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By	



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

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

April 14, 2021

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Nicole Knight, Executive Director, English Language Learner and Multilingual Achievement (ELLMA)
Tom Felix, Director, Newcomer / ELL Programs

Subject: Grant Application - Emerging Bilingual Collaborative Project Grant - English Language Learner and Multilingual Achievement (ELLMA) Department

ACTION REQUESTED:

Approval by the Board of Education of District's Language Equity Through High Quality ELD (English Language Development) Instruction Program Grant Application to the Emerging Bilingual Collaborative, a New Venture Fund project, seeking funding in the amount of \$105,000.00, for collaboration to develop and implement high quality ELD materials aligned to ELA content in grades K-8, for the period of March 15, 2021 through June 30, 2021, and if granted, in whole or in part, authorization of acceptance of same, pursuant to terms and conditions thereof.

BACKGROUND:

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

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
21-0738	Yes	Grant	Oakland Unified School District, English Language Learner and Multilingual Achievement (ELLMA)	Collaboration to develop and implement high quality ELD materials aligned to ELA content in grades K-8.	March 15, 2021 through June 30, 2021	Emerging Bilingual Collaborative, a New Venture Fund project.	\$105,000.00

DISCUSSION:

The District created a Grant Face sheet process to:

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

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

FISCAL IMPACT:

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

- Grants valued at: \$105,000.00

RECOMMENDATION:

Approval by the Board of Education of a Grant Application for the English Language Learner and Multilingual Achievement (ELLMA) Department for fiscal year 2020-2021, to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof, for the grant year, if any.

ATTACHMENTS:

Grant Face Sheet
Grant Application

OUSD Grants Management Face Sheet

Title of Grant: Language Equity Through High Quality ELD Instruction Program	Funding Cycle Dates: March 15, 2021 - June 30, 2021
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Brandon Wilkins, Arabella Advisors 984-221-0188 brandon.wilkins@arabellaadvisors.com New Venture Fund 1201 Connecticut Ave. NW, Washington, DC 20036 E: info@newventurefund.org	Grant Amount for Full Funding Cycle: \$105,000.00
Funding Agency: Emerging Bilingual Collaborative, a New Venture Fund project New Venture Fund 1201 Connecticut Ave. NW, Washington, DC 20036 E: info@newventurefund.org	Grant Focus: Collaboration to develop and implement high quality ELD materials aligned to ELA content in grades K-8
List all School(s) or Department(s) to be Served: English Language Learner and Multilingual Achievement Department	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Integrated and Designated ELD (English Language Development) are essential components to the progress and achievement of our English Language Learners. However, the lack of quality ELD materials aligned to the ELA content as outlined in the California ELA/ELD framework is a major reason for the uneven implementation of Designated ELD we currently see in our schools. The activities made possible in this grant will help bridge that gap while building capacity among our educators to develop, adapt and implement quality ELD materials. The materials developed will be made available to all K-8 teachers prior to the 2021-22 school year.
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.)	We will look at three principle measures: - Quality of materials against an evidence-based rubric - Surveys of teachers implementing the materials for quality and usability - Student progress as measured by embedded and benchmark assessments.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes: The grant requires the collaboration of existing staff. No new resources are required.
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.)	Yes, a portion of the grant will be used to contract with EL Education for their consultancy and professional development services.
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.)	Nicole Knight, Executive Director English Language Learner and Multilingual Achievement Department Oakland Unified School District 1000 Broadway, Suite 440, Oakland, CA 94607 Nicole.Knight@ousd.org 510-551-8945
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Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Nicole Knight	<i>Nicole Knight</i>	3/19/21
Chief Academic Officer	Sondra Aguilera	<i>Sondra Aguilera</i>	3/19/2021

Grant Office Obtained Approval Signatures:

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

Approved as to form by OUSD Staff Attorney Joanna Powell on 3/24/2021.

Joanna J. Powell



Cover letter for OUSD grant submission to the Emerging Bilingual Collaborative

Date of Submission: February 22, 2021

Legislative File Id No. 21-0738

Introduction Date: 4/14/2021

Enactment No. 21-0561

Legal Name of organization: Oakland Unified School District

Enactment Date: 4/14/2021 er

Program/ Project Title: Language Equity Through High Quality ELD Instruction

Total Program/Project Budget: \$105,000

Total dollar amount requested: \$105,000

Time period: 3/15/21-6/30/21

Contacts:

Sondra Aguilera, Chief Academic Officer

sondra.aguilera@ousd.org

510.879.4289

Responsible for proposal:

Nicole Knight, Executive Director, English Language Learner & Multilingual Achievement

nicole.knight@ousd.org

510-551-8945

The Emerging Bilingual Collaborative Grant Proposal Guidelines and Application

PROPOSAL NARRATIVE GUIDELINES

Please limit the narrative portion of your proposal to 5 pages, not including the “Milestones/Deliverables, Outcomes and Timeline” table.

ORGANIZATION OVERVIEW

- 1. Please provide a brief overview of the organization. Please include mission, history, major programs and activities, major accomplishments and who is leading the work at the organization.**

Oakland Unified School District’s (OUSD) is a medium size, urban district. The district’s mission is to “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.”

The central office department that would hold the proposed activities is the English Language Learner and Multilingual Achievement (ELLMA) Office. ELLMA was established in 2013 to improve the quality of instruction and programs in service of English Language Learners (ELLs). The ELLMA office works across all central office departments and with sites to ensure ELLs and Multilingual Learners (MLs) enjoy full access to a quality education and ultimately graduate college, career, and community ready. We are guided by three strong beliefs about our students:

- We believe our English Language Learners **can** achieve at high levels with the right supports
- We believe that students’ home language and culture are tremendous assets for their own learning and that of their community.
- We believe that all educators are responsible for our English Language Learners; therefore, all teachers are language teachers.

The scope of ELLMA’s past and current work is articulated in our current [OUSD Roadmap for ELL Achievement](#), our 2018-21 strategic plan to improve outcomes of our ELLs /MLs. At the center of our work is a commitment to develop teachers’ capacity and expertise to provide meaningful and language-rich instruction that addresses both the academic and non-academic needs of our ELLs, with attention to asset-based practices and differentiated approaches to address the diversity of needs. Included in the Roadmap is a report of our accomplishments and progress from the first three-year Roadmap, 2015-2018. Some highlights include expansion of quality dual language and newcomer programming as well as the development of an instructional framework for ELLs, aligned teacher and leadership tools, and differentiated professional development pathways.

ELLMA is well recognized as a leader in innovative practices for ELLs and for our deep commitment to language equity. Our work to provide a welcoming and empowering programming for newcomers and immigrant families is considered a model in the state (see [here](#) for coverage in the news). The founding and current Executive Director, now in her 7th year, was recognized by the Council of Great City School for “Outstanding

English Language Learner Achievement” in 2017. Most recently, ELLMA’s work to develop equity-focused and sustaining systems is featured in the California Department of Education’s 2020 publication, Improving Education for Multilingual and English Learner Students (see [Chapter 7 on Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners](#)).

2. Does the organization have equity policies in place and/or does it incorporate an equity lens into its work? If so, please provide a brief explanation and/or attach any written policies.

There are three equity policies in OUSD that speak most directly to the proposed grant activities.

Board Policy 503: The Equity Policy was adopted by the Board to “understand and to interrupt patterns of institutional bias at all levels of the organization, whether conscious or unconscious, that results in predictably lower academic achievement most notably for students of color.” The policy directs staff to implement aligned administrative regulations to identify and dismantle systems that perpetuate inequities including hiring practices, resource allocation, and instructional practice.

Board policy 6174: The Education For English Language Learners policy was most recently revised and adopted in 2016 “to provide access to high-quality multilingual and multicultural education that prepares students for a diverse, globalized community and work force. The Governing Board intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the district’s regular course of study.”

The [Sanctuary resolution](#) passed in 2016 reaffirms the rights of immigrant students to a safe, welcoming, and affirming education experience.

Finally, the ELLMA office works in close partnership with the Office of Equity to collaborate on implementing inclusive and anti-racist practices in our professional development, instructional guidance, and through authentic student and family engagement. One example is the use of these ELLMA-created [Asset-Based cards](#) in our respective professional development spaces.

3. Please provide a brief summary of the demographic diversity of your *organization’s* board, leadership and staff. Please be as specific as possible.

The OUSD Board of Education is made up of 7 elected officials and 2 student directors. Of the 9 directors, all are people of color except one and include African-Americans, Asians, and Latinx representatives. The breakdown of OUSD staff by race/ethnicity can be found in the [2019-2020 Fast Facts document](#). A recent presentation to the Board shared ongoing efforts of recruitment and retention of educators of color and the progress made to date. Of note, 53% of OUSD teachers are educators of color compared to 21% nationally.

PROGRAM/PROJECT OVERVIEW

Current Need and Problem Statement:

The Oakland Unified School District (OUSD) serves over 36,000 students. Close to 1 in 3 of these students is a designated English Language Learner (ELL), and half speak a language other than English at home. Since 2014, OUSD has seen a dramatic increase in newly arrived immigrants, over 2,000 of whom are unaccompanied minors and children of migrant families seeking asylum from Central America, or refugees from Yemen, Somalia, Burma, and other areas of the world torn by violence. The fastest growing population in Oakland is from the Guatemalan highlands where access to schooling is extremely limited and where the primary language is Mam, a dialect of the Mayan language. Additionally, we continue to (under)serve a large number of students who entered our schools in Kindergarten as language learners and persist in this classification until reaching Long-term ELL status. These LTELs are among our students at highest risk of dropping out and plateauing at unacceptably low literacy levels, leaving them ill-prepared for college and career.

We celebrate and embrace the linguistic and cultural assets of our diverse community. At the same time, despite focused and nationally recognized efforts in Oakland to provide quality services to our multilingual learners, we have not adequately provided an instructional program that is responsive to our ELLs, leading to persistent opportunity and achievement gaps. These challenges and gaps are not unique to Oakland; on the contrary, districts across the country are grappling with how to adapt entire systems to meet the unique needs of and build upon the strengths of our multilingual learners to support their academic success.

Key to transforming outcomes for our ELLs is to center their language needs through powerful and meaningful language development embedded in content area instruction. The research is clear that students need both opportunities to develop language alongside content instruction, and need additional time for focused language study that prepares them to fully engage in the complex text and tasks of their content. To this end, the California Department of Education has put forth [guidelines](#) requiring districts to provide both integrated and designated English Language Development (ELD).

While the guidance and research are clear, appropriate and quality resources have not followed, leaving districts with high numbers of ELLs to choose between a mediocre ELA/ELD program (see [state adopted options](#)) and a quality ELA program and supplementary, substandard or home-grown ELD materials.

The EL Education ELA program stands out for both its quality standards-aligned materials ([Ed Report](#)) as well as the Integrated ELD components, and yet, it does not have a designated ELD program. For all of the reasons described above, Oakland aspires to build on the quality elements of the EL Education ELA curriculum to develop a designated ELD component, as required by the California Department of Education and desperately needed for our English Language learners to thrive. If this promising project proves effective, it would be transformative not only for the 11,000 ELLs in Oakland but potentially for the 1.1 million ELs in California and the 5 million ELLs in the United States.

EL Education is a non-profit organization that has been a leader in supporting districts to implement authentic and empowering project-based learning through school design and the development of an open source Common Core aligned curriculum in ELA and math. EL Education has signaled their commitment to develop a designated ELD component in their next edition of K-5 ELA curriculum. OUSD has adopted EL Education for 6th-8th grade ELA and is currently piloting the elementary ELA curriculum in 11 schools and is considering the program for an upcoming adoption. Contingent on adoption is a plan to ensure a full designated ELD plan.

OUSD and EL Education have a shared interest in a long-term partnership that 1) supports OUSD in the development and use of high-quality materials to immediately serve our ELLs and 2) builds the capacity of EL Education's curriculum team to create powerful ELD lessons aligned to the California ELD standards in their next K-5 edition. While we are hopeful to see the evolution of the EL Education-OUSD partnership, our ELL students cannot wait for a multi-year curriculum development project. The need for high quality materials is immediate and urgent, a need exacerbated by the interruption of schooling and the hardships faced by many of our families and students due to the pandemic. Every instructional minute counts. For this reason, we are seeking immediate funding for the short-term goals outlined below.

Goals: The Collaborative is asking for projects to center on one of the following strategies: Educator Preparation, Educator Development, or Educator Mobilization. Please explain how your program/project will address one, or more, of these strategies and the anticipated goals for your program/project.

The goals outlined below center around Educator Development, specifically the development and use of high-quality instructional materials in the designated ELD setting. These include the short-term goals we hope to meet through this proposed grant as well as the long-term goals that extend beyond the scope of this proposal but are important in understanding the purpose of this proposed work.

Short-term Goals for a proposed grant project:

1. Develop and implement designated ELD lessons aligned to the EL Education ELA curriculum for immediate use in distance learning.
2. Develop guiding principles and a draft framework for designated ELD lesson design for use in the 2021-22 school year.
3. Build the capacity of a team of teacher leaders to develop, implement, and advocate for use of high quality designated ELD lessons.

Long-term Goals beyond this proposed grant (through spring 2022):

1. Create a designated ELD component for each grade-level TK-8 aligned to the California ELD standards and grounded in the texts and tasks of the EL Education ELA curriculum, for use in Oakland schools and available for other interested districts in California.
2. Pilot use of the designated ELD component in Oakland classrooms and evaluate the quality, efficacy, and usability of the materials.
3. Inform the development of a designated ELD component of the next edition of EL Education's ELA curriculum.
4. Provide a framework that can be used for the development of designated ELD aligned to other ELA curricula.

Which specific California regions will be most impacted by your program/project? How does your organization plan to scale success beyond specific, targeted regions?

The short-term goals focus on implementation in Oakland. However, as articulated above, our hope is that the work in Oakland will inform the development of an open-source product developed by EL Education that will be available at the national level. Additionally, we plan to share the materials developed in the interim by OUSD with peer districts who are struggling with the same challenges. ELLMA's Executive Director participates in a number of cross-district ELL-focused collaboratives that provide forums for sharing these materials at the county level (Alameda County of Education ELL PLC), state level (Bilingual Coordinators Network, and national levels (Council of Great City Schools).

MILESTONES, GOALS, OUTCOMES AND TIMELINE

5. On the table below, please describe the key milestones that correspond to the stated goals from Question 4. Use the [“Emerging Bilingual Collaborative: Outcomes & Measures” spreadsheet](#) to complete columns 2-4. Add rows to the table as needed.

(1) Describe your organization's goals for this grant	(2) Select which EBC outcome (located in Column B of the linked spreadsheet) each goal is most aligned to:	(3) Select which EBC measurement(s) (located in Column D of the linked spreadsheet) each goal is most aligned to:	(4) Select which EBC target (located in Column E of the linked spreadsheet) each goal will seek to contribute to:	(5) Select how you will track progress to target:
1. Develop and implement designated ELD lessons aligned to the EL Education ELA curriculum for immediate use in the distance or hybrid learning setting. 2. Develop guiding principles and a draft framework for designated ELD lesson	Education leaders and TA/PD providers develop a common definition of HQ-instructional practices for DLL/ELs, and such practices are used in the classrooms either locally, regionally and/or statewide	ii. Use of high-quality DLL/EL instructional materials and practices among educators	Increase in % of educators using HQ-instructional materials in Oakland Unified	<i>Pre and post surveys for teachers on use of the materials.</i> <i>Classroom observations during last trimester as well as summer school</i> <i>Evaluation of the materials</i>

design for use in the 2021-22 school year.				
3. Build the capacity of a team of teacher leaders to develop, implement, and advocate for use of high quality designated ELD lessons.	Educators are key actors in strengthening the awareness, understanding and use of policies and high-quality practices, by educators	i. Increase in educators participating in local networks sharing high-quality DLL/EL teaching practices and tools	Increase in percentage of educators involved in networks focused on DLLs/ELs	<p><i>Assessment of quality of ELD lessons developed by teacher teams during grant period.</i></p> <p><i>Pre and post surveys for teachers on their understanding of high-quality language instruction as well as their identity as ELL advocates at their respective sites.</i></p>

6. Please describe the key deliverables/milestones related to each goal described above and the timeline for accomplishing said deliverables/milestones.

Goal	Key deliverables/ milestone	Timeline
1. Develop and implement designated ELD lessons aligned to the EL Education ELA curriculum for immediate use in the distance or hybrid learning setting.	<p>Daily designated ELD lesson materials aligned to EL Education ELA materials for immediate use at each grade level, TK-5th during the last trimester of school as well as summer school. Materials made adaptable for the distance learning, hybrid or in-person context as needed (we are currently 100% remote).</p> <p>At least one lesson arc of designated ELD lessons for 6th-8th grade aligned to</p>	<p>Week of:</p> <p>3/15/21 (or as soon as grant activities can begin): Expert EL Education staff members and the district leadership team convene to plan around strategy, content, and professional learning goals.</p> <p>3/22-5/28/21: EL Education coach provides guidance to the district team developing designated ELD instructional supports. These sessions will support:</p> <ul style="list-style-type: none"> Preview of EL Education ELA modules for Language Dives, aligning ELD standards supports for the development of

	the EL Education ELA materials (approximately 2 weeks of lesson) for use during the final quarter and/or summer school.	<p>instructional supports for designated ELD instructors and students.</p> <ul style="list-style-type: none"> Professional development cycles for teacher teams developing and/or implementing lessons Actionable feedback on the instructional supports developed by the OUSD team Ongoing classroom observations and analysis of student work Collection of classroom videos <p>5/31 – 6/30</p> <ul style="list-style-type: none"> Evaluation of instructional materials developed as well as reflection on process to engage teacher teams Development of framework for designated ELD for use in the 2021-22 school year based on spring learning Curriculum institute for teacher teams to use the framework in the development of lessons for the first six weeks of 2021-2022 Development of PD materials to prepare for 2021-22 rollout of newly developed materials.
2. Develop guiding principles and a draft framework for Designated ELD lesson design for use in the 2021-22 school year.	Draft lesson design framework	
3. Build the capacity of a team of teacher leaders to develop, implement, and advocate for use of high quality designated ELD lessons.	<p>Resources to support professional development, including video-taped lessons.</p> <p>A cadre of teacher leaders with developing expertise in ELD lesson design.</p>	

PROGRAM/PROJECT LEADERSHIP AND PARTNERS

7. Who is involved in leading the program/project?

The Executive Director of ELLMA, Nicole Knight, is the program lead on the proposed project. Other key ELLMA staff include Rita Pope, elementary language specialist and Amy Stauffer, secondary language specialist. Each specialist is already working with a team of district-wide teacher leaders who support content development of materials during distance learning. If approved, we would expand the work of this team and recruit additional teacher leaders to support content development as well as teachers to be lead implementers of the newly developed materials.

8. Who are other partners contributing to this program/project? Please summarize their role and how they reflect the intended population served? (e.g. grassroots, grasstops, etc.)

As described above, we would work with teacher leaders and teachers from a variety of school sites and representing the range of grade-levels. Additionally, we would collaborate with the literacy content coordinators from the department of Teaching and Learning. Specifically, we plan to collaborate with Jamilah Sanchez, TK-5 literacy coordinator, who supports the 11 elementary schools currently implementing EL Education's ELA curriculum and Jeannie Bruland, the secondary literacy coordinator who supports the 10 middle school implementing the 6th-8th grade ELA curriculum. This collaboration will ensure the alignment of the ELA and ELD curriculum and build capacity and ownership for language teaching across the system.

Additionally, we will work in partnership with the EL Education executive leadership and the English Learner Success Forum (ELSF) to build out the long-term plan to both support OUSD with the second phase of work during the 2021-22 school year and EL Education's development of designated ELD materials in their next edition of K-5 ELA materials.

9. Please provide specific details on any additional sub-grant or subcontracts you will employ to further support your prospective project. Please provide name, level of support and role.

The grant funding would allow us to subcontract EL Education. While the work to develop designated ELD lessons for the distance learning context is already happening in OUSD, the time it takes for the teacher leader team to both learn the EL Education curriculum and the pedagogy of language instruction aligned to the ELA/ELD framework takes away from a needed focus on the implementation of the materials and classroom instruction.

A partnership with EL Education would facilitate this work and allow a focus on deeper quality content and adequate professional development and support for implementing teachers.

Kevin Jepson, one of EL Education's lead curriculum writers of the ELA materials and the organization's ELL expert, is poised to support this work. A core aspect of Kevin's role with EL Education has been the development of "language dives" in the ELA materials, which provides rich language study for all students in an Integrated ELD setting. His deep knowledge of the ELA curriculum as well as his expertise in language instruction positions him perfectly to hit the ground running with our team. EL Education stands ready to clear his calendar should the grant proposal be approved. The subcontract would allow for a total of 18 days of Kevin's time. He would support the team in navigating the EL Education ELA materials and in identifying the high leverage language goals aligned to the ELA content goals in each unit and module. Further, he would provide guidance and feedback on the lesson design and implementation of the lessons through classroom observations. Finally, the grant would allow us to leverage our collective expertise to co-facilitate professional development and to draft a framework for designated ELD lesson design to inform the continued content development for the 2020-21 school year and beyond.

FUNDING AND SUSTAINABILITY

10. How would funds from the Collaborative be used?

The funds would be used for two main purposes: first, to subcontract EL Education for Kevin Jepsen's time and second, to provide teacher leaders and teachers stipends for the work to develop, implement, and reflect on designated ELD materials. The stipend would be used to deepen the work currently underway and be used to fund a curriculum institute after the close of the school year. We will also explore use of the materials in summer school which begins in mid-June.

11. What are the major revenue sources for this program/project?

OUSD funds currently pay extended contract for a small teacher leader team to develop designated ELD lessons adapted to distance learning. This funding would continue through the project. Additionally, existing staff from the ELLMA and literacy teams would lead this work and provide the necessary coordination to reach the named goals. These resources and staff are already in place and ready to take on the additional activities described in proposal.

12. How will this program/project be sustained upon completion of funding from the Collaborative?

In collaboration with EL Education and the English Learner Success Forum (ELSF), we are seeking additional funding to continue the EL Education – OUSD partnership into the following school year. If we are unsuccessful in securing funding for the second phase of the project, the work accomplished through June would still have advanced OUSD's goals in developing a lesson design framework and in building teacher leader capacity to develop high quality ELD lessons.

RISKS AND/OR CHALLENGES

13. What are the biggest risks and/or challenges for this program/project and how will they be addressed? Please identify any potential opportunities in which the Collaborative could help you mitigate those risks and/or challenges.

We recognize that embarking on such ambitious work while still in the throes of a global pandemic presents risks and challenges. Our educators are exhausted and therefore our ability to recruit teachers to take on more can be difficult. However, we believe that the support Kevin Jepsen and our team can provide will inspire teachers to rise to the challenge. We are also prepared to adjust the scope of content development planned in order to focus on quality over quantity.

A second risk is that we and EL Education do not secure funding to continue this work. Should this come to pass, we will continue to do the best we can with limited resources. The collaborative can support by advocating for improved ELD materials aligned to the state framework.

EVALUATION AND KEY LEARNING QUESTIONS

14. If the program/project has a specific evaluation strategy or approach, please summarize.

Given the short-term nature of this phase of our project, there is not a comprehensive or formal evaluation strategy. However, we plan to evaluate the effectiveness of the grant activities to inform the ongoing work through the following methods:

- Evaluation of materials against research-based criteria
- Surveys of teachers to assess usability, understanding of language development through use of the materials, and quality of materials
- Classroom observations
- Analysis of student work

15. If applicable, please provide a brief overview of the key questions this program/project will answer for the organization and/or the broader field.

What are the essential components of high quality designated ELD?

What is the most effective process to engage teachers and teacher teams in development of ELD materials?

What support do teachers need to develop and to implement high quality designated ELD lessons?



HEISING-SIMONS
FOUNDATION



silvergiving
FOUNDATION

The
SOBRATO
Family Foundation

SUPPLEMENTAL ATTACHMENTS

1. Program/Project Budget (template provided)
 2. Prior year and Current Year Organization Budget (2 years)
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Oakland Unified School District FY20/21 Proposed Budget

June 24, 2020

Multi-Year Projections

Major Assumptions

Categories	FY19/20	FY20/21	FY21/22	FY22/23
Enrollment and Average Daily Attendance				
Enrollment (CBEDS)	36,110	35,765	35,552	35,345
Average Daily Attendance (ADA)				
Projected	33,897	33,717	33,517	33,322
Funded	33,897	33,717	33,517	33,322
Underserved Pupil Percentage (UPP)				
Single Year	75.8%	76.5%	76.2%	76.0%
Three Year Average	76.5%	76.2%	76.2%	76.2%
Attendance Rate	93.9%	94.3%	94.3%	94.3%
Revenue				
Statutory COLA *	3.26%	2.31%	2.48%	3.26%
Deficit Factor	-	-7.92%	-7.92%	-7.92%
Base Grant – K-3	7,702	7,092	7,092	7,092
Base Grant – 4-6	7,818	7,199	7,199	7,199
Base Grant – 9-12	9,329	8,590	8,590	8,590
Federal COLA	0%	0%	0%	0%
Other State Funding	3.26%	0.00%	0.00%	0.00%

Multi-Year Projections

Major Assumptions

Categories	FY19/20	FY20/21	FY21/22	FY22/23
Expenditures				
Step and Column Salary Increase	5.5M	5.5M	5.5M	5.5M
Special Education Contribution	66.0M	70.5	74.0M	74.0M
Growth in Special Education Contribution	7.3M	4.5M	3.5M	-
Central Kitchen Contribution	-	1.6M	1.6M	1.6M
Inflationary Increase - CPI	2.06%	0.62%	1.73%	2.12%
Indirect Cost Rate	3.25%	5.56%	5.56%	5.56%
CalPERS Rate	19.721%	20.700%	22.840%	25.500%
CalSTRS Rate	17.10%	16.15%	16.02%	18.10%

As always, compensation increases are not included in our MYP until they have been approved by the Board.

As of Third Interim, our MYP includes Board approved compensation increases for OEA, SEIU, BCTC, and CSEA. Compensation increases for AFSCME, TEAMSTERS, and UAOS will be incorporated into our MYP upon Board approval.

Multi-Year Projections

Categories	FY19/20	FY20/21	FY21/22	FY22/23
REVENUES				
LCFF Sources	385,207,094	352,377,713	350,337,928	348,622,890
Federal Revenues	54,283,479	61,935,638	47,435,638	47,435,638
Other State Revenues	71,916,955	76,689,158	76,390,158	76,390,158
Other Local Revenues	79,328,914	76,800,598	76,800,598	76,800,598
Total Revenues	590,736,442	567,803,107	550,964,322	549,249,284
EXPENDITURES				
Salaries and Benefits	467,089,742	464,045,204	483,982,426	498,986,780
Books/Supplies & Outlay	22,615,150	19,457,307	22,531,440	23,163,458
Services & Operating Expenses	97,544,343	74,883,101	79,191,949	81,480,595
Other Outgo & Transfers	11,364,391	10,541,616	10,541,616	10,541,616
Total Expenditures	598,613,626	568,927,228	596,247,431	614,172,449
Other Sources/(Uses)	(621,977)	(1,335,933)	(1,335,933)	(1,335,934)
Net Inc/Dec in FB	(8,499,161)	(2,460,054)	(46,619,042)	(66,259,099)
BEGINNING BALANCE	71,245,987	66,231,923	63,771,869	17,152,827
Audit Adjustment	3,485,097	-	-	-
Other Adjustment		-	-	-
Adjusted Beginning Fund Balance	74,731,084	66,231,923	63,771,869	17,152,827
ENDING BALANCE	66,231,923	63,771,869	17,152,827	(49,106,272)

Grant Application

Name: Emerging Bilingual Collaborative Grant Application

Project:

Summary:

Thank you for your applying for a grant with the Emerging Bilingual Collaborative project at New Venture Fund! Please fill out all required fields, and upload the requested organizational documents. Please specify if you are seeking program support (general operating funds) or project support (funding restricted to specific activities with project-based outcomes).

We have provided a budget template to complete for your grant project. For program support grants, please include your total organization budget in the budget template. For project support grants, please include what these funds will cover for this project specifically.

If your project has additional funders and involves advocacy and lobbying, please reach out to request the appropriate budget template.

If you have any questions or issues completing this application, please reach out to Brandon at brandon.wilkins@arabellaadvisors.com, and CC Theresa at theresa.winkler@arabellaadvisors.com.

General Information

Proposal Title:

Proposal Summary:

Amount Requested:

Will any part of this grant funding be used to conduct lobbying as defined by federal tax law?

Start Date:

End Date:

Organizational Information

Please describe your organization's mission

List your organization's website (if applicable)

Number of full-time people on staff

Number of part-time people on staff

Please provide the names of your organization's leadership, including a list of your board of directors

Organization's total annual budget for the current year

Grant Project Information

Please summarize your grant project in three to five sentences

If you are seeking a project support grant, please upload a proposal that describes your project, including the purpose, goals, and an overview of planned activities. If you are seeking a general support grant, please upload a proposal that describes your organization, including your mission, activities, and outcomes.

***This question requires an attachment**

Do you intend to regrant any of the funding you receive through this grant?

Please provide brief biographies for key staff working on this project

Will this grant be used to support work with minors (individuals under age 18)?

Due Diligence Documents

Please upload your organization's letter of determination

*This question requires an attachment

Please upload your organization's most recent Form 990

*This question requires an attachment

Please upload your organization's most recent audited financial statements. If you do not have audited financials available, please provide your current year financial statements, including a profit and loss statement and/or balance sheet, and an explanation for why audited financials are not available.

*This question requires an attachment

Please upload your organization's general operating budget

*This question requires an attachment

Please upload a budget for this grant project using the attached template. Note that this template has been provided on the assumption that no lobbying activities will be conducted as part of your project. If this is not the case, please reach out to your contact at New Venture Fund for the appropriate budget template. If you are seeking general support, please upload a budget for your organization for the duration of the grant period using the attached template.

*This question requires an attachment

Please upload a W-9 / W-8 form for your organization

*This question requires an attachment

Please upload your organization's payment information using the attached NVF EFT or International Wire Form

*This question requires an attachment