9-21

CLSFF

DocuSigned by:

Julie Mikuta

By: _____

TA73FF4F5FD7417...

Name: Julie Mikuta

Title: Co-President, Education Grantmaking

Date: November 8, 2021

Appendix A

OUSD Goals and Milestones

Schusterman Grant (2021-2023)

Goal	Metric	Strategies	Milestones
Student Outcomes Improve the early literacy skills of students across all schools	<p>By end of school year 2022-2023, OUSD grades 3-5 students will demonstrate an increase in students meeting standard by 10 percentage points and a decrease in students below standard by 10 percentage points on SBAC assessment.</p> <p>By end of school year 2022-2023, OUSD K-2 students will demonstrate an increase in the percentage of students reading at or above grade level by 10 percentage points on iReady assessment.</p> <p>By the end of SY 2022-2023, students will report an increase in student wellness and school culture as measured by CHKS (California Healthy Kids Survey) using SY 2021-2022 to determine baseline data.</p> <p>By end of school year 2022-2023, students whose teachers are using EL Education and engaging in content cycle learning throughout the year will report positively on student engagement metrics.</p>	<p>Provide summer training in partnership with EL and Benchmark on rollout of the curriculum;</p> <p>Creation of monthly PD sessions in collaboration with EL and Leading Educators</p> <p>Partner with Leading Educators on the gradual rollout of K-5 literacy content cycles across all schools</p> <p>Use rollout of iReady assessment to support progress monitoring and continuous improvement</p>	<p>Summer 2021: Rollout of district-wide training to support EL adoption to at least 90% of teachers</p> <p>June 2022: Completion of school conditions assessments for all schools; schools will have implemented at least 3 monthly content cycles; rollout of iReady assessment to all schools</p> <p>June 2023: All schools will have implemented at least 5 monthly cycles; year two of rollout of iReady to all schools</p>

<p>Teacher Practice</p> <p>Support teachers with building the knowledge and skills to teach early literacy through use of EL curricular resources;</p>	<p>By the end of SY 2022-2023, 80% EL Education teachers observed during walkthroughs demonstrate growth on priority indicators as identified by the EL Ed Walkthrough Tool.</p> <p>By the end of SY2022-2023, XX% of EL Education teachers observed during walkthroughs will demonstrate "evident" on at least 4 priority indicators as identified by the EL Ed Walkthrough Tool. <i>(Note that a target will be determined once baseline data is collected after the first round of walkthroughs in October 2021.)</i></p> <p>By the end of SY 2022-2023, all facilitating TSAs can analyze teacher artifacts and practice alongside student data to determine impact of teacher learning on student outcomes as evidenced by participation in teacher artifact analysis during TSA professional development.</p>	<p>Provide summer training in partnership with EL on rollout of the curriculum;</p> <p>Creation of monthly PD sessions in collaboration with EL and Leading Educators</p> <p>Partner with Leading Educators on the gradual rollout of K-5 literacy content cycles across all schools</p> <p>Use rollout of iReady assessment to support progress monitoring and continuous improvement</p> <p>Implement three district walkthrough windows to collect baseline data and progress monitor across the year</p>	<p>Summer 2021: Rollout of district-wide training to support EL adoption to at least 90% of teachers</p> <p>June 2022: Completion of school conditions assessments for all schools; schools will have implemented at least 3 monthly content cycles; rollout of iReady assessment to all schools</p> <p>June 2023: All schools will have implemented at least 5 monthly cycles; year two of rollout of iReady to all schools</p> <p>Priority Indicators New to EL Ed</p> <p>1A. Both teachers and students use required/recommended Module lesson text when engaged in listening, reading, writing or speaking during language arts.</p> <p>1B. Teachers demonstrate evidence of advanced preparation with the text and the tasks.</p> <p>2A. Teachers use quick checks for understanding.</p> <p>Additional Priority Indicators Returning to EL Ed</p> <p>2B. Students set goals, track, and/or reflect on their progress toward learning targets based on meaningful evidence.</p> <p>3A. Teachers ask students to cite evidence from the text to support their responses verbally or in writing.</p>
---	--	---	---

			<p>3B. Students use the text to provide evidence, confirm ideas, and/or clarify and question answers.</p> <p>5B. Teachers use protocols to allow students to build upon each other's responses and promote equity of voice.</p>
--	--	--	---

<p>District Strategy</p> <p>Creation of a long-term strategy for a sustainable professional development structure for grades K-5.</p>	<p>By end of SY 2021-2022, 80% of district leaders participating in ongoing collaboration with Leading Educators (100% district leaders at the end of SY22-23) will report increased district coherence, role clarity, and ownership in the OUSD professional learning system, based on data collected through the district conditions assessment</p> <p>By the end of SY 2022-2023 80% of facilitating TSAs and principals will agree or strongly agree that they have been well supported to implement content cycles at their school sites</p> <p>By the end of school year 2022-2023, TSAs will have implemented at least 5 monthly content cycles at their school sites including shared learning, planning and practice, and looking at student work sessions.</p>	<p>Collaborate with Leading Educators on:</p> <ul style="list-style-type: none"> ·Develop and implement school and districts conditions assessments to support successful implementation of the content cycles; ·Train and coach teacher leaders to support content cycles beyond the period of the grant; and ·Develop a broader PL strategy and implementation plan for K-5 professional learning, incorporating lessons from the EL implementation 	<p>Summer 2021: Rollout of district-wide training to support EL adoption to at least 90% of teachers</p> <p>June 2022: Completion of school conditions assessments for all schools; schools will have implemented at least 3 monthly content cycles; rollout of iReady assessment to all schools</p> <p>June 2023: All schools will have implemented at least 5 monthly cycles; year two of rollout of iReady to all schools</p> <p>Priority Indicators New to EL Ed</p> <p>1A. Both teachers and students use required/recommended Module lesson text when engaged in listening, reading, writing or speaking during language arts.</p> <p>1B. Teachers demonstrate evidence of advanced preparation with the text and the tasks.</p> <p>2A. Teachers use quick checks for understanding.</p> <p>Additional Priority Indicators Returning to EL Ed</p> <p>2B. Students set goals, track, and/or reflect on their progress toward learning targets based on meaningful evidence.</p> <p>3A. Teachers ask students to cite evidence from the text to support their responses verbally or in writing.</p>
--	--	--	---

			<p>3B. Students use the text to provide evidence, confirm ideas, and/or clarify and question answers.</p> <p>5B. Teachers use protocols to allow students to build upon each other's responses and promote equity of voice.</p>
--	--	--	---

<p>ELD Curriculum Development & Implementation</p> <p>Development of standards-aligned designated ELD content grounded in the texts and tasks of the EL curriculum</p>	<p>EI Education and OUSD co-development of key ELD lessons aligned to at least 2 of the ELA modules K-5 in SY 2021-22 and all 4 ELA modules by end of 2022-23.</p> <ul style="list-style-type: none"> This includes the co-development by EI Education and OUSD of lessons aligned to the third edition of ELA Module 3 <p>OUSD development of key ELD lessons aligned to at least 2 of the ELA modules in 6-8 in SY 2021-22 and 3 modules in SY 2022-23.</p> <p>Data and feedback collected from field testing in 2021-22 to inform future design and implementation support/ PD.</p> <p>Expanded pilot of developed lessons in SY 2022-23</p> <p>Successful rollout to all schools in SY 2023-2024</p>	<p>Collaborate with EL and ELSF on the articulation of quality ELD materials, development of designated modules for English Language Learners, review and evaluation of these materials, and accompanying PD to support implementation of the materials.</p> <p>Conduct feedback sessions, teacher and student surveys as well as classroom observations to inform design and collaboration.</p>	<p>By December 2021: In collaboration with EL, Leading Educators, and ELSF, OUSD will create a project plan detailing the ELD scope of work for all stakeholders and expanded set of project milestones to be incorporated into these goals and milestones</p> <p>By June 2022:</p> <ul style="list-style-type: none"> -OUSD will have developed and field-tested key lessons of modules 1-3 of current edition across all grade levels, K-8. -OUSD will have supported development of and field-tested EI Education lessons aligned to edition #3 of the Module 3 across two grade levels. <p>By December 2023:</p> <ul style="list-style-type: none"> -Implemented roll out and begun sustained professional development supporting implementation of lessons in at least 30% of EL Education classrooms <p>By June 2023:</p> <ul style="list-style-type: none"> At least 30% of OUSD K-5 teachers will have piloted revised lessons of modules 1 and 2 and EI Education- created lessons for module 3. Feedback and evidence of efficacy of lessons used to revise and complete lessons for modules 1-4 for grades K-5 in collaboration with EI Education and for at least 2 modules in grades 6-8 by OUSD team.
---	---	--	--