

File ID Number	20-1459
Introduction Date	8/26/20
Enactment Number	20-1217
Enactment Date	8/26/2020
By	If



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

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

August 26, 2020

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Curtiss Sarikey, Chief of Staff, Office of the Superintendent
Sondra Aguilera, Chief Academic Officer

Subject: Grant Agreement - Oakland Public Education Fund - Regrant #20-06-04226524 - Salesforce.org Foundation

ACTION REQUESTED:

Approval by the Board of Education of a Grant Agreement, Regrant #20-06-0422-6524, from the Oakland Public Education Fund for the Salesforce.org Foundation, in the amount of \$6,406,139.00, to support Oakland Unified School District in the areas of computer science, mathematics, whole child supports, educator professional development, and innovation across middle schools, for the period of July 1, 2020 through June 30, 2021, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant years, 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 ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
20-1459	Yes	Grant	Oakland Unified School District Middle Schools	To support Oakland Unified School District in the areas of computer science, mathematics, whole child supports, educator professional development, and innovation across middle schools.	7/1/2020-6/30/2021	Salesforce.org Foundation via the Oakland Public Education Fund	\$6,406,139.00

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: \$6,406,139.00

RECOMMENDATION:

Approval by the Board of Education of a Grant Agreement for OUSD Middle Schools for fiscal year 2020-2021, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:

Grant Face Sheet

Grant Agreement, Regrant #20-06-0422-6524

Salesforce Foundation Grant Agreement

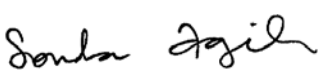
OUSD Grants Management Face Sheet

Title of Grant: Salesforce Foundation Grant	Funding Cycle Dates: July 1, 2020 – June 30, 2021
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Bridget Daly, Program Manager Oakland Public Education Fund P.O. Box 71005 Oakland, CA 94612	Grant Amount for Full Funding Cycle: \$6,406,139.00 (See Appendix A: Grant Budget Details for funding allocations.)
Funding Agency: Salesforce.com Foundation 50 Fremont Street, Suite 300 San Francisco, CA 94105	Grant Focus: To support Oakland Unified School District in the areas of computer science, mathematics, whole child supports, educator professional development, and innovation across middle schools.
List all School(s) or Department(s) to be Served: Oakland Unified School District Middle Schools	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	In order to produce high-quality outcomes for all middle school students in the Oakland Unified School District (OUSD), we are redesigning middle schools by investing in educator support and professional development, mathematics and computer science education as well as whole child supports; additionally we want to support newcomer students, and deepen community investment in our schools to provide students with the resources they need to succeed. Coupled with innovative funds for OUSD's middle grades principals, these investments will create the conditions for middle school students to thrive personally and academically in our schools.
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 5.56% 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.)	There is a full set of student outcome metrics that OUSD has been tracking over the last few years of the grant. We progress monitor toward the outcomes related to each of the key grant focus areas (e.g. computer science instruction, newcomers supports, etc.) and report on the data as part of the annual grant report.
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 5.56% 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.)	Curtiss Sarikey, Chief of Staff Office of the Superintendent Oakland Unified School District 1000 Broadway, Suite 300, Oakland (510) 879-8200 curtiss.sarikey@ousd.org
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Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Curtiss Sarikey		
Chief Academic Officer	Sondra Aguilera		7/21/20

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	N/A		
Superintendent	Kyla Johnson-Trammell		



June 30, 2020

Dear Curtiss Sarikey,

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 \$6,406,139.00 for the project: Oakland Unified School District.

This agreement forms the contract between the Oakland Public Education Fund and the 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 Department at communications@oaklandedfund.org

The 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 black ink, appearing to read 'Alex Medina'.

Alexandria Medina
Interim Executive Director
Oakland Public Education Fund



SECTION 1: PROJECT FUNDING OVERVIEW

Name of Project	Oakland Unified School District
Date Approved	June 30, 2020
Funding Source	Salesforce Foundation
Amount of Grant	\$6,406,139.00
Grant Period	Grant Start: July 1, 2020 Grant End: June 30, 2021
Grant Writer	Name: Bridget Daly Email: bridget@oaklandedfund.org
Conditional/Restricted	Yes

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. This grant is restricted and can only be used for the stated purpose and outcomes in this agreement. *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 by contacting our Development Team at grants@oaklandedfund.org.*

PURPOSE OF THIS GRANT

To support Oakland Unified School District in the areas of computer science, mathematics, whole child supports, educator professional development, and innovation across middle schools.

STEPS YOU WILL TAKE TO ACHIEVE YOUR RESULTS

See grant agreement in appendices.

WHAT WILL CHANGE AS A RESULT OF YOUR PROJECT

See grant agreement in appendices.

SECTION 3: REPORTING REQUIREMENTS

The report(s) required to be submitted by Grantee to the Ed Fund pursuant to this section shall contain sufficient information to establish that all grant funds were used for the Grant Purposes in furtherance of the Ed Fund's exempt purposes. Grantee shall keep a record of all receipts and expenditures relating to the Grant for four years and make records available to the Ed Fund, if the Ed Fund so request, at reasonable times for review and audit. Receipts and expenditures include, but are not limited to, bills, invoices, and cancelled checks.

Interim Report	Due Date: 12/1/2020
Final Report	Due Date: 7/31/2020

SECTION 4: DISBURSEMENT

You have told us that you wish to: Transact funds through Oakland Unified School District.

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.



Your disbursement check will be available according to the following Ed Fund disbursement schedule: Disbursements approved before Monday at 12pm will be available for pick up by 3pm on Friday. Checks approved after 12pm on Monday will be available by 3pm on Friday of the following week.

All payments are subject to satisfactory compliance with any pre-funding conditions or reporting requirements. For grants with multiple disbursements, the amount of any payment subsequent to the initial payment may be modified to reflect restrictions and conditions met in the grant purpose and expected outcomes section of this agreement. Conditional grants are paid only after a condition has been met.

SECTION 5: 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 June 30, 2020, 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 Regrant (Grantee), subject to the following terms and conditions:

1. If not already on file, grantee shall provide the Ed Fund with its governing documents, a completed and filed IRS Form SS-4, an IRS Tax Determination Letter which shows proof of 501(c)(3) status, a Tax Form W9, 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 this agreement, 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 to 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 has been deducted from the originating grant. 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 Section 3 of this agreement. The report shall describe the charitable programs conducted by the Grantee with the aid 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



Oakland Public Education Fund
PO Box 71005
Oakland, CA
94612

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 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: Curtiss Sarikey

Title: Chief of Staff

Date: 7/15/2020

Oakland Ed Fund Authorized Signature

Signature: Alexandria Medina

Title: Interim Executive Director

Date: 7/15/2020

Approved as to form by OUSD Staff Attorney Joanna Powell on 7/21/2020.



APPENDIX A: GRANT BUDGET DETAILS

Program Area	Primary Contact	Site Code	Resource/ Program	Total
Newcomers	Tom Felix	954	9283/1169	\$1,035,000
Computer Science	Sam Berg	912	9283/3915	\$1,000,000
Educator Support - Recruitment & Retention	Mark Davenport	944	9283/1235	\$600,000
Mathematics	Courtney Ortega	909	9283/3930	\$400,000
Behavioral Health	Barb McClung	922	9283/1340	\$150,000
Middle School Marketing	Middle School Network Superintendent	965	9283/1110	\$147,483
Educator Support - Professional Learning	Wesley Jacques	909	9283/3915	\$100,000
Dynamic Mindfulness	Middle School Network Superintendent	965	9283/1110	\$65,000
Data Management	Andrea Bustamante	922	9283/1528	\$50,000
Bret Harte Middle School	April Harris-Jackson	206	9283/1110	\$137,235
Claremont Middle School	Jonathan Mayer	201	9283/1110	\$212,720
Coliseum College Prep Academy	Amy Carozza	232	9283/1110	\$75,540
Edna Brewer Middle School	Aubrey Layne	210	9283/1110	\$198,891
Elmhurst United Middle School	Kilian Betlach	229	9283/1110	\$356,831
Frick United Middle School	Amapola Obrera	219	9283/1110	\$67,477
Greenleaf Elementary School	Romy Trigg-Smith	112	9283/1110	\$200,000
Hillcrest Elementary School	Maria McCormick	127	9283/1110	\$159,200
La Escuelita Elementary School	Faris Jabbar	121	9283/1110	\$133,000
Life Academy	Alykhan Boolani	335	9283/1110	\$51,442
Madison Park Academy	Lucinda Taylor	215	9283/1110	\$199,354
Melrose Leadership Academy	Bri Zika	235	9283/1110	\$184,038
Montera Middle School	Darren Avent	211	9283/1110	\$156,222
Parker Elementary	Rocquel Colbert	144	9283/1110	\$84,770
Roosevelt Middle School	Cliff Hong	212	9283/1110	\$122,000
United for Success Academy	Marcos Garcia	228	9283/1110	\$25,240
Urban Promise Academy	Tierre Mesa	236	9283/1110	\$119,485
West Oakland Middle School	Neha Ummat	204	9283/1110	\$159,634
Westlake Middle School	Maya Taylor	213	9283/1110	\$215,577
Total				\$6,406,139



April 13, 2020

Joel Mackey
Oakland Public Education Fund
PO Box 71005
Oakland, CA 94612

Re: Salesforce.com Foundation Grant for Oakland Public Education Fund

Dear Mr. Mackey,

I am pleased to inform you that the Salesforce.com Foundation would like to make a grant to Oakland Public Education Fund in the amount of \$9,000,000. To that end, enclosed is a copy of the Grant Agreement for your review and signature. Once we receive a signed copy of the Grant Agreement and the required supplier form information, the Salesforce.com Foundation will shortly thereafter process the grant payment.

If you have questions regarding this grant, please feel free to contact me at the information listed below.

Sincerely,

Ebony Beckwith
Chief Executive Officer
Salesforce.com Foundation
ebeckwith@salesforce.com
(415) 536-8057



GRANT AGREEMENT

The Salesforce.com Foundation, a 501(c)(3) non-profit organization with its principal place of business at 50 Fremont Street, Suite 300, San Francisco, California 94105 (the “**Foundation**”), intends to make a grant to Oakland Public Education Fund with its principal address at P.O. Box 71005, Oakland, CA 94612, USA (“**Grantee**”) in the amount of Nine Million US Dollars (US\$9,000,000) in accordance with the terms of this grant agreement (the “Grant Agreement”) as of the date of last signature below (the “Effective Date”). By signing this Grant Agreement and accepting grant funds, Grantee agrees to the terms and conditions set forth below.

1. Organizational Tax Status. Grantee represents that it is either (i) tax-exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “IRC”) or (ii) a charity that is the equivalent of a U.S. public charity; or (iii) a charity that has not demonstrated that it is the equivalent of a U.S. public charity, but that is recognized in its own country as a charitable organization, and that it is not a private foundation as defined by Section 509(a) of the IRC. Grantee will promptly advise Foundation if there is a change with respect to its tax-exempt status or non-private foundation classification.

2. Use of Funds. This grant is made solely for the purposes of supporting OUSD in the areas of computer science, mathematics, whole child support, educator professional development, and innovation across middle schools, as described in Grantee’s proposal, a copy of which is attached hereto as Attachment 2 (the “Proposal and Budget”). Grantee may not use the funds for any other purpose, including to cover the costs of any Salesforce.com services or products, including any affiliates or subsidiaries of Salesforce.com, without prior written permission from Foundation. Grantee shall inform Foundation if there are significant changes in personnel key to accomplishing the purposes of the grant or if the grant funds cannot be expended in the time period set forth in the grant proposal.

It is the intent of the Foundation that this grant comply with all applicable laws, regulations and ethics rules regarding gifts, grants, and donations, including those made to or on behalf of any national, federal, state, provincial, or local branches of government, government agencies, or non-profit organizations closely associated, directly or indirectly, with government. The Foundation grant is intended for the use and benefit in furtherance of Grantee’s goals and objectives, which may include supporting a government branch or agency, but not the personal use or benefit of any government official, a government employee, or employee of a government-owned or controlled entity.

Foundation makes this grant without seeking promises or favoritism on behalf of Foundation. Salesforce.com or its Affiliates in any bidding arrangements. Further, no exclusivity will be expected by either party, Salesforce.com, its Affiliates, nor any government branch or agency in consideration for the grant. Finally, Foundation makes the grant with the understanding that neither



the Foundation, Salesforce.com, nor its Affiliates will be prohibited from any procurement opportunities or be subject to any reporting requirements as a result of this grant. For purposes of this section, "Affiliate" means any entity that directly or indirectly controls, is controlled by, or is under common control of Salesforce.com. "Control," for purposes of this definition, means direct or indirect ownership or control of more than 50% of the voting interests of the subject entity.

3. Grant Period. The grant period shall begin on July 1, 2020 and end on June 30, 2021. Grantee must use all grant funds within the Grant Period. Grantee may submit a written request to Foundation to extend the Grant Period, however, approval or denial of such request is subject to Foundation's sole discretion.

4. Representations Materially Correct. Grantee confirms that all representations made to Foundation in connection with this grant are and were true and correct as of the date made. Further, Grantee confirms that any documents that it provided Foundation in connection with this grant do not contain any untrue statement of a material fact, or omit to state a material fact.

5. Payment. Foundation intends to disburse the grant funds as follows:

Anticipated Payment Date	Payment Amount (USD)	Milestones
July 15, 2020	\$9,000,000	Receipt of signed Grant Agreement

The Foundation reserves the right to discontinue funding and may demand the return of all or any unexpended grant funds if at any time Grantee misuses funds or fails to comply with the terms of this Grant Agreement, including but not limited to, failure to submit timely or adequate written reports as required. Any portion of the grant funds paid to Grantee, as well as any interest earned by Grantee on the grant that remains unexpended upon completion of the project shall revert to Foundation and Grantee agrees to promptly return all such funds to Foundation, along with a final, detailed accounting of all grant expenditure.

6. Reporting. To enable Foundation to evaluate the effectiveness of this grant, Grantee shall submit periodic progress reports as well as a final report according to the following schedule and in accordance with this Grant Agreement and the attached Reporting Guidelines.

Report Description	Report Due Date
Interim Report	December 1, 2020
Final Report	July 31, 2021



If Grantee anticipates any potential issue regarding report timeliness, Grantee will promptly notify Foundation and provide an explanation of, the reasons for the potential delay.

7. No Pledge. Neither this Grant Agreement nor any other statement, oral or written, nor the making of any contribution or grant to Grantee, shall be interpreted to create any pledge or any commitment by Foundation or by any related person or entity to make any other grant or contribution to Grantee or any other entity for this or any other project. The grant contemplated by this Grant Agreement is a separate and independent transaction from any other transaction between Foundation or its affiliates, on the one hand, and Grantee or its affiliates, on the other hand.

8. Notice. Grantee shall give the Foundation immediate written notice of any change in (a) Grantee's legal or tax status, (b) Grantee's executive staff or key staff responsible for achieving the grant purposes, or (c) Grantee's governing body.

9. Publications; License. Any information contained in publications, studies, or research funded by this grant shall be made available to the public following such reasonable requirements or procedures as the Foundation may establish from time to time. Grantee grants to the Foundation an irrevocable, nonexclusive license to publish any publications, studies, or research funded by this grant at its sole discretion.

10. Sub-Grantees. Grantee confirms that it retains full discretion and control over the process of selecting any persons or organizations (secondary grantees, employees, or independent contractors) to carry out the purposes of this grant. Grantee further confirms that there is no agreement, either written or oral, that Foundation can cause the selection of particular persons or organizations or direct the use of grant funds for any particular expenditures. Grantee shall require that any sub-grantee be subject to requirements substantially similar to those set forth in paragraphs 1 (Organizational Tax Status), 2 (Use of Funds), 4 (Representations Materially Correct), 6 (Reporting), 10 (Sub-grantees), and 13 (Publicity and Public Reports) of this Grant Agreement.

11. Prohibited Uses. Grantee shall not use any portion of the grant funds:

- A.** To attempt to influence legislation, within the meaning of Section 4945(d)(1) of the IRC, as interpreted by its accompanying regulations;
- B.** To influence the outcome of any specific election for candidates to public office, or to carry on, directly or indirectly, a voter registration drive within the meaning of IRC Section 4945(d)(2), as interpreted by its accompanying regulations;
- C.** To make any grants to individuals that do not comply with Section 4945(d)(3) of the IRC (that is, Grantee may not make any grant to an individual for travel, study, or other similar purposes, unless such grant has been awarded on an objective and



nondiscriminatory basis pursuant to a procedure approved in advance by the Internal Revenue Service);

- D. To make any grants to organizations that do not comply with Section 4945(d)(4) of the IRC (that is, Grantee may not make any grant to an organization unless such organization is a public charity, or Grantee exercises expenditure responsibility in accordance with Section 4945(d)(4)(B) and 4945(h));
- E. To undertake an activity for any purpose other than a religious, charitable, scientific, literary, educational, or other purpose specified in IRC Section 170(c)(2)(B); or
- F. To induce or encourage violations of law or public policy, to cause any private inurement or improper private benefit to occur, or to take any other action inconsistent with IRC Section 501(c)(3).

12. Records. For a period of at least seven (7) years after Grantee has expended the grant funds, Grantee shall keep adequate records to substantiate expenditures from grant funds. Grantee shall make its books and records pertaining to the grant funds available to Foundation at reasonable times for review and audit, and shall comply with all reasonable requests of Foundation for information and interviews regarding use of grant funds.

13. Publicity and Public Reports. Grantee agrees to publicly acknowledge Foundation to the extent practicable as the funder of the project whenever Grantee speaks publicly about the project. Grantee also agrees to use reasonable efforts to be available upon request from Foundation to participate in user conferences, case studies, etc. in connection with the project. Foundation may include information on this grant in its periodic public reports and may also refer to this grant in press releases or other public materials. Except in its annual reports or tax returns and in simple statements indicating that Foundation has provided Grantee with the funding, Grantee may not make any announcements or publications about the grant without Foundation's prior written permission. Grantee will not use Foundation's name or logo in connection with the grant without the Foundation's prior written consent. Grantee may obtain such consent from Foundation by following such requirements or procedures as Foundation may establish from time to time.

14. Indemnification. Grantee irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless Foundation, its officers, directors, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) directly, indirectly, wholly, or partially arising from or in connection with any act or omission of Grantee, its employees, or agents, in applying for or accepting the Grant, or in expending or applying the grant funds, except to the extent that such claims, liabilities, losses, or expenses arise from or in connection with any act or omission of Foundation, its officers, directors, employees, or agents.

15. No Agency. Grantee is solely responsible for all activities supported by the grant funds, the content of any product created with the grant funds, and the manner in which such products



may be disseminated. This Grant Agreement shall not create any agency relationship, partnership, or joint venture between the parties, and Grantee shall make no such representation to anyone.

16. Compliance with Terrorism Laws. Grantee agrees to comply with all applicable laws, rules, regulations and orders of the United States and any other state or country with jurisdiction over Grantee or Grantee's activities, including, without limitation, all laws, rules, regulations and orders relating to terrorist activities. Without limiting the foregoing, in compliance with the provisions of the U.S. Patriot Act and U.S. Executive Order 13224, Grantee represents that it does not and will not promote or support terrorist activities, and that it does not have any relationships or transactions with any individuals, entities or groups subject to sanctions imposed by the U.S. Treasury Department's Office of Foreign Assets Control or any other persons known to Grantee to promote or support terrorism.

17. Grantee Payee Information. Grantee agrees to provide its address, banking information and other pertinent information to process grant payments.

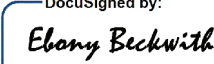
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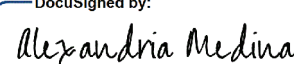
18. Miscellaneous. This grant is made exclusively to Grantee and may not be transferred or assigned to another organization or person. Any dispute arising out of this Grant Agreement shall be finally settled in accordance with the rules and regulations promulgated by the American Arbitration Association ("AAA") by one or more AAA certified arbitrator. Any proceeding must be instituted in San Francisco, California and Grantee hereby consents irrevocably to the exclusive jurisdiction of California. The proceedings and any resulting rulings shall be deemed confidential information and shall not be disclosed by party, their representatives, or their arbitrators, except as may be necessary to enforce the arbitration award by a court, or otherwise required by law. Each party shall pay its own costs incurred pursuant to the arbitration. The failure of Foundation to exercise any of its rights under this Grant Agreement shall not be deemed to be a waiver of such rights. This Grant Agreement constitutes the entire understanding between Grantee and Foundation and supersedes all prior and contemporaneous agreements, proposals or representations, written or oral, concerning its subject matter. No modification, amendment, or waiver of any provision of this Grant Agreement shall be effective unless in writing and signed by the party against whom it is to be asserted.

The parties' authorized signatories have duly executed this Grant Agreement as of the Effective Date.

SALESFORCE.COM FOUNDATION

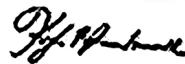
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DocuSigned by: 9B3AAF2757E54B3...
Print Name: Ebony Beckwith
Title: Chief Executive Officer
Date: 4/30/2020 | 8:59:32 AM PDT

GRANTEE

By: 
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Print Name: Alexandria Medina
Title: Director of Programs
Date: 5/6/2020 | 3:03:08 PM PDT



8/27/2020
 Jody London
 President, Board of Education



8/27/2020
 Kyla Johnson-Trammell
 Secretary, Board of Education



Attachment 1 – REPORTING GUIDELINES

Format: Please submit dated reports, and limit your narrative submission to 3-6 pages. Note that the Measurement & Evaluation table and financial report do not count toward the page limit.

- A. Executive Summary (.5 pages or less):** Please provide a brief summary of progress toward accomplishing the purpose of the Grant.
- B. Progress Summary (2-4 pages):**
 - a. Timeline:** Describe how the program/project is progressing against the stated timeline. Have there been any significant delays or accelerations? In either case, how does this affect the potential impact of the program/project?
 - b. Goals & Objectives:** Describe progress against the goals & objectives as stated in the Proposal. Note: The Measurement & Evaluation Table (instructions below) will house progress against each individual metric, so please use this section to highlight successes, provide broader context, and address any significant variances from your timeline or goals & objectives.
- C. Challenges (1 page or less):** Share with us any challenges your organization has faced in achieving the goals & objectives stated in the Proposal, including detail around how these challenges will be addressed.
- D. Lessons Learned (.5 page or less):** For the Final Report only, please share your lessons learned and advice you might give to another organization undertaking a similar project.

Financial Measurement & Evaluation

- E. Financial Report:** Input interim or final actuals on the budget tab in the Budget and M&E Table.
- F. Measurement & Evaluation Table:** Provide progress to date on the goals & objectives outlined in the M&E Table included with this Grant Agreement.

Additional Requested Information: Salesforce.com Foundation loves to celebrate and share our grantees' stories, and we encourage you to submit print-ready photographs or success stories from this grant period for internal and external use.



Attachment 2 – PROPOSAL AND BUDGET



Narrative Proposal

Organization Legal Name: Oakland Public Education Fund	
Mission Statement: The Oakland Public Education Fund leads the development and investment of community resources in Oakland public schools so that all students can learn, grow, and thrive.	
Grant Objective: To support Oakland Unified School District in the areas of computer science, mathematics, whole child supports, educator professional development, and innovation across middle schools.	
Requested Grant Amount: \$9,000,000	
Contact Name: Bridget Daly	Contact Title: Program Manager
Contact Phone Number: 510-22-6968 x705	Contact Email: bridget@oaklandedfund.org
Signee Contact Name: Joel Mackey	Signee Contact Title: Executive Director
Signee Contact Phone Number: 510-22-6968 x700	Signee Contact Email: joel@oaklandedfund.org
Mailing Address: PO Box 71005, Oakland, CA 94612, USA	

Executive Summary

In order to produce high-quality outcomes for all middle school students in the Oakland Unified School District (OUSD), we are redesigning middle schools by investing in educator support and professional development, mathematics and computer science education as well as whole child supports; additionally we want to support newcomer students, and deepen community investment in our schools to provide students with the resources they need to succeed. Coupled with innovative funds for OUSD's middle grades principals, these investments will create the conditions for middle school students to thrive personally and academically in our schools.

Building on a successful partnership that started in 2016, OUSD and the Salesforce Foundation's work encompasses principals, middle school mathematics, computer science, newcomer supports, and educator recruitment, retention, and professional development at the middle school level. This year, we remain committed to this work while also amplifying principal supports. We are inspired and driven by the opportunities for student success that an expanded partnership makes possible, and are honored to submit this proposal to the Salesforce Foundation.

We are excited to request \$9,000,000 in grant funding from the Salesforce Foundation. Funding will support key district initiatives in STEM, whole child supports, educator success and middle school transformation. This grant will reach over 7500 students, 72 percent of whom are considered underserved (based on the Local Control Funding Formula), and over 450 educators.

Background

OUSD is the largest school district in the East Bay serving over 36,000 students, 33 percent of whom are English Language Learners. During the last academic year (2018-19), 73 percent of OUSD students qualified for free or reduced price lunch, with a similar percentage of students expected to qualify this year. OUSD prides itself on living its core values of Students First, Excellence, Equity, Integrity, Cultural Responsiveness and Joy.

Oakland native Kyla Johnson-Trammell is in her third year at the helm of OUSD as Superintendent. After inheriting a challenging budget situation, she quickly established and has continued to focus on three District priorities to guide staff and the community in reimagining district policies and practices to best support students and families with the greatest need. The priorities are: Fiscal Vitality, Access to Quality Schools and Organizational Resilience. Under her leadership, OUSD has also launched the [Blueprint for Quality Schools](#)

initiative, working together with local stakeholders to envision a district of the future that meets the changing facility, program, and educational needs of the District and community.

Specific milestones of our partnership include:

- **Computer Science:** Since the first year of the partnership with the Salesforce Foundation, middle school enrollment in computer science has increased from 82 to 3,287 students with over 1,700 students taking computer science during the 2018-19 school year. Student performance remains at a high level with 75 percent of students receiving an A or B in their computer science class, even while courses increase in rigor through the further development and alignment of curriculum and expanded professional development opportunities for computer science teachers.
- **Mathematics:** Enrollment in the Blueprint Math Fellows Program has resulted in a 23 point drop in the percent of students who are three or more years below grade level in math, from 85 percent down to 62 percent. The Blueprint math class and Blueprint Fellows have been very positively received by students, teachers, and school leaders alike. Principal April Harris-Jackson shares that “Blueprint is improving outcomes for Bret Harte [Middle School] students by creating a safe space for students to learn and grow. Students are willing to take risks and make mistakes because they know they will have the support of the Fellows and their peers to turn those errors into a stronger and clear understanding of mathematics.” About 75 percent of all students enrolled in Blueprint feel that their Blueprint class helps them in their core math class and that they feel comfortable asking questions in class.
- **Oakland School Volunteers:** The Oakland School Volunteers (OSV) program began in August 2016 as the single point of entry for volunteering directly in all Oakland public schools. This is the first active city-wide public school volunteer program that Oakland has had in many years. Since our launch, OSV has onboarded 929 ongoing community volunteers and 3,318 parent/guardian volunteers. Annually, our program engages over 1,500 one-time volunteers to support special events like read alouds for Black History Month, Computer Science Education Week, or back-to-school support. Our Adopt an Oakland School program manages 25 partnerships between local businesses and Oakland public schools that bring relevant, volunteer-powered opportunities to students.
- **Newcomer Wellness Initiative:** The 2017-18 school year marked the launch of the Newcomer Wellness Initiative. That year and every year since, Salesforce Foundation support has been leveraged to scale the program across the District. During the 2018-19 school year, the Newcomer Wellness Initiative reached over 900 newcomers with direct support from Newcomer Navigators, including counseling, group therapy, and case management to address housing, food, legal, and medical needs. This is in addition to the systems-level work that supports all 1,790 newcomers in schools where the Newcomer Wellness Initiative is implemented.

Project Description: Goals, Activities, and Outcomes

Goal 1. Computer Science: Improve access to and quality of the middle school computer science program.

The middle school computer science program works to give all students access to a rigorous and engaging computer science experience. This exposure sparks students’ excitement in STEM and opens doors that have traditionally been closed to many students in both high school and beyond. Having strong teachers that can bring computer science to life is at the heart of the program. We aim to bolster the efficacy of our computer science teachers by providing computer science-specific professional development opportunities, credentialing support, and a strong community of practice. Also key to the program is supporting school counselors to promote the value of computer science to students, particularly those students who are traditionally underrepresented in STEM.

Activities

1. Provide schools with funding for one or more 0.75 FTE computer science teacher(s) depending on the size of school.

2. Provide summer training focused on curriculum and content knowledge to all newly hired computer science teachers.
3. Provide funding for teachers to earn a supplemental computer science credential.
4. Enroll all new and returning teachers in the computer science community of practice working to develop pedagogy.
5. Develop, present, and share best practices within the OUSD computer science community as well as with the larger computer science teacher community.
6. Work with counselors to promote computer science and enroll students who are traditionally underrepresented.

Outcomes

- 100% of middle schools offer computer science.
- 5,700 middle school students enrolled cumulatively in computer science since the start of the Salesforce-Oakland partnership.
- 46% of students enrolled in computer science are female.
- 26% of students enrolled in computer science are African American.
- 43% of students enrolled in computer science are Latinx.
- 100% of middle school computer science teachers are offered professional development.
- 75% of students receive an A or B grade in their computer science class.

Goal 2. Mathematics: Increase student math proficiency in middle school and ensure more students perform closer to, or at grade level.

Math achievement is measured in California by the Smarter Balanced Assessment Consortium (SBAC) and there are four SBAC levels for each grade. Achievement levels “Standard Met” and “Standard Exceeded” are the state targets for all students while “Standard Not Met” and “Standard Nearly Met” are below where the state believes students at that grade level need to be. On average, our middle school students are performing 96.8 points below the state standard in mathematics on SBAC. Some of our students are even further behind, with African-American students performing 146.9 points below standard and Latinx students performing 116.1 points below standard. School districts in California are required to develop Local Control and Accountability Plans (LCAP) each year, which include SBAC growth targets. The SBAC math goals in this proposal are strategically aligned to our LCAP growth target of 15 point average growth per year.

To improve our students’ performance in mathematics, we must maintain a strong cohort of math teachers prepared to meet the needs of struggling students. However, a lack of sufficient training and instructional support means the retention rate of math teachers dips below that of teachers in other subjects. For the last four years, Salesforce support has allowed Common Core Teacher Leaders for math (CCTL) to provide strong coaching and instructional support to our middle school math teachers who, in turn, accelerate the learning of students who are below proficient in sixth through eighth grade math. As a result, we have seen math teacher retention improve at schools with CCTLs with only two new math teachers out of eight total teachers in the 2019-20 math teams. Our CCTLs have also supported monthly professional development sessions and summer institutes with middle school teachers, leading to a five point growth in SBAC scores for students in our middle school network.

For the 2019-20 school year, United for Success Academy, West Oakland Middle School, and Westlake Middle School have been provided with a site-based CCTL for math to work directly with students for 40 percent of the week, and as an instructional facilitator and coach to math teachers for 60 percent of the week. CCTLs partner with the principal to ensure the development of an ongoing, high-quality professional learning community (PLC) for math teachers at their school. The CCTL also provides ongoing classroom-based coaching to continue the professional learning and improvement practices launched each year through summer institutes. CCTLs are also

community leaders as they co-plan and co-facilitate ongoing monthly professional development sessions for middle school math teachers.

For the 2020-21 school year, we aim to retain our three CCTLs and add a fourth CCTL at the Frick Impact Academy campus. The Oakland School of Language (Oakland SOL) is a newer middle school and will merge with Frick Impact Academy in the 2020-21 school year. We anticipate that the current math teachers at both schools will return to work at the newly merged school, however, all four teachers are first or second year teachers. Frick Impact Academy would already greatly benefit from a CCTL to improve student outcomes in math, and with the additional new teachers from Oakland SOL joining next year, Frick Impact Academy is an excellent candidate for a CCTL.

The [Blueprint Math Fellows Program](#) is a high-dosage tutoring program proven to accelerate mathematics achievement through individualized, standards-based academic support in a small-group setting. Blueprint Fellows work with a maximum of four students per session, allowing individualized instruction and the opportunity to purposefully address gaps in foundational mathematics knowledge while building students' ability to problem solve and think critically. The instruction students receive is supplemental and connected to what students are learning in their primary core math class. Student growth is measured in two ways for the Blueprint Math program: the Scholastic Math Inventory (SMI), and the SBAC. Students are enrolled in the Blueprint Math program because they are multiple years below grade level in math and are missing foundational math skills. We use the SMI assessment tool to measure individual student growth in these foundational math skills throughout the school year. At the same time, the Blueprint Math program supports students' growth on grade level standards, thus we also measure Blueprint Math student growth on the SBAC (aligned to the 15 point LCAP goal stated above).

Blueprint Fellows are integrated into school-wide professional development and math PLCs which allows for collaboration around math content and instructional routines. Throughout the year, Blueprint Fellows are also building strong relationships with students to boost their self-confidence and commitment to their education. In this way, Blueprint Fellows help ensure each student is aware they have a bright future, the ability to attend college, and can apply their skills to new challenges. As of November 2019, Blueprint enrolls 459 students across eight schools (Bret Harte Middle School, Elmhurst United, Frick Impact Academy, Montera Middle School, Urban Promise Academy, United For Success Academy, Westlake Middle School, and West Oakland Middle School). Schools receive Blueprint Fellows based on school need and capacity to integrate the program into their master schedule and theory of action.

Activities

1. Hire four CCTLs who will be instructional facilitators and coaches to math teachers, as well as working directly with students farthest from success.
2. Provide structured convenings for CCTLs to develop their leadership and coaching practices and receive professional development. These structured convenings include:
 - a. Weekly Math Coaching Collaborative to support CCTLs to be lead learners in unpacking standards and curriculum, looking closely at various forms of student data;
 - b. Monthly "one-to-one" to visit classrooms to gather data on teacher and student practice; and
 - c. Monthly "one-to-one" to check in on PLC goals and artifacts.
3. Provide structured convenings for CCTLs to develop their practice and receive professional development with their teacher teams. These structured convenings include:
 - a. Summer Institute for new teachers to receive foundational training and for returning teachers to receive advanced training on standards and curriculum;
 - b. Monthly site-based PLCs will continue Summer Institute learning to increase collaboration, shared practice, and professionalism among our math educators;
 - c. Monthly professional development sessions for all teachers with a focus on understanding and implementing standards and curriculum; and

- d. Registration to the [California Math Council North Annual Conference](#) at Asilomar for site math teams to engage in shared learning that will inform their PLC work in the second semester.
4. Contract with the Blueprint Math Fellows Program to recruit and hire 18 Blueprint Fellows to provide small group instruction to targeted Oakland middle schools for the 2020-21 school year to improve math proficiency levels.

Outcomes

- 15 point average growth on the SBAC math assessment for schools with CCTLs.
- 280 students will be enrolled in a Blueprint Math class.
- 20% average growth on SBAC scores for students enrolled in Blueprint.
- 30% decrease in students in Blueprint who are three or more years below grade level in math.
- 2 times increase in SBAC math assessment for Blueprint students compared to demographically similar non-participant students.

Goal 3. Educator Success: Extend principal support to middle school principals and improve the recruitment, retention and quality of middle school teachers.

The Principals Innovation Fund (PIF) provides a unique opportunity for Oakland middle school principals to introduce dynamic solutions to challenges facing their school community. PIF grants have allowed school leaders to implement effective academic intervention programs to serve the students with the most need, provide professional development for their school's educators, equip their campuses and classrooms with 21st century instructional materials and learning spaces, and increase family engagement in the school community.

With the Salesforce investment in Middle School Talent Development, we will continue to build and institutionalize a career lattice across middle schools that leads to the development and retention of high quality, local, and diverse staff to serve eleven middle school communities. We will support the trajectory of growth from educators pursuing their Bachelors degrees through early career site leaders.

Reviewing our current data reveals the urgency of strengthening the preparation of teachers serving in Oakland middle schools. Close to 50 percent of teachers beginning the 2019-20 academic year as new hires at the middle school level do not yet possess a teaching credential, and are teaching with substandard, emergency permits. Part of the need to hire underprepared teachers is due to massive teacher turnover at the middle school level, ranging from approximately 50 to 80 percent over three years. We must work diligently to strengthen the average teacher retention rate at the middle school level. At the middle school with the highest retention rates, recent data suggests that only half of the teachers will still be at the school in three years. At the school with the lowest retention, only one in five teachers will be present.

To meet our goal of all students continuously growing to meet or exceed academic standards ([Instructional Focus Plan, 5p](#)), OUSD is building a coherent instructional program in middle schools which consists of the following five components: quality standards-based curriculum; standards-based assessments and data; foundational teacher professional development; professional learning/coaching for school and PLC leaders; and teacher collaboration time. We know that teacher teams can be empowered to move results for students when all five of these levers are working together. To date we have made significant progress in the following areas.

- Curriculum: With the adoption and implementation of the FOSS Next Generation for Science curriculum, we now have a high-quality standards-based curriculum in all core content areas.
- Assessments and Data: With the implementation of SBAC interim assessments and the pilot of FOSS map assessments, we now have common data sources to measure student progress towards grade-level standard within schools and across the District.
- Professional Learning/Coaching: We are in the third year of aligning and integrating professional learning for principals, school coaches, and teachers who lead site-based PLCs. This work has been critical to setting shared goals, facilitating learning across schools, and monitoring progress.

- Teacher Collaboration Time: With Salesforce support, we have been able to provide extended pay for PLC teams to meet beyond contractual working hours.

A fifth and critical component of this system is foundational professional development that prepares teachers to use our core curricula to teach their grade-level content standards. With support from Salesforce, we aim to continue to train more teachers so all middle school educators have the foundational knowledge and skills they need to succeed. Our goal is to build stronger PLCs that foster collective efficacy, improve outcomes for students, and keep our teachers working in OUSD middle schools.

Activities

1. Provide PIF funding to 19 middle schools based on a new equity formula:
 - a. Tier 1 - Base: All 19 schools receive the base amount of \$200,000.
 - b. Tier 2 - Local Control Funding Formula (LCFF) Enrollment: Schools that enroll over 190 students who qualify for LCFF in grades six through eight will be eligible for the next tier. Tier 2 funds will be allocated an additional \$70 per LCFF-qualified student.
 - c. Tier 3 - Academic Need: Schools who qualified for Tier 2, and have a “distance from met” SBAC average greater than 100 points in both math and English language arts will be allocated an additional \$180 per LCFF-qualified student.
2. Connect 2 times per year with each principal to support with expenditures of funds and address barriers to innovation.
3. Continue to employ a dedicated Middle School Talent Development Associate (TDA) to lead the development and retention of middle school staff and educators.
4. Provide career lattice development for classified support staff, after school staff, and other non-teaching support staff who aim to transition to teaching in middle school.
5. Support workforce development for teachers who have substandard, emergency permits or intern credentials to obtain a clear (permanent) credential to help them teach middle school.
6. Support mid-career teacher leaders with professional development support to sustain their growth and retain them in the middle school network.
7. Maintain a new leader induction and mentorship structure to sustain strong middle school performance for leaders.
8. Provide stipends to 100 middle school teachers to participate in a three-day [Standards and Equity Institute](#) for all core content area teachers to build their capacity to backwards plan from standards, assess student learning, and utilize adopted curriculum to move students to grade level. The institute will also emphasize the development of culturally-responsive and asset-based practices.

Outcomes

- 95% of school leaders will report that the PIF funds have enabled their schools to innovate and create 21st century opportunities for students.
- 40% of middle school teachers will be hired with preliminary and clear credentials, up by 5 percentage points, from 35%.
- 30% of all support staff seeking further education and teacher licensure are African American, increasing the diversity of the middle school teacher workforce to reflect the demographics of the community served.
- 40% of all support staff seeking further education and teacher licensure are Latinx, increasing the diversity of the middle school teacher workforce to reflect the demographics of the community served.
- 70% year-to-year middle school teacher retention rate, up 3 percentage points from 67%.
- 40% three-year middle school teacher retention rates, up 4 percentage points from 36%.
- 100 middle school teachers in four core content areas (Math, Science, Language Arts, History) will participate for the first time in Standards and Equity Institute professional development which builds educator capacity.

- 85% of teachers will agree/strongly agree that the Standards and Equity Institute prepared them to:
 - Explain why access to standards-based instruction is an equity issue;
 - Identify and challenge deficit thinking in our classrooms by engaging students' culture, language, and experiences;
 - Explain how standards are organized at their grade level and provide examples of how progressions can be used to move students toward grade-level standards; and
 - Describe how core curriculum is designed to teach standards and use standards to evaluate lessons/tasks; feel prepared to teach lessons.

Goal 4. Equity/Whole Child: Expand whole child supports as well as educational and wellness outcomes for middle school students including newcomers.

In the context of the ongoing surge in immigrant student enrollment into OUSD, the Newcomer Wellness Initiative works to meaningfully fulfill our commitment to provide safe, inclusive, and supportive school environments for our recent immigrant communities by providing intensive supports to newcomer students in OUSD's secondary newcomer programs. The team of Clinical Newcomer Navigators seeks to build school capacity to support and engage newcomer students, thereby increasing their sense of connectedness to school, improving their attendance, and ultimately stemming the high rates of attrition from school seen with this population. In the 2020-21 school year, the program aims to intensify supports in the middle school grades as newcomer programming expands to additional schools.

Exposure to Adverse Childhood Experiences (ACEs) outside of school can create barriers to learning during the school day. Toxic stress brought on by complex trauma can harm the developing brain of a child, which may, in turn, contribute to behavioral and academic problems by the time a child reaches school age. Traumatic stress, repeated exposure to violence, abuse, and neglect can cause a student to exhibit explosive anger, classroom outbursts, habitual withdrawal, and self-injurious behaviors. Adult responses to these behaviors in the form of exclusion, punishment, and shaming can exacerbate mental health issues and impede students' academic performance.

To mitigate the impact of ACEs on student achievement, OUSD seeks to expand behavioral supports including universal prevention, early intervention, and intensive supports for students impacted by trauma or other social, emotional, and behavioral factors. Our focus is on early behavioral intervention which includes check-in/check-out mentoring, counseling, small group intervention, conflict mediation/restorative justice, and case management. By providing targeted counseling supports we seek to remove social and emotional barriers to learning that interfere with students' ability to access classroom instruction.

Adolescence can be a challenging time for students as they experience physical changes in addition to learning how to navigate relationships and build independence. Many of our students have also experienced significant trauma (or vicarious trauma) in their lives which can cause anxiety, stress, and depression as described above. Dynamic Mindfulness seeks to address these issues through an evidence-based, trauma-informed stress resilience program. The key elements of the program are mindful movement, breathing practices, and meditation practices. The Dynamic Mindfulness Initiative will offer professional development and training to school staff as well as direct service to students in Dynamic Mindfulness practices. Through this initiative, we seek to give students and staff the tools to address the anxiety and stress they face in their daily lives.

Activities

1. Provide to newcomer students intensive clinical case management, group therapy, and crisis response for students at high risk of dropping out or otherwise at risk of attrition.
2. Participate in attendance interventions, directly or through referral, to newcomer students and families.
3. Work collaboratively with all service providers on campus to address urgent newcomer needs such as housing, transportation, legal support, and food insecurity which may prevent them from attending or succeeding in school.

4. Coordinate with alternative education programs in the District for specialized newcomer needs such as pregnant or parenting programs and special education services.
5. Bolster secondary newcomer students' sense of inclusion and access to services through orientation, workshops, and peer led community building projects throughout the year. Support activities to build community between newcomer and non-newcomer students.
6. Partially fund up to six staff to provide targeted early intervention services for middle school students identified through teacher referral and early warning indicators.
7. Link students to Tier II individual and group counseling, conflict mediation, mentoring, and case management services using the new Coordination of Services Team (COST) referral tracker.
8. Partner with [Niroga Institute](#) to increase the number of students and staff practicing Dynamic Mindfulness on a regular basis in order to develop the skills to better manage stress, anxiety, and trauma.

Outcomes

- 95% of newcomers in secondary newcomer programs will have access to a Newcomer Navigator as measured by newcomer enrollment in programs (currently projected to be 2,369 students) as well as staffing levels of newcomer navigators.
- 10% growth in student sense of inclusion and access to services as compared to January 2020 as measured by the Secondary Newcomer Engagement Survey.
- 10% decrease in year-end chronic absence rate for newcomers at schools served by this program, as reported June 2020.
- 10% increase in retention of non-graduating students as compared to the retention rate in October 2020.
- 100 at-risk students will participate in Tier II early intervention services through screening and referral.
- 80% of students participating in Tier II early intervention services will have lower rates of office disciplinary referrals post intervention.
- 80% of students participating in Dynamic Mindfulness will report reduced levels of student-perceived stress and increased the levels of self-control, school engagement, emotional awareness, distress tolerance, and altered attitudes towards violence, as measured by pre- and post-student survey data.

Goal 5. Supporting Community Investment and Promoting Successes: Increase community support and investment in our schools and youth, and promote middle school successes.

The goal of the Oakland School Volunteers (OSV) program is to provide students with high-quality, engaging, and inspiring public education through community engagement. With volunteer support, educator capacity expands and students become more empowered to achieve.

By “circling” twelve middle schools, employees volunteer to support school culture and student achievement through special events that demystify future career opportunities (including funded field trips to Salesforce) and support an effective learning environment through campus beautification and educator supports.

During the 2019-20 school year, OSV launched the Career Coach pilot program. Teachers in every Oakland public school request ongoing volunteer support throughout the year. At the high school level, OSV provides targeted volunteer-matching of Career-Coaches with students. Career Coaches are provided with increased volunteer training so that they can support students as they prepare to thrive after high school. Activities include professional skill-building, college and scholarship applications, capstone presentation support, and career exploration activities.

There are two challenges facing OUSD that are particularly acute for the middle grades. Over the course of the last decade, OUSD has faced declining enrollment, particularly in the transition between fifth and sixth grade. Likewise, recruitment and retention of high quality teachers is a significant challenge district-wide, but this is especially true in the seventh grade. Student and staff attrition hamper our ability to properly resource and support our middle school programming. The Middle School Publications Manager position plays a critical role in addressing these two significant challenges. This position leads the [Oakland in the Middle Initiative](#), leveraging

social media and marketing strategies to celebrate the exciting things happening in our middle schools, including the powerful programming and initiatives made possible by the Salesforce grant. In particular, the initiative will uplift and empower the voices of students by leveraging social media platforms to share what daily life looks like in middle schools. The Initiative will highlight the incredible adults and youth that put our middle schools on the cutting edge of innovative practices and programs such as computer science, multilingual pathways, restorative justice, outdoor education, social-emotional learning, athletic programs, and high quality, rigorous, and engaging instruction. This initiative will be tailored to the students, staff, and families currently in our middle schools, as well as prospective fourth and fifth grade families considering their middle school options.

OUSD seeks to operationalize our mission to educate and serve the whole child and eliminate inequities through a comprehensive and proactive student data management system, where both central office and school site systems, policies, professional learning, and programming have been designed to tackle historic disparities in education, health, and life outcomes with a high quality, 21st century academic program at its core. This approach is built on the notion that it takes a village to provide the educational experience OUSD students need and deserve. As such, OUSD has developed a comprehensive range of student and family services, many provided by public and community based partners, and organized at the school level through COST teams, attendance teams, instructional leadership teams, and school site governance teams. These teams are data driven, however, many gaps, silos, and passive systems create barriers to readily identify, coordinate, progress monitor, communicate, and track results for students.

To solve this dilemma, OUSD needs a data management leader with both adaptive and technical skills to help and train staff across departments and at schools to best use current systems, support the development of enhanced or new tools, and most importantly, lead change management. This is critical to embed fluency in the system through staff and partner behaviors and skills that result in the effective use of data systems to ensure that student supports, services, individualized success plans, and school-home communication are consistent, accurate, efficient, and results-oriented. Our ultimate goal is a state-of-the-art whole child data system that ensures timely, equitable, and effective individualized student success plans that lead to improved student outcomes.

The Ed Fund's gala raises money to support programs including OSV and the [A to Z Fund](#) which benefit local students and educators. The gala also celebrates the amazing things happening in our public schools with local leaders from government, business, nonprofit, and philanthropic sectors, which is critical in galvanizing their ongoing support for public education in our city.

Activities

1. Coordinate the Adopt an Oakland School program to match local businesses with schools to host relevant and engaging volunteer projects.
2. Vet, train, and onboard new Career Coaches.
3. Visit school sites for up to 300 volunteer events per year.
4. Coordinate transportation for "adopted" middle school students to take field trips.
5. Plan and execute volunteer appreciation parties to build community, increase volunteer retention, and share best practices.
6. Hire a Middle School Publications Manager to lead the Oakland in the Middle Initiative, including producing weekly episodes on the [Oakland in the Middle video channel](#) and publishing content daily on other OUSD social media channels.
7. Convene and project manage a cross-departmental/school staff design, coordination, and implementation of the whole child data team.
8. Develop and provide a menu of trainings on the various components of the whole child data system.
9. Liaise and coordinate with the OUSD technology services department and any third party consultants or firms that may be related to the development and/or maintenance of the whole child data system.

10. Troubleshoot at the systems, school team, and staff levels the customized issues that arise in the launch, implementation, or development of the whole child data system.
11. In collaboration with OUSD Technology Services, provide systems development, integration, and customization services.
12. Host an Oakland Public Education Fund Gala to celebrate the accomplishments of OUSD and galvanize the giving community.

Outcomes

- 48 relevant and engaging events with “adopted” schools hosted to demystify future opportunities in STEM for students.
- 200 educators have their capacity maximized by volunteers
- 950 ongoing community volunteers, Career Coaches, and unsupervised parent/guardian volunteers cleared for service (as measured by the numbers of new badges sent).
- 10% increase in sixth grade middle school enrollment.
- 70% year-to-year middle school teacher retention rate, up 3 percentage points from 67%.
- 40% three-year middle school teacher retention rates, up 4 percentage points from 36%.

Timeline

	July 1, 2020 - September 30, 2020	October 1, 2020 - December 31, 2020	January 1, 2021 - March 31, 2021	April 1, 2021 - June 30, 2021
Computer Science	<ul style="list-style-type: none"> On board new teachers 	<ul style="list-style-type: none"> Conduct outreach to principals and schools to find excellent candidates to apply for computer science (CS) supplemental credential. 	<ul style="list-style-type: none"> Enroll and support supplemental credential candidates. Analyze data to see if incentive structure was successful in increasing enrollment including underserved students in CS. 	<ul style="list-style-type: none"> Finalize FTE for school for the following year. Finalize hiring for the next school year.
	<ul style="list-style-type: none"> Have all new teachers participate in a week long summer training. Enroll new and returning teachers in CS PLC Assist returning teachers in applying to conferences to highlight key learnings for previous year. 	<ul style="list-style-type: none"> Offer professional development to teachers based on identified needs on the 2nd Wednesday of each month. Facilitate the PLC for CS teachers 	<ul style="list-style-type: none"> Continue to offer focused professional development. Continue to facilitate PLC for CS teachers. Conduct review of achievement data and identify key areas to focus on teacher learning for the summer and next year. 	<ul style="list-style-type: none"> Put on CS professional development after school focusing on key learning needs identified throughout the year. Led in part by successful OUSD CS teachers. Enroll new teachers in summer training.
	<ul style="list-style-type: none"> Offer initial engagement to counselors around CS, focused on the opportunities it provides students and those groups which are traditionally underserved Listen to the challenges that counselors and schools face in enrolling more students in CS classes. 	<ul style="list-style-type: none"> Form a focus group of counselors to work on solutions for CS enrollment challenges. Present these solutions for feedback at another counselor engagement event. 	<ul style="list-style-type: none"> Work with counselors to implement plans for increasing CS engagement. 	<ul style="list-style-type: none"> Synthesize counselor learnings from previous year. Plan counselor engagements for next year.
Mathemati	<ul style="list-style-type: none"> Initial training of 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Ongoing

CS	CCTLs.	professional development for CCTLs.	professional development for CCTLs.	professional development for CCTLs.
	<ul style="list-style-type: none"> Placement of CCTLs at target middle schools. 	<ul style="list-style-type: none"> Monthly site visits to gather data on PLC and classroom practices. 	<ul style="list-style-type: none"> Monthly site visits to gather data on PLC and classroom practices. 	<ul style="list-style-type: none"> Monthly site visits to gather data on PLC and classroom practices.
	<ul style="list-style-type: none"> Summer secondary math professional development institutes. 	--	<ul style="list-style-type: none"> Midyear review of CCTLs implementation, including student progress. 	<ul style="list-style-type: none"> End of year review of CCTLs coaching.
	<ul style="list-style-type: none"> Initial Summer professional development for Blueprint Fellows and site managers scheduled and completed. 	<ul style="list-style-type: none"> Ongoing professional development for Blueprint Fellows and site coordinators scheduled and completed. 	<ul style="list-style-type: none"> Mid-year Fellow and Site Manager evaluations. 	<ul style="list-style-type: none"> Assess Fellows who want to return for the 2021-22 academic year. Partner with OUSD to provide pathways for Blueprint Fellows to pursue teaching credentials. Recruitment of new Blueprint Fellows for following year
	<ul style="list-style-type: none"> Launch Blueprint Fellows in partner schools. 	<ul style="list-style-type: none"> Analyze the beginning of year SMI results. 	<ul style="list-style-type: none"> Analyze mid-year SMI results. 	<ul style="list-style-type: none"> Annual review of implementation, including student progress.
	<ul style="list-style-type: none"> Analyze 2020 SBAC results. 	<ul style="list-style-type: none"> Initial quality monitoring site visits to assess program and make adjustments as necessary. 	<ul style="list-style-type: none"> Second quality monitoring site visit to assess program and make adjustments as necessary. 	<ul style="list-style-type: none"> Determine partner schools and students for 2021-22.
Educator Success	<ul style="list-style-type: none"> Staffing across middle schools evaluated; needs assessment conducted. 	<ul style="list-style-type: none"> Talent Development Associate supports continuous monitoring of staffing. 	<ul style="list-style-type: none"> Recruitment season for 2021-22 launches. 	<ul style="list-style-type: none"> The majority of hiring and staffing is completed for 2021-22.
	<ul style="list-style-type: none"> Teachers with emergency permits and intern credentials are matched with job aligned mentors; oriented to next 	<ul style="list-style-type: none"> Enrollment of middle school support staff in teaching support program. Application and program review 	<ul style="list-style-type: none"> Middle school support staff enrolled in the program, begin first cohort meetings and mentor assignments. 	<ul style="list-style-type: none"> Middle school staff continue to meet in cohorts, are enrolled in school, and are engaged in progress monitoring.

	steps.	support provided in small communities of experienced teachers across middle schools.		
	<ul style="list-style-type: none"> Opportunity fair and programming organized to support teacher development. 	<ul style="list-style-type: none"> Tutoring and test preparation programs launch for teachers; credential information sessions held. 	<ul style="list-style-type: none"> Ongoing application, individualized counseling, and testing support for emergency permitted and intern teachers. 	<ul style="list-style-type: none"> Staffing review of emergency permitted and intern teachers to ensure completion of requirements.
	<ul style="list-style-type: none"> Leaders are assessed for credentialing needs and paired with induction or mentor support. 	<ul style="list-style-type: none"> Continued mentorship and support of new leaders in partnership with Network Superintendent. 	<ul style="list-style-type: none"> Continued mentorship and support of new leaders in partnership with Network Superintendent. 	<ul style="list-style-type: none"> Review of year for new leaders; mutual feedback and support in transition to 2021-22.
	<ul style="list-style-type: none"> August Standards and Equity Institute 	<ul style="list-style-type: none"> Set dates and recruitment strategy for June Institute 	<ul style="list-style-type: none"> Recruit and register participants for June Institute 	<ul style="list-style-type: none"> June Standards and Equity Institute
Equity/Whole Child	<ul style="list-style-type: none"> Sharing of transition information between team members supporting newcomer students moving between schools. 	<ul style="list-style-type: none"> Ongoing clinical case management to address mental and physical health needs and access to services, legal needs, housing, food security, etc. 	<ul style="list-style-type: none"> Ongoing clinical case management to address mental and physical health needs and access to services, legal needs, housing, food security, etc. 	<ul style="list-style-type: none"> Evaluation of impact of absence interventions, reflection and planning for next year. Preparing to share information for newcomers transitioning to other schools.
	<ul style="list-style-type: none"> Establishment of COST teams, initial clinical and case management caseloads. 	<ul style="list-style-type: none"> Ongoing development of caseloads as students enroll; development of groups according to assessed needs. 	<ul style="list-style-type: none"> Tier 1 Community Building projects to support integration of newcomers and non-newcomers. 	<ul style="list-style-type: none"> Closing out of clinical case loads, preparing for transfer of information for newcomers moving schools.
	<ul style="list-style-type: none"> Initial orientation sessions and informational workshops for large number of new students who begin each fall. 	<ul style="list-style-type: none"> Administration of Secondary Newcomer Engagement survey. 	<ul style="list-style-type: none"> Ongoing case management and intervention for chronically absent newcomers. 	<ul style="list-style-type: none"> Year-end retreat, reflection and evaluation of survey data to improve services for the following school year.

	--	<ul style="list-style-type: none"> Ongoing orientations and workshops for newly enrolled students. 	<ul style="list-style-type: none"> Ongoing orientations and workshops for newly enrolled students. 	--
	<ul style="list-style-type: none"> Hire and train Tier II intervention staff 	<ul style="list-style-type: none"> Coach staff on Tier II targeted early intervention and interim documentation 	<ul style="list-style-type: none"> Coach staff on Tier II targeted early intervention and interim documentation 	<ul style="list-style-type: none"> Coach staff on Tier II targeted early intervention and final documentation
	<ul style="list-style-type: none"> Assemble COST teams at each site 	<ul style="list-style-type: none"> COST teams utilize referral tracker and identify second cohort of students 	<ul style="list-style-type: none"> COST teams utilize referral tracker and identify final cohort of students 	<ul style="list-style-type: none"> COST teams identify students who have completed or need ongoing services
	<ul style="list-style-type: none"> Identify first cohort of students for intervention 	<ul style="list-style-type: none"> Link second cohort of students to Tier II intervention 	<ul style="list-style-type: none"> Link final cohort of students to Tier II intervention 	<ul style="list-style-type: none"> Begin to wrap up services and link students to summer supports
	<ul style="list-style-type: none"> Organize and launch services 	<ul style="list-style-type: none"> Track and monitor student progress 	<ul style="list-style-type: none"> Track and monitor student progress 	<ul style="list-style-type: none"> Track and monitor student outcomes
	<ul style="list-style-type: none"> Dynamic Mindfulness coaches begin work at schools. Administer pre-survey to students and teachers. 	<ul style="list-style-type: none"> Dynamic Mindfulness coaches continue work at schools, including a training session for staff. 	<ul style="list-style-type: none"> Dynamic Mindfulness coaches continue work at schools, including a training session for staff. 	<ul style="list-style-type: none"> Coaches conclude support for the year. Administer post-survey to students and teachers.
Supporting Community Investment and Promoting Success	<ul style="list-style-type: none"> Host 12 events with “adopted” schools 	<ul style="list-style-type: none"> Host 12 events with “adopted” schools 	<ul style="list-style-type: none"> Host 12 events with “adopted” schools 	<ul style="list-style-type: none"> Host 12 events with “adopted” schools
	<ul style="list-style-type: none"> Onboard 10 new Career Coaches 	<ul style="list-style-type: none"> Onboard 10 new Career Coaches 	<ul style="list-style-type: none"> Onboard 10 new Career Coaches 	--
	<ul style="list-style-type: none"> Clear 300 new ongoing volunteers 	<ul style="list-style-type: none"> Clear 250 new ongoing volunteers 	<ul style="list-style-type: none"> Clear 200 new ongoing volunteers 	<ul style="list-style-type: none"> Clear 150 new ongoing volunteers
	--	<ul style="list-style-type: none"> Host 1 Volunteer Appreciation event 	--	<ul style="list-style-type: none"> Host 1 Volunteer Appreciation event
	<ul style="list-style-type: none"> Weekly Oakland in the Middle video release (Starting in August) 	<ul style="list-style-type: none"> Weekly Oakland in the Middle video release 	<ul style="list-style-type: none"> Weekly Oakland in the Middle video release 	<ul style="list-style-type: none"> Weekly Oakland in the Middle video release
	<ul style="list-style-type: none"> Enrollment Campaign-Start of School 	<ul style="list-style-type: none"> Enrollment Campaign-Kick Off 	<ul style="list-style-type: none"> Support school tours and elementary school outreach 	<ul style="list-style-type: none"> Spring enrollment campaign-Acceptance Letters
	--	<ul style="list-style-type: none"> Athletics program 	<ul style="list-style-type: none"> Athletics program 	<ul style="list-style-type: none"> Athletics program

		broadcast	broadcast	broadcast
	<ul style="list-style-type: none"> Teacher of the Month nominations 	<ul style="list-style-type: none"> Teacher of the Month celebration 	<ul style="list-style-type: none"> Teacher of the Month celebration 	<ul style="list-style-type: none"> Teacher of the Month celebration
	<ul style="list-style-type: none"> Recruit and hire the data management leader 	<ul style="list-style-type: none"> Convene whole child data systems team Assess status of whole child data system. Identify areas of expansion or maintenance for the data system Assess needs of key stakeholders to fully embrace and utilize the whole child data system. 	<ul style="list-style-type: none"> Develop a menu of technical supports and training to be provided. Provide initial trainings to relevant stakeholders. Manage and maintain data system and associated partnerships. 	<ul style="list-style-type: none"> Continue to develop and implement trainings. Develop a plan for expansion of whole child system inclusive of funding opportunities.
	--	<ul style="list-style-type: none"> Host gala to celebrate District accomplishments and galvanize giving community 	--	--

List of Current Board Members and Affiliations

Board Member Name	Business or Organizational Affiliation
Jim Wiggett	Jackson Hole Group
Helen Bulwik	Pacific Art Group
Delida Costin	Grove Collaborative
Marjorie Goux	Clif Bar
Rupa Chandra Gupta	Sown to Grow
Loraine Binion	University of California, Berkeley
Will Hobbs	Community Bank of the Bay
Betsy Merzenrich	Hirsch & Associates
Tom Low	Pivot Partners

List of Top Ten Major Funders

Funder Name	Amount Rec'd in Most Recently Closed Fiscal Year (USD)
Salesforce.org	\$8,700,000.00
San Francisco Foundation	\$1,472,849.00
Jewish Community Federation & Endowment Fund	\$1,020,000.00
David and Lucille Packard Foundation	\$645,000.00
City of Oakland	\$615,564.00
California Endowment	\$500,000.00
Kenneth Rainin Foundation	\$455,000.00
Rogers Family Foundation	\$349,600.00
Hellman Foundation	\$255,000.00
William H. Donner Foundation	\$255,000.00

List of Key Staff

Joel Mackey, Executive Director, Oakland Public Education Fund. Joel has served in leadership roles for East Bay nonprofits for over 20 years. For the past eight years he was executive director of the West Contra Costa Public Education Fund. In addition to his organizational leadership roles, Joel teaches nonprofit management, law, and ethics courses at University of San Francisco, San Francisco State University, and California State University East Bay.

Alexandria Medina, Director of Programs, Oakland Public Education Fund. Alexandria brings over 18 years of experience in designing alternative education experiences to youth across the Bay Area. She is a graduate of the University of California, Berkeley and earned a Masters in Educational Leadership from California State University, East Bay.

Jonathan Osler, Director of Development, Oakland Public Education Fund. Jonathan has been involved in public education for nearly 20 years. Prior to joining the Ed Fund, Jonathan led the San Francisco Teacher Residency, was a co-principal and assistant principal in both Oakland and Alameda Unified School Districts, coached new teachers in Los Angeles, and taught math and community organizing at a small public school in Brooklyn, NY.

Bridget Daly, Program Manager, Salesforce Oakland Partnership, Oakland Public Education Fund. Bridget has worked for The Ed Fund since 2015 where she has served in multiple capacities, including Executive Assistant and Development Associate. She received her bachelor's degree in Philosophy from San Francisco State University.

Kyla Johnson-Trammell, Superintendent, Oakland Unified School District. Superintendent Johnson-Trammell has spent the last 18 years developing her skills as both an educator and administrator and has served students in several capacities including: elementary school teacher; middle school assistant principal; elementary school principal; Director of Talent Development; Associate Superintendent for Leadership, Curriculum, and Instruction; Network Superintendent and Interim Deputy Superintendent. She now leads OUSD as Superintendent where she pursues the districts top three priorities: fiscal vitality, access to quality schools, and organizational resilience. She earned her bachelor's in Communication from University of Pennsylvania and her masters and doctoral degrees in Educational Leadership from the University of California, Berkeley.

Curtiss Sarikey, Chief of Staff, Oakland Unified School District. Curtiss brings over thirty years of experience working to improve communities and schools for children and families. Most recently, he served as Senior Director at the Stuart Foundation from 2016 to 2017. He was also the Deputy Chief of Community Schools and Student Services department in OUSD from 2011 to 2016.

Mark Triplett, Middle School Network Superintendent, Oakland Unified School District. Mark is a product of public education and a champion of equitable outcomes for students who have traditionally been underserved. He was the principal of Urban Promise Academy Middle School in the Fruitvale neighborhood of Oakland for six years. Before coming to the Bay Area, he taught high school for seven years in New York City and Washington, DC. He lives in Oakland with his wife and two daughters, both of whom attend Oakland public schools.

Oakland Public Education Fund Budget**TOTAL GRANT BUDGET**

\$	9,000,000
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TOTAL ORGANIZATIONAL BUDGET***% of Org Budget**

\$	784,868,133	1%
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GRANT BUDGET SUMMARY**% of Grant Budget**

Principals Innovation Fund	\$ 4,350,000	48%
Equity & Whole Child Support	\$ 1,250,000	14%
Computer Science	\$ 1,000,000	11%
Mathematics	\$ 1,000,000	11%
Educator Support	\$ 700,000	8%
Community Investment & Promoting Successes	\$ 350,000	4%
Grant Admin & Indirect Costs	\$ 350,000	4%
Total Grant Budget	\$ 9,000,000	

*Shows organizational budget for Oakland Unified School District.

Budget

Organization Name:

Oakland Public Education Fund

Project Description:

Year Four Support of the Oakland Unified School District

Proposed Grant Budget			
	Revenue Source	Amount (USD)	Notes
	Salesforce.org	\$ 9,000,000.00	
Program Area	Expense Type	Amount (USD)	Notes
Educator Support - Recruitment & Retention	Personnel and Benefits	\$ 125,000.00	Salary for Middle School Talent Development Associate
	Other Direct costs	\$ 55,000.00	Tuition for support staff to become teachers
	Other Direct costs	\$ 200,000.00	Licensure requirements, tuition support and mentorship for under-credentialed educators
	Other Direct costs	\$ 110,000.00	Professional development costs for teacher leaders
	Other Direct costs	\$ 110,000.00	Induction costs and mentor stipends for early career administrators
Educator Support - Professional Learning	Personnel and Benefits	\$ 100,000.00	Stipend for 100 teachers to receive foundational training
Computer Science	Personel and Benefits	\$ 910,000.00	Salaries for 0.75 FTE CS teachers at all middle schools and middle school CS coordiator
	Professional Development	\$ 80,000.00	Professional development for computer science teachers, teacher stipends, computer science supplemental credentialing support, and counselor engagement events.
	Conferences, Conventions, Meetings	\$ 10,000.00	Computer Science professional development conferences
Math - CCTLs	Personnel and Benefits	\$ 390,000.00	Salaries for 0.75 FTE Common Core Teacher Leaders in Math (CCTL-M), to be employed at United For Success Academy, Westlake Middle School, West Oakland Middle School, and the merged Frick Impact Academy/Oakland SOL school (each school will contribue 0.25 FTE)
	Conferences, Conventions, Meetings	\$ 10,000.00	Math professional development and conferences

Budget

Organization Name:

Oakland Public Education Fund

Project Description:

Year Four Support of the Oakland Unified School District

Proposed Grant Budget			
	Revenue Source	Amount (USD)	Notes
	Salesforce.org	\$ 9,000,000.00	
Program Area	Expense Type	Amount (USD)	Notes
Math - Blueprint Math Fellows	Contracted Services	\$ 600,000.00	Salary for math fellows and program lead managers
Newcomer Support	Personnel and Benefits	\$ 1,015,000.00	Team of Newcomer Navigators (MSWs and MFTs) providing clinical case management in secondary newcomer programs, including all middle school newcomer programs. Program manager to provide clinical supervision.
	Conferences and PD	\$ 15,000.00	Ongoing professional development opportunities for clinicians.
	Supplies and Materials	\$ 5,000.00	Materials related to provision of clinical supports.
Whole Child Supports - Behavioral Health Services	Personnel and Benefits	\$ 150,000.00	Partial salary/benefits for up to six staff to provide early behavioral intervention services to at-risk students at cohort Middle Schools.
Whole Child Supports - Dynamic Mindfulness Initiative	Contracted Services	\$ 65,000.00	Contract for professional development trainer and mindfulness facilitator to provide services to up to 8 schools (schools to be determined)
Oakland School Volunteers	Adopt an Oakland School Program Management	\$ 84,000.00	12 schools maximum
	Badge Supplies	\$ 2,325.00	
	Career Coach Program Management	\$ 35,000.00	
	Travel	\$ 18,425.00	Staff + Field Trips to Salesforce
	Volunteer Appreciation Parties	\$ 5,000.00	
	Financial Aid Scholarships for Fingerprinting Services	\$ 5,250.00	

Budget

Organization Name:

Oakland Public Education Fund

Project Description:

Year Four Support of the Oakland Unified School District

Proposed Grant Budget			
	Revenue Source	Amount (USD)	Notes
	Salesforce.org	\$ 9,000,000.00	
Program Area	Expense Type	Amount (USD)	Notes
Data Management	Support whole child data systems	\$ 50,000.00	0.5FTE of employee or contractor to coordinate whole child data system implementation.
Middle School Publications Manager	Personnal and Benefits	\$ 150,000.00	1.0 FTE of employee to coordinate middle school marketing and publications
Principals Innovation Fund	Other Direct Costs	\$ 4,350,000.00	Principals Innovation Fund grants to 19 schools
Oakland Public Education Fund Gala	Sponsorship	\$ 50,000.00	Valedictorian sponsorship includes two tables
Grant Administration & Management	Admin Overhead / Indirect Costs	\$ 300,000.00	Grant Administration & Management
	Total	\$ 9,000,000	