

File ID Number	18-1833
Introduction Date	9/12/18
Enactment Number	18-1494
Enactment Date	9/12/18 lf
By	



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

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

September 12, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Wesley Jacques, Executive Director, Academic Instructional Innovation

Subject: Grant Agreement - Oakland Public Education Fund - T. Gary and Kathleen Rogers Supporting Family Foundation - Academic Instructional Innovation Department

ACTION REQUESTED:

Approval by the Board of Education of a Grant Agreement between the District and Oakland Public Education Fund, accepting \$27,900.00, to support a two-day Leader Course for OUSD Elementary Principals and Coaches facilitated by Teacher's College and to pay a 0.25 FTE Central Coach, for the 2018-2019 school year, for the period of July 27, 2018 through June 17, 2019, pursuant to the terms and conditions thereof, if any.

BACKGROUND:

Grant Agreement for OUSD schools for the 2018-19 fiscal year was submitted for funding as indicated in the chart below. The Grant Face Sheet and Grant Award Notification attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
18-1833	Yes	Grant	Oakland Unified School District - Elementary Principals and Coaches	To support a two-day Leader Course for OUSD Elementary Principals and Coaches facilitated by Teacher's College and to pay a 0.25 FTE Central Coach (TSA)	July 27, 2018 - June 17, 2019	T. Gary and Kathleen Rogers Supporting Family Foundation via the Oakland Public Education Fund.	\$27,900.00

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: \$27,900.00

RECOMMENDATION:

Approval by the Board of Education of a Grant Agreement for Elementary Principals and Coaches for fiscal year 2018-2019, pursuant to the terms and conditions thereof, if any.

ATTACHMENTS:

Grant Face Sheet
Grant Agreement, Oakland Public Education Fund
Reading & Writing Project
Centrally Supported Literacy Coaching Lab Work 2018-2019
OUSD Language and Literacy
Copy of Check #017630

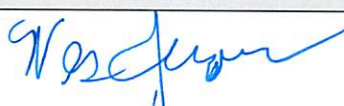
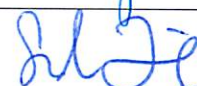
OUSD Grants Management Face Sheet

Title of Grant: OUSD Elementary Principals and Coaches Grant	Funding Cycle Dates: July 27, 2018 – July 17, 2019
Grant's Fiscal Agent: <small>(contact's name, address, phone number, email address)</small> Joel Mackey, Executive Director Oakland Public Education Fund P.O. 71005 Oakland, CA 94612 (510) 221-6968	Grant Amount for Full Funding Cycle: \$27,900.00
Funding Agency: T. Gary and Kathleen Rogers Supporting Family Foundation 10 Clay Street, Suite 200 Oakland, CA 94607 (510) 899-7918	Grant Focus: To fund a two-day Leader Course for OUSD Elementary Principals and Coaches facilitated by Teacher's College and to pay a 0.25 FTE Central Coach.
List all School(s) or Department(s) to be Served: TK-12 Language and Literacy English, History, and Library Services via the Academics and Instructional Innovation Department	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	<p>In OUSD, we use a Balanced Approach to Elementary Literacy, and adopted the Teachers College Reading and Writing curriculum. This 2 Day Homegrown Leadership Institute is designed to support Principals, and to invigorate our professional learning culture, no matter where schools are on their journey with Reading and Writing Workshop. We will have large group sections coupled with small, interactive sections to allow for learning personalization facilitated by Laurie Pessah, Deputy Chief at the TCRWP.</p> <p>In order for the work to be sustained, a .25 Central TSA will be providing ongoing support in the form of Literacy Lab work at focal school sites.</p>
How will this grant be evaluated for impact upon student achievement? <small>(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 3.98% 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.)</small>	<ul style="list-style-type: none"> • Learning Walks at a focal group of participating sites • F&P Scores of Focal Sites
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? <small>(If yes, include the district's indirect rate of 3.98% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</small>	No.
Will the proposed program take students out of the classroom for any portion of the school day? <small>(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</small>	No.
Who is the contact managing and assuring grant compliance? <small>(Include contact's name, address, phone number, email address.)</small>	Nancy Lai, Director of TK-12 Language and Literacy English, History, and Library Services Academics and Instructional Innovation Department Oakland Unified School District

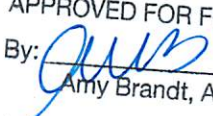
	510.879.1848 Nancy.Lai@ousd.org
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Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Wesley Jacques		8/20/18
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera		8/20/18

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Marcus Battle		
Superintendent	Kyla Johnson-Trammell		

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the General Counsel
APPROVED FOR FORM & SUBSTANCE
By:  8.21.18
Amy Brandt, Attorney at Law



August 13, 2018

Dear Nancy Lai,

On behalf of The Oakland Public Education Fund Board of Directors, I am pleased to inform you that a grant has been approved in the amount of \$27,900.00 for the project: Oakland Unified School District.

This agreement forms the contract between the Oakland Public Education Fund and Oakland Unified School District. (Grantee). Please read it carefully as it outlines the conditions of the grant as well as the payment and reporting schedules. If you can agree to the terms and conditions please sign this agreement. No funds will be disbursed until this agreement has been returned.

As a local education fund, our ability to fund important programs such as yours is contingent upon ongoing support from the Bay Area community. We look forward to partnering with you to let others know about the importance of philanthropy. Please include us in any communications connected with the grant, including press releases, programs, announcements, invitations, stories in the media, annual reports, and newsletters, and submit copies of any such publications with your reports. If your organization has a website, please link to www.oaklandedfund.org. Our logo is available upon request. Any statement about Oakland Public Education Fund policy should be cleared in advance through our Communications Manager Mia Murrietta (mia@oaklandedfund.org).

The Oakland Ed Fund is deeply honored to join you in the work of helping every Oakland public school student learn, grow, and thrive.

Warmly,

A handwritten signature in blue ink that reads 'Joel J. Mackey'.

Joel Mackey
Executive Director
Oakland Public Education Fund



Oakland Public Education Fund
PO Box 71005
Oakland, CA
94612

SECTION 1: PROJECT FUNDING OVERVIEW

Name of Project	Oakland Unified School District
Date Approved	August 13, 2018
Funding Source	T. Gary and Kathleen Rogers Supporting Family Foundation
Amount of Grant	\$27,900.00
Grant Period	Grant Start: July 27, 2018 Grant End: July 17, 2019
Reporting Requirements & Due Dates	Final Report: N/A

SECTION 2: GRANT PURPOSE AND EXPECTED OUTCOMES

It is mutually understood that this grant is awarded with the expectation that you will expend the entire amount to address the following agreed-upon purpose and objectives. *While minor changes in plan are expected, if you or the team responsible for this grant wishes to modify these fundamental intentions of the project, you must seek prior approval of the Oakland Public Education Fund.*

PURPOSE OF THIS GRANT

1. Funding for a 2 Day Leaders Course for OUSD Elementary Principals and Coaches facilitated by Teacher's College
2. Pay for a.25 FTE Central Coach

STEPS YOU WILL TAKE TO ACHIEVE YOUR RESULTS

1. 2 Day PD for Principals in September
2. .25 FTE Central Coach to run Literacy Labs at focal schools.

WHAT WILL CHANGE AS A RESULT OF YOUR PROJECT

Increase Principal and coach capacity to lead Balanced Literacy Work at their sites through PD and coaching ongoing support from a well trained Central TSA.

SECTION 3: DISBURSEMENT

You have told us that you wish to: Issue grant to OUSD.

IF THE OAKLAND ED FUND IS ISSUING A GRANT TO OUSD: The Oakland Unified School District Board of Education must approve receipt of grants by Oakland the District above a certain limit. You should plan on the board approval process taking at least thirty days from submission. Please work closely with the appropriate OUSD staff to ensure this process moves quickly and the work can begin on time.

SECTION 4: GRANT AGREEMENT

This grant was solicited using the 501(c)(3) designation of the Oakland Public Education Fund (the Ed Fund). Therefore, the Ed Fund is obligated to serve as the fiscal sponsor for these funds and as such has a unique role in ensuring that these charitable funds are expended in ways that align with applicable state and federal laws, I.R.S. Codes, and funder intent.

On August 13, 2018, the Oakland Public Education Fund decided that financial support of the project described in the cover letter accompanying this agreement will further the Ed Fund's tax-exempt purposes. Therefore, the Ed Fund has created a restricted fund designated for such a project and has decided to grant all amounts that it may deposit to that fund, less any administrative charge as set forth below, to Oakland Unified School District (Grantee), subject to the following terms and conditions:



Oakland Public Education Fund
PO Box 71005
Oakland, CA
94612

1. If not already on file, grantee shall provide the Ed Fund with its governing documents, a completed and filed IRS Form SS-4 or other documentation satisfactory to the Ed Fund, showing Grantee's separate existence as an organization.
2. Grantee shall use the grant solely for the project described in the accompanying cover letter, and Grantee shall repay to the Ed Fund any portion of the amount granted which is not used for that project. Any changes in the purpose for which grant funds are spent must be approved in writing by the Ed Fund before implementation. The Ed Fund retains the right, if Grantee breaches this Agreement, or if Grantee's conduct of the project jeopardizes the Ed Fund's legal or tax status, to withhold, withdraw, or demand immediate return of grant funds, and to spend such funds so as to accomplish the purposes of the project as nearly as possible within the Ed Fund's sole judgment. Any tangible or intangible property, including copyrights, obtained or created by Grantee as part of this project shall remain the property of Grantee.
3. An administrative charge of 0 percent will be deducted from all amounts paid into the restricted fund. Such fees, interest, and charges are necessary to compensate the Ed Fund for its services administering the funds, and thus become unrestricted rather than restricted assets when paid.
4. Nothing in this Agreement shall constitute the naming of Grantee as an agent or legal representative of the Ed Fund for any purpose whatsoever except as specifically and to the extent set forth herein. This Agreement shall not be deemed to create any relationship of agency, partnership, or joint venture between the parties hereto, and Grantee shall make no such representation to anyone.
5. Grantee shall submit full and complete reports to the Ed Fund in compliance with the schedule presented in the letter accompanying this agreement. The report shall describe the charitable programs conducted by the Grantee with the aid of this grant and the expenditures made with grant funds, and shall report on the Grantee's compliance with the terms of this grant.
6. Grantee shall ensure that the Ed Fund is included in any communications connected with the grant including press releases, programs, announcements, invitations, stories in the media, annual reports, and newsletters. Grantee will submit copies of any such publication with project report(s). Finally, Grantee will ensure that any mention of the Ed Fund on all printed material shall read: " 'Project Name' has been made possible (in part) by the sponsorship of the Oakland Public Education Fund, with funding provided by (funders)" or an alternate credit to be agreed upon between you and the Ed Fund.
7. This grant is not to be used in any attempt to influence legislation within the meaning of Internal Revenue Code (IRC) Section 501(c)(3). No agreement, oral or written, to that effect has been made between the Ed Fund and Grantee.
8. Grantee shall not use any portion of the funds granted herein to participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office, to induce or encourage violations of law or public policy, to cause any private inurement or improper private benefit to occur, nor to take any other action inconsistent with IRC Section 501(c)(3).
9. Grantee shall notify the Ed Fund immediately of any change in (a) Grantee's legal or tax status, and (b) Grantee's executive or key staff responsible for achieving the grant purposes.
10. In the event of any controversy, claim, or dispute between the parties arising out of or related to this Agreement, or the alleged breach thereof, shall be determined by arbitration in Alameda County, CA, before one arbitrator. The arbitration shall be administered by Judicial Arbitration and Mediation Services (JAMS) pursuant to its Streamlined Arbitration Rules and Procedures. Judgment on the award may be entered in any court having jurisdiction. This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction. The prevailing party shall, in addition to any other relief, be entitled to recover its reasonable attorneys' fees and costs of sustaining its position. Each provision of this Agreement shall be separately enforceable, and the invalidity of one provision shall not affect the validity or enforceability of any other provision. This Agreement shall



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PO Box 71005
Oakland, CA
94612

be interpreted and construed in accordance with the laws of the State of California applicable to contracts to be performed entirely within such State. Time is of the essence of this Agreement and of each and every provision hereof. The failure of the Ed Fund to exercise any of its rights under this Agreement shall not be deemed a waiver of such rights.

11. This Agreement shall be governed by and construed in accordance with the laws of the State of California applicable to agreements made and to be performed entirely within such State.

This Agreement constitutes the only agreement, and supersedes all prior agreements and understandings, both written and oral, among the parties with respect to the subject matter hereof. All Exhibits hereto are a material part of this Agreement and are incorporated by reference. This Agreement, including any Exhibits hereto, may not be amended or modified, except in a writing signed by all parties to this Agreement.

Understood and agreed to,

Grantee Signature

Signature:  579FBB73F1C741D...

Title: Director, Literacy

Date: August 13, 2018 | 6:08:43 PM PDT

Oakland Ed Fund Authorized Signature

Signature:  5AA91A440DC1470...

Title: Executive Director

Date: August 13, 2018 | 4:28:41 PM PDT



9/13/18

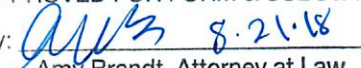
Aimee Eng
President, Board of Education



9/13/18

Kyla R. Johnson-Trammell
Secretary Board of Education

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

By:  8.21.18
Amy Brandt, Attorney at Law

OUSD or the District verifies that the Contractor does not appear on the Excluded Parties List at <https://www.sam.gov/>



OUSD Elementary Principals:

Teachers College is Coming to Oakland this Fall!

Mark your Calendar: Monday and Tuesday, September 24 and 25

This 2 Day Homegrown Leadership Institute is designed to support Principals, and to invigorate our professional learning culture, no matter where you are on your journey with Reading and Writing Workshop.

We will have large group sections coupled with small, interactive sections to allow for learning personalization facilitated by Laurie Pessah, Deputy Chief at the TCRWP.

After the 2 day course, Principals will leave with:

- A plan for the Site Level Professional Development needed to support reading and writing Units of Study
- Collaborative plans across schools to leverage existing resources like staff and common prep time, as well as build individual site capacity for this work
- A plan to use the curriculum-embedded assessments as to improve instruction
- Cross site relationships to support leadership for literacy instruction
- Tools to support teachers at different levels of Implementation of Balanced Literacy
- A Shared understanding of our external Literacy Partners, and how their work can complement your site efforts with Balanced Literacy

Please email nancy.lai@ousd.org with any questions!

Sign up on Ontrack to follow soon



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

DRAFT: Possibilities for Centrally Supported Literacy Coaching Lab Work 2018-19

1. Cycles with multiple schools:

Who: A number of schools (2-3) will participate. Schools should have like goals and be able to settle on one literacy practice on which to focus.

Where: lab site rotates among participating schools

When: Once a week for 4-6 weeks (aligned to instructional cycles)

- 1st meeting: intro and set-up
- 2nd-4th meetings: happen in classrooms in schools with debrief & planning outside of rooms
- 5th meeting: final debrief and goal-setting

Why:

- Provides practice of coaching methods leading to more effective coaching and teaching
- Deepens knowledge of CCSS aligned literacy practices and curriculum

What needs to be in place:

- Coach released for ½ day once a week for 4-6 weeks
- Willingness to host a lab one time
- Release time for participating teachers
- Principal participates in the lab when hosting (?)

ACCOMODATIONS:

- If a site cannot arrange substitutes, one grade level can visit another during common planning/PLC time and debrief over lunch or after school
- We can visit multiple grade levels in a morning or decide to focus on one depending on capacity and substitutes

2. Working with single schools/coaches and teachers:

Who: Site coach and central coach

Where: School site

When: once a week for 4-6 weeks

What:

- working with a single teacher in the classroom
- Working with a grade level in a lab (requires coverage)

3.Coaching Consultancies

Who: Site coach and central coach

Where: school site

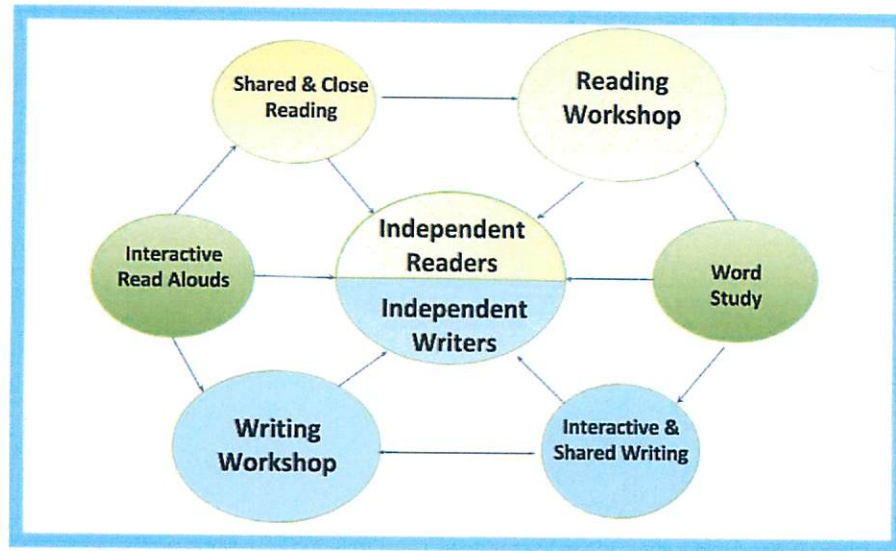
When: 1-3 meetings/observations

What:

- Thought partnership on planning the coaching at a site
- Input on PD/PLC planning
- Troubleshooting coaching issues that arise

Why: Coaches are often isolated at a site; sharing of expertise and experience moves the work along faster and subsequently shifts teaching and learning more swiftly.

What needs to be in place: meeting space and willingness to collaborate



OUSDs Balanced Approach to Literacy provides the authentic opportunities to learn, practice and apply the skills students need to become fully literate individuals capable of lifelong learning.

Why a Balanced Approach to Literacy?

The OUSD Balanced Approach to Literacy is a pedagogical framework which ensures that all students graduate “with the skills necessary to ensure that they are caring, competent, fully informed, critical thinkers who are prepared for college, career and community success (OUSD Pathway to Excellence 2015 - 2020).” This includes supporting students in becoming literate individuals. The [Common Core Standards](#) describe a literate graduate as someone who:

- Demonstrates independence
- Builds strong content knowledge
- Responds to varying demands of audience, task, purpose, and discipline
- Comprehends as well as critiques
- Values evidence
- Uses technology and digital technology strategically and capably
- Understands other perspectives and cultures

Meeting this ambitious vision requires a shift in literacy instruction and curriculum. Activity-based instruction of isolated skills from a scripted teacher’s manual is not sufficient.

What is a Balanced Approach to Literacy?

A Balanced Approach to Literacy instruction happens in **six interdependent components** that are taught throughout the week:

- Reading Workshop
- Writing Workshop
- Shared or Close Reading
- Interactive Read Aloud

- Interactive/Shared Writing
- Word Study

These six components are interwoven in order to balance learning to read with reading to learn. For instance, foundational reading skills are taught primarily during Word Study time, but are reinforced during Reading Workshop word solving strategies, Writing Workshop spelling strategies, Shared Reading and Interactive Writing. Comprehension is taught and practiced primarily during Reading Workshop time, but is also modeled and practiced during Interactive Read Alouds and Shared Reading.

Throughout the literacy block, there is a gradual release of responsibility. Daily workshops begin with a teacher-directed mini-lesson followed by independent work time in which students have the opportunity to apply the strategies to self-chosen books or writing pieces, reflect on their process as readers and writers, and set monitor their goals. During independent reading and writing time, the teacher provides the small group support and guidance that each student needs to solidify the strategies.

A Balanced Approach to Literacy is an *approach*, not a curriculum. The Lucy Calkins' Reading and Writing Units of Study are examples of standards-based literacy instruction. The teaching points found in each session provide a possible roadmap over a course of several weeks. And, the conferences and small group instruction found in each session are also examples of how to address common needs students have. Of course the sessions described in the Units of Study will not meet the exact needs or interests of every group of students.

In OUSD we have a full menu of adopted curricula that teachers can use when making informed instructional decisions:

- Units of Study for Reading
- Units of Study for Writing
- SIPPS
- Words Their Way/Palabras a Su Paso
- Handwriting Without Tears
- Phonemic Awareness for Young Children

While there is flexibility within Balanced Literacy, there are some **guiding principles** which should guide decision making in order to ensure that instructional decisions are sound and allow for access for all learners. Any literacy instruction, curriculum or assessment should allow students access to:

- independent, instructional, and grade-level text
- time to practice and apply literacy skills to independence
- authentic, learning tasks personalized to the individual needs of each learner
- choice in the books they read and the topics they write about
- varied opportunities for students to engage in talk
- a clear gradual release of responsibility within lessons and units

For more information see: [Allington's 6 Ts](#) [The Student's Bill of Rights](#)

A Balanced Approach to Literacy depends on strategic long-term and short-term planning. Teachers plan six week units that focus on a specific reading genre, writing type, and when applicable, a specific content area (e.g.: Science unit on balance and motion, or History Unit on the Gold Rush). In addition to planning across weeks, a Balanced Literacy teacher also plans day-to-day and "in the moment" instruction based on formative assessment a student's needs as a reader or writer. This can happen in a one-one-one conferences or with a small group of students who are working on the same skill or strategy.

Literacy Toolkit - The How

What follows is a toolkit which describes the “what” and “how” of each Balanced Literacy Component. Providing guidance on assessment, support for site leaders in planning professional development, guidance on adapting Balanced Literacy for students with specific learning needs, and special considerations for teaching foundational reading skills for emergent and developing students.

Above all else: [this toolkit](#) is designed to empower teachers to make informed instructional decisions.

017630

Oakland Public Education Fund
PO Box 71005
Oakland, CA 94602

BRIDGE BANK
OF SILICON VALLEY
1951 Webster St
Oakland, CA 94612 (510) 899-7500
90-4363/1222

08/17/2018

PAY TO THE
ORDER OF

Oakland Unified School District

\$

27,900.00

Twenty Seven Thousand Nine Hundred Dollars

DOLLARS

Oakland Unified School District
1000 Broadway
Oakland, CA 94607

MEMO

⑈017630⑈ ⑆121143260⑆

⑈2800214171⑈

Oakland Public Education Fund/PO Box 71005

V-0434--Oakland Unified School District
Print As: Oakland Unified School District

1000 Broadway
Oakland, CA 94607

017630

Torrey Pines Bank
Checking - 4171 4171
Date: 08/17/2018

Date	Bill #	Reference Number				
Acct	Memo	Department ID	Fund	Amount Entered	Amount Paid	
08/15/2018	18-07-02863526					
7020--Grants to other org	1. Funding for a 2 Da...rse for OUSD Elementa	NA	OUSD	\$27,900.00	\$27,900.00	
Net Amount:					\$27,900.00	