

File ID Number	21-0051
Introduction Date	1/27/21
Enactment Number	21-0128
Enactment Date	1/27/2021 If
By	



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

January 27, 2021

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent  
Curtiss Sarikey, Chief of Staff, Office of the Superintendent  
Wesley Jacques, Executive Director, Academics and Instructional Innovation Department

Subject: Grant Agreement - Warriors Community Foundation Grant Program - County of Alameda - Academics and Instructional Innovation Department

**ACTION REQUESTED:**

Approval by the Board of Education of a Grant Agreement between the District and the Warriors Community Foundation, in the amount of \$50,000.00, to support Kindergarten/First Grade (K/1) literacy development at five schools through \$5,000.00 contribution to each school (\$25,000.00 total) to pay for targeted reading interventions for K/1 students and/or books for students in kindergarten and first grade. The other half of the grant (\$25,000.00) will be used to build family literacy kits for parents to support the development of early literacy skills. These kits will include leveled books, letter and sight word flashcards, activities aligned to K/1 literacy milestones and guidance for working with the children, for the period of October 1, 2020 through June 30, 2021, pursuant to the terms and conditions thereof and to submit amendments thereto, if any.

**BACKGROUND:**

Grant agreement for the 2020-2021 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
21-0051	Yes	Grant	Oakland Unified School District Elementary Schools: Emerson, Reach Academy, Horace Mann, Fruitvale, and Martin Luther King Jr Elementary Schools via the Academics and Instructional Innovation Department	To support Kindergarten/First Grade literacy development at five schools for targeted reading interventions for K/1 students and/or books for students in kindergarten and first grade. Funds will also be used to build family literacy kits for parents to support the development of early literacy skills.	October 1, 2020 through June 30, 2021	Warrior Community Foundation	\$50,000.00

**DISCUSSION:**

The district created a Grant Face sheet process to:

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

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

**FISCAL IMPACT:**

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

- Grants valued at: \$50,000.00

**RECOMMENDATION:**

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

**ATTACHMENTS:**

Grant Face Sheet

Grant Agreement

The Town Reading Warriors Grant Packet

The Warriors OUSD Grant Application 2020-2021

Check #383, Golden State Warriors Community Foundation

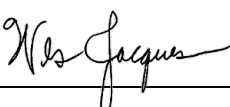
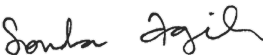
## OUSD Grants Management Face Sheet

<b>Title of Grant:</b> The Town Reading Warriors	<b>Funding Cycle Dates:</b> October 1, 2020 – June 30, 2021
<b>Grant's Fiscal Agent:</b> <small>(contact's name, address, phone number, email address)</small> County of Alameda 1221 Oak Street Oakland, CA 94612	<b>Grant Amount for Full Funding Cycle:</b>  \$50,000.00
<b>Funding Agency:</b> 2020-2021 Grant Program Warriors Community Foundation 1011 Broadway Oakland, CA 94607-4019	<b>Grant Focus:</b> To support school readiness and elementary literacy.
<b>List all School(s) or Department(s) to be Served:</b> Emerson, Fruitvale, Horace Mann, Reach Academy, and Martin Luther King, Jr. Elementary Schools.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The Warriors grant will support K/1 literacy development at five schools through \$5,000 contribution to each school (\$25,000 total) to pay for targeted reading interventions for K/1 students and/or books for students in kindergarten and first grade. The other half of the grant (\$25,000) will be used to build family literacy kits for parents to support the development of early literacy skills. These kits will include leveled books, letter and sight word flashcards, activities aligned to K/1 literacy milestones and guidance for working with your children.
How will this grant be evaluated for impact upon student achievement?  <small>(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 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.)</small>	The impact of the grant will be assessed through student progress towards K/1 milestones: letter names, letter sounds, blending, segmenting, sight words. These skills are assessed 3x during the year (October, February, May).
Does the grant require any resources from the school(s) or district? If so, describe.	No
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?  <small>(If yes, include the district's indirect rate of 5.56% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</small>	No
Will the proposed program take students out of the classroom for any portion of the school day? <small>(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</small>	No
Who is the contact managing and assuring grant compliance? <small>(Include contact's name, address, phone number, email address.)</small>	Wesley Jacques, Executive Director Academics and Instructional Innovation Department Oakland Unified School District 1000 Broadway, Suite 440 510-879-2219 <a href="mailto:Wesley.Jacques@ousd.org">Wesley.Jacques@ousd.org</a>

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**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal/Administrator	Wesley Jacques		12/18/20
Chief Academic Officer	Sondra Aguilera		12/18/2020

**Grant Office Obtained Approval Signatures:**

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

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**WARRIORS**  
COMMUNITY  
FOUNDATION

## The Town Reading Warriors

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*Warriors Community Foundation 2020-21 Grants Program*

### ***Oakland Unified School District (OUSD)***

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Curtiss Sarikey  
1000 Broadway, Suite 300  
Oakland, CA 94607

O: (510) 879-8200

### ***Curtiss Sarikey***

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1000 Broadway, Suite 300  
Oakland, CA 94607

curtiss.sarikey@ousd.org B (415) 806-5287

# FollowUp Form

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## *Grant Agreement*

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### Program Name

The Town Reading Warriors

### Amount Awarded

\$50,000.00

**THIS AGREEMENT DETAILS THE RESPONSIBILITIES OF THE WARRIORS COMMUNITY FOUNDATION AND YOUR ORGANIZATION (GRANTEE), AND THE TERMS AND CONDITIONS OF THE GRANT.**

### Purpose of the Grant\*

The Grant may be used only to support the general operations (the "Program") of the Organization.

I Agree to the Above

### Terms of the Grant\*

So that the Foundation may comply with tax laws of the United States, it is understood that the Organization agrees to the following:

(a) To use the Grant funds exclusively for charitable, scientific, literary, religious or educational activities consistent with the tax-exempt status described above;

(b) Not to use any funds from this grant for any lobbying activities, as described in sections 501(h) and 4911 of the Internal Revenue Code of 1986, as amended (the "Code").

(c) Not to use any funds from this Grant to intervene in any election or support or oppose any political party or candidate for public office, or engage in any lobbying not permitted by section 501(c)(3) of the Code, or, if applicable, section 501(h) and 4911 of the Code.

(d) The Organization will return to the Foundation any portion of the Grant, and interest earned on the Grant, not expended or committed for the Program.

(e) The Organization shall provide the Foundation with a report that is due to the Foundation at the conclusion of your grant.

(f) All report components should be dated and signed by an officer of the Organization.

(g) The Organization is required to segregate the Grant in an account that is used only for charitable, scientific, literary, religious or educational purposes.

(h)The Organization agrees to maintain adequate financial and programmatic records. Records of receipts and expenditures under the Grant, as well as copies of reports submitted to the Foundation, should be kept for at least four years following completion of the Grant period. The Organization's books and records are to be made available for inspection by the Foundation or its designated representatives at reasonable times.

(i)The Foundation shall include information regarding the Grant in its periodic public reports and may include such information in press releases or other publicly available materials.

(j)Additionally, the Organization agrees

(i) To allow the Foundation to conduct an evaluation of the Organization and its programs related to the Grant. The evaluation may involve site visits from the Foundation staff or representatives and discussions with employees or consultants of the Organization.

(ii)To cooperate with the Foundation in supplying any additional information or in complying with any procedures which might be required by any governmental agency in order for the Foundation to establish that it has observed all requirements of the law with respect to this Grant.

(iii)To notify the Foundation immediately of any anticipated or actual changes in the president, executive director or key personnel identified in the Grant proposal, award letter or this Grant Agreement. The Organization acknowledges that changes in the president, executive director or key personnel may trigger the Foundation's review and reassessment of the Organization's ability to meet the purposes of the Grant. Such review may lead to additional grant provisions or other limitations for unexpended funds

(iv)To not use the Foundation name in any report or other document prepared for distribution outside the Organization, in either printed or electronic form, with the exception of listing the Foundation along with other donors in an annual report or Grant application, without obtaining the prior written consent of the Foundation.

(v)To not regrant any of the Grant Funds without specific approval of the Foundation.

(vi)The Foundation reserves the right, in its sole discretion, to discontinue funding of this Grant, if it is not satisfied with the expenditure of Grant funds by the Organization or the content of any written report required herein. The Foundation reserves the right to discontinue, modify, or withhold any payments due under this Grant, or to modify the terms of this Agreement, to comply with any law or regulation applicable to this Grant or to protect and maintain the Foundation's tax-exempt status under Section 501(c)(3) of the Code.

I Agree to the Above

## Waiver\*

Failure by any party at any time to require performance by any other party of any provision of this Agreement shall in no way affect the right to require full performance any time thereafter, nor shall the waiver by any party of a breach of any provision of this Agreement constitute a waiver of any succeeding breach of same or any other provision, nor constitute a waiver of the provision itself.

I Agree to the Above

## Entire Agreement\*

This Agreement (a) constitutes the entire understanding of the Foundation and the Organization with respect to the subject matter, and supersedes all prior agreements and understandings, whether oral or written; (b) is made exclusively with the Organization and may not be transferred or assigned to another organization or person without prior written approval of the Foundation; and (c) may be amended or modified only by a mutual written agreement of the parties.

I Agree to the Above

**Governing Law\***

This Agreement shall be deemed to be made under, and in all respects shall be interpreted under and governed by the laws of the state of California.

I Agree to the Above

**Acceptance of Terms & Conditions\***

This grant is conditional upon Grantee's acceptance of the terms and conditions set forth herein. By selecting the "I Accept Grant Terms and Conditions" below Grantee agrees to accept and comply with the stated terms and conditions of this grant.


I Accept Grant Terms and Conditions

**Authorized Signature**

The electronic signature on this document of the person authorized to make legal contracts for Grantee will represent Grantee's acceptance of this award and agreement to comply with the stated terms and conditions of this grant. Please signify your agreement to the foregoing terms and conditions by typing in your Name, Title, and Date in the spaces below. You must be an authorized officer of the Grantee duly empowered to make legal contracts for Grantee.

**Date\***


11/11/2020

  
\_\_\_\_\_  
Shanthi Gonzales  
President, Board of Education

1/28/2021

**Name\***

Curtiss Sarikey

  
\_\_\_\_\_  
Kyla Johnson-Trammell  
Secretary, Board of Education

1/28/2021

**Title\***

chief of staff

Kyla Johnson-Trammell  
Secretary, Board of Education

Approved as to form by OUSD Staff Attorney Joanna Powell on 12/2/2020.

**Payment Information****Mailing Address:\***

1000 Broadway, Suite 300

**Billing Address:\***

1000 Broadway, Suite 300, Oakland, CA 94607

**Bank Account #:\***



**Bank Routing #:**\*

## File Attachment Summary

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### *Applicant File Uploads*

*No files were uploaded*



## DRAFT APPLICATION 2020

*Warriors Community Foundation*

### **Program Name\***

*Character Limit: 100*

The Town Reading Warriors

### **Primary Geographic Area\***

You may select multiple options:

#### **Choices**

Alameda County

### **Population Served\***

You may select multiple options and you will have the opportunity to enter the number of youth served per each age group:

#### **Choices**

Ages 5-11

### **Number of Youth Served\***

Please enter a number corresponding to the question on population served above. (Ex. Ages 5- 11, 300) *Character Limit: 25*

600

### **Youth Demographics\***

Please describe the local population served, including (but not limited to) race/ethnicity breakdown, students qualifying for free and reduced lunch, and other indicators that describe your target population.

*Character Limit: 2000*

OUSD serves 36,286 students in 85 public schools. Students of color make up 88% of the population, with Latinos (42%) and African Americans (24%) comprising the largest groups. One-third of students are English Language Learners (71% Spanish). 75% of students are socioeconomically disadvantaged.

The Town Reading Warriors project will support 600 students at five high-needs Oakland public elementary schools chosen based on student need, Title 1 (free and reduced lunch rates/ low-income families), and readiness to participate and include:

1. Emerson Elementary School, in North Oakland, serves a diverse student population including African American (48%), Latino (16%), Asian (11%), and White (13%) students. At least 74% of students are considered low-income -- qualifying for Free and Reduced Lunch (FRL) and nearly 20% are designated English Learners.\* The Reading Warriors program will serve 114 Kindergarten and 1st-grade students.
2. Fruitvale Elementary School, in East Oakland, serves a primarily Latino (50%) and African American (24%) student population. More than half are English Learners and 86% are FRL . The Reading Warriors program will serve 96 Kindergarten and 1st-grade students.
3. Horace Mann Elementary School, in East Oakland, serves a primarily Latino (56%) and African American (23%) student population. Nearly half are designated English Learners and 95% of students are FRL. This program will serve 93 Kindergarten and 1st-grade students.
4. Martin Luther King Elementary School, in West Oakland, serves African American (56%) students and significant Latino and Arabic speaking communities. Nearly one-third are English Learners and 98% FRL. This program will serve all of the 140 Kindergarten and 1st-grade students.
5. REACH Academy, in East Oakland, serves Latino (52%) and African American (30%) students. All students receive free lunch and 40% of students are English Learners. This program will serve 69 kindergartners and 73 first graders.

**Staff & Leadership Demographics\*** Please describe the demographic breakdown of your staff, including those in leadership positions, and your Board of Directors.

*Character Limit: 2000*

**Board of Directors:**

African American - 2

Latinx - 2

Asian - 2

White - 1

**Senior Leadership Team:**

African American - 3

Latinx - 1

Multi-racial - 2

White -2

**Program Focus Area\***

You may select multiple options:

School Readiness and Elementary Literacy

## Current Operating Budget\*

Please state your budget specific to your programming in Alameda and/or San Francisco County.

*Character Limit: 20*

\$50,000

## Cost Per Student\*

Please list your cost per student and describe your method of calculation.

*Character Limit: 2000*

With a total \$50,000 program budget, we will supplement the initial investment in home literacy kits (tablets and home literacy activities), and each of five schools would be provided with \$10,000 for the following:

- **Grade-level Books:** Rich, nonfiction books to extend language arts instruction and for home learning. (\$5,000)
- **BookNook Online Tutoring for K/1 students:** 160 hours of 1:1 or small group online tutoring to supplement teacher instruction. Students will be identified based on need through district assessments. (\$4,000)
- **Teacher Stipends:** Will support teachers to hold family trainings on line or in person (if allowed); Approximately 20 hours of total work (\$38.50 hourly rate + benefits) (\$1,000)

We will serve approximately 600 students at five schools. Approximately \$10,000 (depending on the number of students) will be allocated to each school for The Reading Warriors program (including the home literacy materials, family literacy events, books and student interventions), which equates to about \$83 per student served.

## Application Questions

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### Overview\*

Please share your organization's mission and history. Describe the problem you strive to address.

*Character Limit: 2000*

In 2010, OUSD launched an innovative community-informed Strategic Plan that embraced a districtwide vision for Full-Service Community Schools.

***OUSD Mission:*** Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

***OUSD Vision:*** All OUSD students will find joy in their academic experience while

*graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success*

Nationwide data shows, particularly for historically marginalized groups of students that 3rd-grade reading is an early indicator of college and career readiness. Analysis of OUSD longitudinal data has also shown student reading success at 3rd-grade (and beyond) is predicated by students meeting early literacy milestones in kindergarten and 1st-grade. For example, students who can name their letters early in kindergarten are significantly more likely to read proficiently in third grade. Setting clear learning goals, assessing student progress, and partnering with families to support learning at home are critical practices in this work.

The funds requested this year will supplement our five school's home literacy kits with the following strategies that are critical to supporting students in this new COVID landscape:

- a) Purchase high-interest nonfiction books to build critical background knowledge for students and support core instruction in a blended learning model.
- b) Employ BookNook to provide virtual 1:1 and small group [tutoring](#) to students furthest from meeting early literacy benchmarks. BookNook is an online learning program providing online tutoring during shelter in place.
- c) Provide stipends for teachers to plan and provide online or in-person family literacy training to support children in meeting critical early literacy milestones.

### **Racial Equity\***

If you have not already commented in detail above, please describe how your organization works to advance racial equity for communities of color in the Bay Area. Be specific and describe (1) the ways in which your organization and programs contribute to dismantling systemic racism and oppression, (2) the ways in which your organization is working to increase equity internally (i.e. efforts to diversify your staff and board), and (3) the measurable outcomes you are using, or plan to use, to track the effectiveness of your efforts.

Character Limit: 5000

OUSD's vision and mission are grounded in equity, and in fact a decade ago, we designated equity as our north star to address deep racial disparities in education, health, and life outcomes for Oakland's children. In that plan, OUSD named full service community schools as the means to realize equity and borrowed John a. Powell's notion of targeted universalism as our approach.

- (1) At OUSD, equity means providing each student with the academic, social, and emotional supports that they need to prepare for college, career, and future community success. As such, OUSD established the first program of its kind in the nation: the Office of African American Male Achievement (AAMA). AAMA focuses on seven goals ranging from literacy and college readiness, to changing the narrative about black boys and young men. After a decade of success with the African American Male Achievement initiative, OUSD launched the Office of Equity four years ago to focus on improving culture, conditions, and competencies across the district in order to address racial disparities and institutional racism across the system, ranging from disparities in student achievement to staff training and hiring practices.

Aligned with this focus on systemic equity, OUSD's Instructional Focus Guide provides goals and objectives for central departments and schools around college, career, and community readiness enacted through data-driven continuous improvement. The data used is disaggregated by race and other indicators to pinpoint equity gaps and design targeted supports and interventions accordingly. Reviewing specific disaggregated data is the heart of actually doing the work of dismantling systemic racism.

- (2) While OUSD's board is publicly elected, it is nonetheless, a very diverse board mostly representative of our student population. District leadership is very diverse from the superintendent's senior leadership and throughout central office department leadership. OUSD's main focus to increase system wide equity in staffing is the recruitment and retention of teachers of color. As is the case across the country, the teaching workforce is not always reflective of the student population. OUSD has implemented a number of strategies designed specifically to recruit and retain a diverse teaching workforce including: a teacher residency program for special education and STEM teachers, a New Teacher Support & Development Program in partnership with the New Teacher Center, and a "grow our own" pipeline projects (after school youth worker-to-teacher, classified staff-to-teacher, Maestras, and AAMA Pre-K teacher internship and pipeline programs). Please see the attached Fast Facts for race breakdown of OUSD staff for more details.

Furthermore, in June, OUSD's board passed a resolution to disband the OUSD school police department and develop an alternative plan to ensure school safety built on the district's roots in community schools, restorative justice, SEL, and trauma informed practices. This effort is a direct decision and action to address equity in our system.

- (3) OUSD's Local Control Accountability Plan helps us capture many of the measurements that we are using to track progress toward outcomes in the aforementioned strategies and programs. Each school site also develops a Site Plan for Student Achievement that must identify equity gaps and respective interventions. All of these efforts are measured, using disaggregated data, through the California Dashboard. OUSD also issues an annual staff recruitment and retention survey to track and measure our progress toward a diverse, committed and high quality workforce.

## COVID-19\*

Given the unprecedented situation that has unfolded with COVID-19, please describe how this has affected your organization and your programming. Be specific - we want to hear about what you have done to adjust your programming, and also how the situation will impact your program and plans for the coming year, both as it relates to your overall vision as well as this grant in particular.

Character Limit: 5000

OUSD's grounding in whole child education and equity allowed OUSD to implement an extraordinary response to COVID-19. OUSD led with the Alameda County Office of Education to quickly enact school closures - days before shelter in place orders took effect - out of an abundance of caution for the health and safety of our students, families, and staff. The District announced closures on a Friday and the following Monday, OUSD had 12 food distribution sites up and running, serving thousands of meals to students in need twice a week. In three months, the District has served more than 2.5 million student meals. The district also immediately worked with teachers to move into distance learning. Within the first couple weeks of shelter in place, OUSD posted a few weeks' worth of lesson plans, materials, and resources for every grade level, at every school. The District also loaned more than 18,000 classroom Chromebooks and thousands of

hotspots so that students could engage in distance learning. We also mailed close to 16,000 hard copy learning packets to every Kindergarten - Fourth grade OUSD student, and distributed more than 3,000 new leveled books. Additionally, OUSD provided robust teacher professional learning, developed with teachers, around a range of topics, content and skill-building areas related to distance learning.

Furthermore, in partnership with the Mayor's office and the Oakland Public Education Fund, OUSD launched two fundraising efforts to meet the needs of our students and families: the COVID-19 Relief Fund and the #OaklandUndivided Closing the Digital Divide campaign. The COVID-19 Relief Fund has raised more than \$1.8 million with a major portion distributed as cash assistance to our highest needs families affected by the pandemic. #OaklandUndivided quickly met its year one target of \$12.5 million and will provide 25,000 computers, internet connectivity, and tech support to K-12 students in need.

OUSD also transitioned quickly to the planning of reopening, established a COVID-19 reopening action team, named a full-time project manager to this work, and engaged staff at every level as well as students, families, and community partners in the planning process. Recommendations are being finalized; by July 10 we will announce our most likely reopening plan. We do know that we are designating the first six weeks as the strong start period that will focus on learning acceleration, wellness checks, and trauma informed connections, family engagement, and providing information that will support the transition and learning for a year that will still involve change, new environments, and hybrid approaches of both distance and in-person instruction. Even with this all-hands-on-deck response, there is much to do to mitigate learning loss, support students and families over the summer and prepare students, families, and staff for the return to school in the 2020-21 school year.

As we plan for the opening of the 2020-21 school year, OUSD is developing the "Strong Start for Every Student" plans to support schools in opening within a blended learning model. These plans will be supported by training for teachers, principals, and families, and weekly instructional guidance for the first month of school and links to resources and priority technology platforms. A key development to support early literacy in 2020-21 has been the district adoption of i-Ready as a universal literacy screener and online learning platform for elementary school students. OUSD will also continue to invest in training teachers to use the SIPPS curriculum to provide daily foundational literacy instruction to students in grades K-2. We have included OUSD's COVID 19 fast facts document to show our overall COVID response.

With support from the Warriors Community Foundation in 2019, we launched The Town Reading Warriors program this year and served nearly 600 kindergarten and first grade students and their families at five of our high needs elementary schools. We planned to distribute Family Literacy Kits that include books and resources for home literacy. In response to the challenges posed by the COVID pandemic, we revisioned our literacy kits to include technology and purchased 600 Kindle Fire tablets (which are compatible with most learning applications that teachers use), and will continue to distribute these kits through the schools at the start of the 2020-21 school year.

In partnership with the Oakland Literacy Coalition and the Family Engagement Lab, we held parent focus groups in June/July to collect parent input on how best to collaborate with families around early literacy milestones and are implementing strategies that help address the gaps present in this COVID, blended learning model. We are now requesting additional funds to deepen our impact at these five schools and to learn best practices for family literacy that can be expanded



throughout Oakland schools in the years to come.

### Impact/Success\*

What is the expected impact? What key indicators or success metrics do you use to track progress, and how do you measure them? (i.e. school attendance rates, math/reading proficiency, matriculation to college, college completion)

*Character Limit: 2000*

The Town Reading Warriors program will serve 600 students at five elementary schools and enable us to test a scalable model to show early literacy gains through both school and home activities. Leveraging existing literacy supports, the Reading Warriors program will include two new tiers of early literacy support in the coming year:

1. Increased family engagement and communication: We will launch the programs with an early literacy campaign at each of the five schools that builds family and community engagement and excitement. (We welcome the Warriors Foundation to participate in the in person or online activities with materials and/ or volunteers.) The five schools are targeted for participation based on Title I, need of resources for Early Literacy, and readiness to implement.
2. Targeted student interventions: Fall assessments will identify Kindergarten and first graders to whom we will target literacy interventions (after school or during the school day). We will monitor progress with February and year end assessments (overall school data and student data) and adjust interventions to improve impact.

We expect to meet the following success metrics at participating schools over the grant period:

- 600 students and families will receive support including literacy kits and parent education
- 85% of Kindergarteners will meet all of the following grade-level standards: Know all letter names and sounds, orally blend and segment words, and read 50 sight words
- 85% of 1st-graders will meet all of the Kindergarten expectations and learn to read 125 more sight words (175 total)
- 90% of K/1 parents/caregivers will know key learning outcomes and engage in activities to support children's learning
- 100% of all students will use technology at home to support literacy learning

### Collaboration\*

Who do you partner with locally to carry out your work? Describe collaborations with public or private agencies.

*Character Limit: 2000*

The Oakland Unified School District collaborates with many local partners to carry out our work in early literacy, and will continue to work with Alameda County First5, the Oakland Literacy

Coalition, and Oakland Reach, and the Literacy for All campaign. We will also continue to partner with the Oakland Thrives, Education Impact Table, Early Literacy Committee, which includes both district, city, county and CBO partners who collaborate and align literacy efforts and move early literacy outcomes in the right direction for Oakland children.

In addition to those partners in our programming, we are partnering with the Alameda County Office of Education to document best practices in Pre-K to third grade transitions. In 2018, OUSD's Early Learning Department was awarded an Alameda County Office of Education (ACOE) Design Team Grant. The District Design Team model, through the support of the David and Lucile Packard Foundation, was built to connect early childhood learning to PreK-3rd grade education and promote family, community, and school partnerships that ensure young learners receive high-quality instruction and a strong foundation for future learning. These efforts include home visits to support school readiness, family engagement, literacy practices, and social and emotional development. If we can continue to utilize/expend ACOE grant funds to stipend preschool teachers who conduct home visits for students/ children transitioning to transitional kindergarten or kindergarten (TK/K) at these 10 additional sites, we can also develop an impactful transition model that can be expanded and adopted through 3rd grade. Promising practices learned from this model will be documented and used to inform and develop the Pre-K through Elementary Transition Toolkit, which will serve as a guideline and roadmap for OUSD schools to employ effective preschool - 3rd grade transition efforts specific to their unique community context.

## **Innovation\***

What other organizations are tackling this issue and what approaches have been tried in the past?  
What distinguishes your work from others?

*Character Limit: 2000*

Though there are several organizations in Oakland that are focused on early literacy such as Reading Partners and Super Stars Literacy, the Oakland Unified School District is in a unique position to provide direct and comprehensive support to families and young children with the specific goal of ensuring that all Kindergarten and first grade students are prepared to read and that their families are supported, which is critical to student success.

According to the International Literacy Association, there is extensive evidence that family involvement in the education of children is critical to effective schooling. Research shows that family involvement improves student achievement, attitudes toward learning, and self-esteem. Schools that undertake and support strong comprehensive family involvement efforts and have strong linkages with the communities they serve are more likely to produce students who perform better than schools that do not involve families. Children from low-income and culturally and racially diverse families experience greater success when schools involve families, enlist them as allies, and build on their strengths. Family involvement in a child's education is a more important factor in student success than family income or education.

OUSD is able to leverage detailed student data and existing efforts to build the Reading Warriors

program and address the need for family engagement in students' literacy success. Specifically, we're able to provide Family Literacy kits with materials that support parent engagement with student-specific literacy needs tied to our local, district assessments and to extend the capacity of teachers, who know their students best, to provide additional intervention supports.

OUSD's Adult Education department also provides family literacy classes for parents at 80% of the schools. District family engagement staff will also support outreach and training for families.

## **Risk/Challenges\***

What is the most significant risk you foresee, and how has your organization planned to address it?

*Character Limit: 2000*

The schools are eager to participate in the program and principals have been key partners in planning the work. The greatest threat to the project has been the impact of the pandemic and lack of access to devices and internet that many of the families experience. OUSD has made significant progress in reducing the impact of the digital divide (distributing almost 20,000 devices and expanding internet access). This is why we have adapted the literacy kits to include a tablet and will survey families and prioritize these families K/1 families at the five schools for wifi hotspots.

## **Funders\***

Please list your leading corporate and foundation funders from the previous three years.

*Character Limit: 2000*

Kaiser Permanente

Salesforce

Intel

David and Lucile Packard Foundation

Hellman Foundation

The Kenneth Rainin Foundation

The San Francisco Foundation

The William H. Donner Foundation

NoVo Foundation

Raikes Foundation

Schusterman Foundation

Stuart Foundation

The Walter & Elise Haas Fund

[Numerous individual and institutional donors have also contributed to our COVID19 Relief Fund and #OaklandUndivided closing digital divide campaign]

## **Leadership\***

Please list your Board of Directors with affiliations (community or employer) and executive

leadership team. *Character Limit: 2000*

**OUSD Board of Education**

District 1 – Jody London, Vice President  
Sustainability Coordinator, Contra Costa County  
Board representative to California School Boards Association (CSBA)

District 2 - Aimee Eng, President  
Philanthropic Consultant

District 3 - Jumoke Hinton-Hodge  
Board representative to Council of the Great City Schools

District 4 – Gary Yee  
Retired educator and former OUSD Interim Superintendent

District 5 - Roseann Torres  
Attorney/Principal at Torres Law Group Inc., Oakland, CA

District 6 - Shanthi Gonzales  
Freelance leadership coach and political strategist

District 7 - James Harris  
Owner Morgan Media Group and Business Development Director for 510Media

**Oakland Unified School District Leadership Team**

***Dr. Kyla Johnson-Trammell, Superintendent***

***Dr. Sondra Aguilera, Chief Academic Officer***

***Susan Beltz, Deputy Chief Technology Officer***

***Josh Daniels, General Counsel***

***Tara Gard, Deputy Chief Talent Officer***

***Lisa Grant-Dawson, Chief Business Officer ,***  
***Jenine Lindsey, Director, Labor Relations***

***Yvette Renteria, Deputy Chief of Innovation***

***Curtiss Sarikey, Chief of Staff***

***Preston Thomas, Chief Services & Systems Officer***

## Required Uploads

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### **IRS 501(c)(3) letter of determination (PDF)\***

*File Size Limit: 5 MB*

### **W-9 (PDF)\***

*File Size Limit: 3 MB*

### **Most recent 990 or audited financial statement (PDF/XLS)\***

*File Size Limit: 5 MB*

### **Operating budget for current fiscal year (PDF/XLS)\***

*File Size Limit: 2 MB*

## Additional Information

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### **Annual Report (PDF)**

*File Size Limit: 10 MB*

The Superintendent's end of year evaluation and this year's work plan are attached as well as the COVID 19 Response Fast Facts document.

### **Media Coverage**

Please provide links to recent articles about your work (if available).

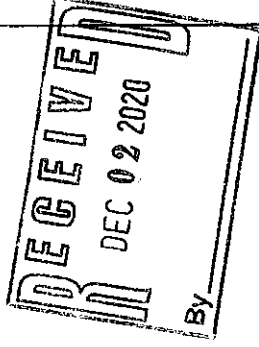
### **Recap Videos**

Please provide links to recent videos about your work (if available).

4875 Sankofa/Oakland Unified School District

383  
11/25/2020

Date	Invoice	Memo	Orig. Amt	Amt. Due	Amount
11/17/2020	Bill 11172020	20-21 Education Grants - OUSD	50,000.00		50,000.00
20-21 Education Grants - OUSD					
50,000.00					



Golden State Warriors  
Community Foundation  
1011 Broadway  
Oakland, CA 94607-4027

JPMORGAN CHASE BANK, N.A.  
SACRAMENTO, CA

90-7162  
3222

383

Fifty Thousand Dollars and 00/100 Cents

DATE 11/25/2020

\$ \*\*50,000.00

PAY TO  
THE  
ORDER  
OF  
Sankofa/Oakland Unified School District  
Oakland Unified School District  
1000 Broadway  
Suite 680  
Oakland CA 94607  
United States

VOID AFTER 90 DAYS

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