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# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** April 13, 2022

**Subject** Grant Agreement – The East Bay Community Foundation – OUSD Every Student Thrives – Community Schools and Student Services Department

**Ask of the Board** Approval by the Board of Education of Grant Agreement by and between the District and The East Bay Community Foundation to support OUSD Every Student Thrives initiatives.

**Background** Providing the supports and services to families that ensure students attend school regularly, ready to learn is critical to the overall success of the District’s Full Service Community Schools approach. This grant supports the implementation of district-wide community school strategies and programs.

**Discussion** This grant’s investments will help to continue to transform the system of education in Oakland, support the whole child and, most importantly, improve outcomes for all of Oakland’s children and families. With this grant, the District will continue to invest in three key areas of programming including: Health, Wellness and Community Schools; Social and Emotional Learning; and Equity and African-American Male Achievement.

Grant funds will support core staffing, infrastructure, evaluation, and programming, which have all been central to our success to date in improving academic, social, emotional, and physical health outcomes for Oakland Youth

**Fiscal Impact** Grants for OUSD students in an amount not to exceed \$6,000,000.00.

- Attachment(s)**
- Grant Management Face Sheet
  - Grant Agreement
  - Grant Award Notification/Letter
  - Progress and Final Report Guidelines
  - Grant Proposal
  - Grant Budget

OUSD Grants Management Face Sheet

<b>Title of Grant:</b> Kaiser Foundation Community Benefit	<b>Funding Cycle Dates:</b> July 1, 2022 - June 30, 2024
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address) <b>Laura Choe</b> <b>East Bay Community Foundation</b> <b>200 Frank H. Ogawa Plaza</b> <b>Oakland, CA 94612</b> <b>510-836-3223</b> <b>info@eastbaycf.org</b>	<b>Grant Amount for Full Funding Cycle:</b>  <b>\$6,000,000</b>
<b>Funding Agency:</b> <b>Kaiser Foundation Hospital Fund for Community Benefit Programs at The East Bay Community Foundation</b>	<b>Grant Focus:</b> <b>Community Schools, Health &amp; Wellness</b>
<b>List all School(s) or Department(s) to be Served:</b> Community Schools Student Services / All Schools Pk-12	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Community Schools focus on ensuring that students and families have access to support and services needed to attend school regularly, ready to learn. This grant supports the implementation of district-wide community school strategies and programs.
How will this grant be evaluated for impact upon student achievement?  (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.22% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	The grant includes funds for external research and is evaluated based on student attendance and achievement outcomes.
Does the grant require any resources from the school(s) or district? If so, describe.	Grant provides resources in staffing and programs for schools. Schools provide staff time to implement programs.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?  (If yes, include the district's indirect rate of 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No.

Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Name/Title: Andrea Bustamante Site: CSSS Address: 1000 Broadway, Suite 150 Phone: Email: andrea.bustamante@ousd.org
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**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal/Administrator	Andrea Bustamante	DocuSigned by: <i>Andrea Bustamante</i> <small>808EC289F1E47AB</small>	3/7/2022
Chief Academic Officer	Sondra Aguilera	DocuSigned by: <i>Sondra Aguilera</i> <small>B072CB8033AD408</small>	3/9/2022

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Superintendent	Kyla Johnson-Trammell		

*The Kaiser Foundation Hospital Fund for Community Benefit Programs  
at The East Bay Community Foundation*



**CORPORATE ADVISED GRANT PROGRAM  
GRANT AGREEMENT**

Between The East Bay Community Foundation (the “Foundation”) and:

**Grantee:** Oakland Unified School District

**Address:** 1000 Broadway, Suite 300

Oakland, CA 94607

**Contact Person:** Dr. Kyla Johnson-Trammell

**Foundation Contact:** [grantsmanagement@eastbaycf.org](mailto:grantsmanagement@eastbaycf.org)

**Grant Number:** #20221961

**Purpose and Conditions of the Grant**

This grant from the Kaiser Foundation Hospital Fund for Community Benefit Programs at The East Bay Community Foundation is made to Oakland Unified School District for the purpose and with the conditions outlined below (the “Grant”).

**1. Grant Purpose:** OUSD Every Student Thrives

**2. Grant Goals:** As stated in your proposal  
*Use of Grant funds to carry out the Grant Goals is subject to the prohibitions on lobbying as stated in Paragraph 11 below.*

**3. Grant Period:** 7/1/2022 - 6/30/2024

**4. Grant Amount:** \$6,000,000.00

**5. Payment Schedule:** \$3,000,000.00 on 2/4/2022 (contingent upon receipt of signed Agreement and wire information by 10am 1/31/22);  
\$3,000,000.00 on 7/7/2023 (contingent upon EBCF receipt and approval of Progress Report)

**6. Reporting Schedule:** Progress report must be provided annually, and no later than: 6/1/2023  
Final report should be provided at the end of the Grant period, but no later than: 8/1/2024

**7. Special Conditions:** Grant Classification (re: Financial Accounting Standard Board’s SFAS 116-117):  
I. Unconditional  Conditional   
II. Unrestricted  Restricted

Restricted grants can be used only to fund the stated purpose of the grant. Conditional grants are paid only after a condition has been met.

De Domenico Building  
200 Frank H. Ogawa Plaza  
Oakland, CA 94612

Main 510/836.3223  
Fax 510/836.3287  
[info@eastbaycf.org](mailto:info@eastbaycf.org)  
[www.eastbaycf.org](http://www.eastbaycf.org)



## **Kaiser Foundation Hospital Fund for Community Benefit Programs Grant Agreement Grant #20221961**

### **8. Hold Harmless Agreement**

The Grantee agrees to indemnify, defend and hold harmless the Foundation and its officers, directors, employees, and agents from and against any and all claims, demands, investigations, lawsuits, arbitrations, or other proceedings brought by a third party, liability, loss, damage, cost, or expenses (including reasonable attorneys' fees) however caused, resulting from, arising out of, related to or by reason of any breach of this Grant Agreement by the Grantee or the use of the Grant proceeds. These indemnification obligations shall survive the expiration or earlier termination of this Grant.

### **9. Public Acknowledgment**

The Grantee and the Foundation will engage in discussions related to visibility and donor recognition from time to time. In preparing funder name or marks for printed or electronic media, the Grantee agrees to consult with the Foundation in advance.

### **10. Nondiscrimination**

The Grantee agrees that in the performance of this Agreement it will not unlawfully discriminate in its employment practices, volunteer opportunities, or the delivery of programs or services, on the basis of race, color, religion, gender, national origin, ancestry, age, medical condition, veteran status, marital status, sexual orientation, or any other characteristic protected by law.

### **11. Project Objectives, Budget, and Use of Funds**

Grant funds must be used by the Grantee strictly in accordance with the terms of this Agreement, including solely for the Grant Purposes set forth in Paragraph 1, and the Project Objectives and Project Budget set out in Grantee's Proposal, except the Grantee may, without prior Foundation approval, make adjustments of up to 10% of the agreed grant allocations within personnel line items or within nonpersonnel line items, but not between personnel and nonpersonnel line items. For the avoidance of doubt: (a) no such permitted adjustments shall entitle the Grantee to, or obligate the Foundation to fund, more than the Grant Amount of \$6,000,000.00, and (b) no part of the Grant funds shall be used for lobbying or political activities. Generally, lobbying is defined as communications with a legislator or an employee of a legislative body for the purpose of influencing legislation, and the communication refers to a specific piece of legislation and expresses a view on that legislation. Lobbying is further defined as any attempt to influence specific legislation by encouraging the public to contact legislators about that legislation. See Treasury Regulations § 56.4911-2. Political activities are defined as participating or intervening in any political campaign on behalf of (or in opposition to) any candidate for public office. See Internal Revenue Code Section 501(c)(3).

## **Kaiser Foundation Hospital Fund for Community Benefit Programs Grant Agreement Grant #20221961**

### **12. Notification**

The Grantee must notify the Foundation in the case of a material change in the employment status of key personnel, material changes in membership and/or partnerships. The Foundation reserves the right to reclaim a pro-rated share of unexpended Grant funds and/or to suspend or cease the disbursement of any remaining Grant payments in the case of a material change in the employment status (or roles) of key personnel, material changes in membership, direction and/or performance of the project and/or goals as proposed.

### **13. Access to and Use of Project Information**

The Grantee and the Foundation agree that all work product produced using Grant funds, including, without limitation, all notes, designs, specifications, technical information, ideas, processes, methods, programming aids, reports, audio-visual programs, manuals, tapes, listings, source code, object code or other software, flow charts, systems or improvements, enhancements or modifications, web materials, or other data relating to the Grant project, and all patent, copyright, trade secret or other proprietary or intellectual property rights with respect to the work product (collectively, "Work Product"), is solely and exclusively the property of the Grantee. The Grantee hereby grants to the Foundation a perpetual, worldwide, royalty-free, fully-paid up, non-exclusive and irrevocable license to use the Work Product and the Grantee's name in activities undertaken in the exercise or performance of the Foundation's exempt purposes.

### **14. Project Review and Evaluation**

The Grantee agrees that the Foundation may have reasonable access to review and/or evaluate the Grantee's performance of the project funded by this Grant. This may include visits by representatives or agents of the Foundation to observe the Grantee's project operations; to review project data, financial records, or corporate records; and to discuss the project with the Grantee's staff or governing board. At all times during Grant Period, Grantee shall accurately maintain all books of account, financial records and documents of every kind in which all matters relating to the project funded by the Grant, including all income, expenditures, assets, and liabilities thereof. The Grantee shall keep all such records for at least four years after completion of the use of the Grant funds. The Foundation shall have the absolute right at any reasonable time to inspect and copy any of these financial records, except to the extent specifically prohibited by applicable law.

### **15. Reports and Audits**

The Grantee agrees to submit to the Foundation periodic reports and a final progress report (substantially in the form of reporting guidelines hereto, including narrative information and full financial accounting of the expenditure of these Grant funds, according to the Report Schedule set forth in Paragraph 6 of this Agreement. All such progress reports specified in this Paragraph 15 shall become the property of the Foundation. Forms and guidelines for the administrative progress reports will be provided by the Foundation. Any payments scheduled for release subsequent to the due date of a report shall be held by the Foundation until the report has been submitted and approved. The Foundation in its discretion may also require an audit of the agency or project, which may include the review of programmatic as well as financial records subject to Grantee's policies and procedures. The expense of any audit required by the Foundation will be borne by the Foundation, with the exception of audits required as a part of the grant application process.



**Kaiser Foundation Hospital Fund for Community Benefit Programs Grant Agreement  
Grant #20221961**

**16. Payments**

Grant payments will be made by the Foundation according to the Payment Schedule set forth in Paragraph 5 of this Agreement provided that payments scheduled for a certain month may be made at any time during that month, and that if the project is not making reasonable progress toward meeting its stated objectives as set forth in the Project Objectives, or the Grantee is not otherwise in compliance with this Agreement, then the Foundation may at its sole discretion defer, reschedule, or cancel future payments.

**17. Reversion**

Any Grant funds not expended for the Grant Purpose, including any unspent balance at the conclusion of the Grant Period, must be returned to the Foundation. The Grantee agrees that, if requested by the Foundation, the Grantee shall convey, assign and transfer to the Foundation any capital equipment or real estate/property purchased with Grant funds if the nature of its use is diverted from the Grant Purposes or if the Grantee organization elects to cease operations.

**18. Modifications and Termination**

The terms of this Agreement represent the entire understanding of the Foundation and the Grantee and supersede any and all understandings, whether oral or written, that may have existed between the Foundation and the Grantee regarding the Grant, and may be modified only in a written instrument signed by both parties. If and when the Grantee fails to meet any of the terms or conditions of this Agreement, the Foundation may withdraw its award and terminate the Agreement and shall thereupon have no further obligation to disburse to the Grantee any remaining unpaid Grant funds, and may further require repayment by the Grantee to the Foundation of any Grant Objectives. The Grantee may terminate this Agreement at any time, by written notification to the Foundation accompanied by the return to the Foundation of the full Grant Amount.

**19. Fund Restriction**

All Grant funds must be used in accordance with the purpose and conditions set out in Paragraphs 1, 2, and 7.

**20. Limit of Commitment**

This Grant award is made with the understanding that the Foundation has no obligation to provide other or additional support for this project, nor does this award represent any commitment to or expectation of future support from the Foundation for this or any other project of the Grantee.



**Kaiser Foundation Hospital Fund for Community Benefit Programs Grant Agreement  
Grant #20221961**

By accepting this Grant, the Grantee certifies to the Foundation that (i) no tangible benefit, goods, or services are received by any individuals or entities connected with the Kaiser Foundation Hospital Fund for Community Benefit Programs, and (ii) this Grant will not be used by the Grantee to satisfy the payment of any pledge or other personal financial obligation on behalf of the donors of the Kaiser Foundation Hospital Fund for Community Benefit Programs.

By signing this Agreement the Grantee signatory acknowledges that he/she has read and understood the Agreement and that the Grantee accepts its terms and conditions.

1/25/2022

**Dated as of:** \_\_\_\_\_

**Grantee:**

By: Executive Director or Authorized Signatory

**Name:** kyla Johnson-Trammell

**Signature:**

DocuSigned by:  
*kyla Johnson-Trammell*  
D4D00FB841AE4F3...

Approved as to form by OUSD Attorney Carrie M. Rasmussen on 3/6/2022

*Carrie M. Rasmussen*

**East Bay Community Foundation:**

*L. Choe*

By: \_\_\_\_\_

Laura Choe, Director of Grants & Scholarships

January 24, 2022

4/28/2022

*G. Yee*

\_\_\_\_\_  
Gary Yee  
President, Board of Education



*The Kaiser Foundation Hospital Fund for Community Benefit Programs  
at The East Bay Community Foundation*



**PLEASE RETURN GRANT AGREEMENT via DOCUSIGN**

January 24, 2022

Dr. Kyla Johnson-Trammell  
Superintendent  
Oakland Unified School District  
1000 Broadway, Suite 300  
Oakland, CA 94607

**RE: Grant #20221961**

Dear Dr. Johnson-Trammell:

I am pleased to notify you that the Kaiser Foundation Hospital Fund for Community Benefit Programs of The East Bay Community Foundation has awarded a grant to Oakland Unified School District for \$6,000,000.00. This grant is for OUSD Every Student Thrives. The first payment of \$3,000,000.00 will be sent by wire transfer on 2/4/2022 (contingent upon receipt of the signed Grant Agreement), and the wire transfer instructions (sent via separate email), by 10am PT on 1/31/22.

The enclosed Grant Agreement forms the contract between Oakland Unified School District and the East Bay Community Foundation. Please read it carefully as it outlines the conditions of the grant as well as the payment and reporting schedule. *Kindly acknowledge receipt and acceptance of the terms thereof by signing this agreement via DocuSign.* A fully signed copy will be provided. ***Failure to return the signed Agreement to the Foundation within 30 days could result in cancellation of the grant.*** Also enclosed are the Final Report Guidelines. *Please keep these guidelines in your files to assist you with preparing a final report as indicated.* The grant number for this grant is **#20221961**. Please refer to it in your correspondence with us.

Sincerely,

Laura Choe  
Director of Grants Management & Scholarships

De Domenico Building  
200 Frank H. Ogawa Plaza  
Oakland, CA 94612

Main 510/836.3223  
Fax 510/836.3287  
info@eastbaycf.org  
www.eastbaycf.org

Enclosure: Grant Agreement, Progress and Final Report Guidelines, Data Tables



*The Kaiser Foundation Hospital Fund for Community Benefit Programs  
at the East Bay Community Foundation*

**PROGRESS AND FINAL REPORT GUIDELINES**

*Please keep this form in your files. Return it completed to the East Bay Community Foundation on the Report Due Date noted below. Please read these guidelines carefully at the start of your Grant Period to better address the points below at the Grant's conclusion. Attach this sheet as the cover for your report.*

**Grant #:** 20221961  
**Amount:** \$6,000,000.00  
**Agency Name:** Oakland Unified School District  
**Grant Contact:** Dr. Kyla Johnson-Trammell  
**Purpose of Grant:** OUSD Every Student Thrives  
**Grant Period:** 7/1/2022 - 6/30/2024  
**Progress Reports Due:** 6/1/2023  
**Final Report Due:** 8/1/2024  
**Foundation Contact:** [grantsmanagement@eastbaycf.org](mailto:grantsmanagement@eastbaycf.org)

*Please submit a narrative report addressing the following questions for the project or activities related to this Grant. This grant report may be used to keep Foundation staff informed about your activities and the impact of our support. If you have any questions concerning these guidelines, please contact us at the email address below.*

- A. Progress and Final Reports:** *Use the enclosed table, expanding as needed, to document your progress to date.*
- B. Progress Report:** *Provide written answers to the following questions as an attachment:*
1. Discuss the rationale for any changes to the project objectives stated in your grant proposal.
  2. Describe any events that have occurred or issues that may alter your time-frame for completion.
  3. Describe any unanticipated outcomes as a result of your Grant.
  4. Describe any evaluation findings to date.
  5. Attach any product or publicity related to this Grant, or provide a description if not available.
  6. If there are delays or modifications related to the implementation of the budget, please explain.
- C. Final Report:** *Provide written answers to the following questions as an attachment:*
1. Discuss the rationale for any changes to the project objectives stated in your grant proposal.
  2. Describe any unanticipated outcomes as a result of your Grant.
  3. Describe any evaluation findings.
  4. How did you use your evaluation findings for program improvement?
  5. What elements of your work will be sustained, and how?
  6. If there are delays or modifications related to the implementation of the budget, please explain.

7. Attach any product or publicity related to this Grant, or provide a description if not available.

**D. Progress and Final Reports:** *Attach a project budget, itemizing expenses for the reporting period, expenses to date and unexpended balance.*

Please submit this report electronically to [grantsmanagement@eastbaycf.org](mailto:grantsmanagement@eastbaycf.org).



**PROGRESS AND FINAL REPORT GUIDELINES**  
**Grant #: 20221961**

Organization Name: \_\_\_\_\_  
 Project Name: \_\_\_\_\_  
 Contact Name: \_\_\_\_\_ Contact Phone: \_\_\_\_\_

**DEFINITIONS**

Goal:	Objective	Status	Challenges and Lessons Learned	Achieved Outcome(s)	Actual Number of People Served and Whom?*	Evaluation Findings
	1. List specific, measurable, action-oriented, realistic, and time-defined objective(s) that enabled you to reach your goal.	Describe the status of your objective(s). Enter one of the following letter codes that captures the status of your objective(s)		What changed as a result of your efforts?		Document your evaluation methods and findings.

**PROGRESS AND FINAL REPORT GUIDELINES**

**Grant #: 20221961**

Please provide the information requested in the chart below.

Goal:	Objective	Status	Challenges and Lessons Learned	Achieved Outcome(s)	Actual Number of People Served and Whom?*	Evaluation Findings
1.						
2.						

Goal:	Objective	Status	Challenges and Lessons Learned	Achieved Outcome(s)	Actual Number of People Served and Whom?*	Evaluation Findings
1.						
2.						

# OUSD Every Student Thrives

Status: Not Completed

Date:

## Organization Information

**Your Proposal ID is 132238.  
Please make a note of it for  
future reference.**


Organization Legal Name	Oakland Unified School District
Federal Tax ID or Employer Identification Number	94-6000385
(IRS): Classification	
(IRS): Affiliation	
(IRS): Foundation Code	
(IRS): Assets	
(IRS): Income	
(IRS): NTEE Code	
(IRS): NTEE Activity	
Tax Status	Schools or universities
Upload Your Organization's W9 Form	<a href="#">OUSD W-9.pdf</a>
Organization Website	www.ousd.org
What year was your organization founded?	1865
What is your organization's mission statement?	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.
Please provide a brief overview of your organization's history.	In 2010, OUSD launched a community informed Strategic Plan to achieve our goal that all students graduate college & career ready. With Kaiser's generous and long-term investment and support, we became the first district nationwide to adopt a districtwide vision for Full-Service Community Schools. Today, OUSD is integrating a strong academic program with a holistic view of whole child health, supporting social, health, and other services that address all of our student and family needs and moving closer to our goal: to disrupt the predictive power of race and demographics on student achievement.
Does your organization have a Board of Directors?	Yes
Upload a document that lists your organization's current Board of Directors	<a href="#">OUSD Board 2021-22.pdf</a>
Upload a listing of your Executive Officers or Leadership Team	<a href="#">OUSD Leadership Team 2021-22.pdf</a>
Organization Primary Address (line 1)	1000 Broadway
Organization Primary Address (line 2)	Suite 300
Organization City	Oakland
Organization State	California
Organization Zip Code	94607

## Contact Information



Organization Mailing Address (line 1)	1000 Broadway
Organization Mailing Address (line 2)	Suite 300
Organization Mailing City	Oakland
Organization Mailing State	California
Organization Mailing Zip Code	94607
Organization CEO/Executive Director Contact Prefix	Ms.
Organization CEO/Executive Director Contact First Name	Kyla
Organization CEO/Executive Director Contact Last Name	Johnson-Trammell
Organization CEO/Executive Director Contact Title	Superintendent
Organization CEO/Executive Director Contact Phone Number	510-879-8200
Organization CEO/Executive Director Contact Email	kyla.johnson@ousd.org

### Fiscal Sponsor Information

Does your application include a fiscal sponsor?  No 

### KP Involvement

Is your organization engaged in one or more active contractual agreements for supplier/vendor or member services with Kaiser Permanente?  Yes

Provide a description of your organization's contract(s) with Kaiser Permanente, including start and end dates.

OUSD is grateful for the partnership and investment from Kaiser Permanente over the last decade making possible the critical programs, many now of national acclaim, that continue to impact more than 37,000 Oakland children and families each year. We are concluding the final year of our three-year, \$13.5 million Kaiser grant through a fund established at East Bay Community Foundation. This grant has provided core funding to support health and wellness, community schools, African-American Male Achievement, Social and Emotional Learning, School Based Health Clinics, and our strategic planning.

Additionally, 4,277 of our employees and 4,171 dependents are currently enrolled in Kaiser Permanente's health plan as part of their OUSD employee benefits. The current contract began on 7/1/2021 to 6/30/2022 and is renewed annually.

Does Kaiser Permanente currently provide a significant amount of technical assistance, supplies, equipment, or other resources to support this organization and/or project?  Yes

If yes, please describe.

Kaiser's investment has provided key leverage for OUSD's Strategic Plan, including groundbreaking work in African-American Male Achievement, community schools, health & wellness, Social & Emotional Learning, strategic planning, and Organizational Effectiveness & Culture. As our top health plan, Kaiser supports employee wellness programming (screenings, benefits fair, wellness challenges/events).

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Do any Kaiser Permanente employees or physicians serve as a Board member or employee of the organization?	No
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## Request Overview

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Project Contact Prefix	Mr.
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Project Contact First Name	Curtiss
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Project Contact Last Name	Sarikey
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Project Contact Title	Chief of Staff
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Project Contact Phone	415-806-5287
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Project Contact Email	curtiss.sarikey@ousd.org
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Please select the Kaiser Permanente Region in which your request will take place.	Northern California
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Please select the Kaiser Permanente Service Area where the activity to be funded will occur.	Northern CA - East Bay
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Please select the Community Health Need which your project will address.	N/A
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Enter the exact grant amount requested from Kaiser Permanente.	6,000,000.00
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Grant Term	Proposed start date of grant term	Proposed end date of grant term	Duration of grant term in months
Enter Info	7/1/2022	6/30/2025	36

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Please select the city or cities within the Kaiser Permanente service area where your project activities will take place.	Option	Percentage	Primary
	Oakland	100	Yes

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What is the total cost of the project for which you are requesting support?	11,832,069.00
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Please attach the Project Budget	<a href="#">OUSD ORG NCAL Kaiser Budget 2022-25.pdf</a>
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Grant Range	Tier 3
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## Program Information

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Project Title	OUSD Every Student Thrives
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How many people will be directly served by this funding?	43866
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Please describe how you engage community constituents in your organization's planning, goal-setting, or other activities that help determine the organization's overall direction.	OUSD engages key community partners, students, families, and staff in strategic planning, goal-setting, and other activities through a number of formal internal and external leadership bodies, including All City Council, LCAP Advisory Committees, Oakland Thrives Leadership Council, District Wellness Council, the Racial Justice, Equity, and Healing Taskforce, and Black Reparations Steering Committee.
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Please provide a 1-2 sentence executive summary of your project, including your organization's full name, the project title, goal(s), and target population and communities.	With Kaiser's continued investment for the Oakland Unified School District's Every Student Thrives Initiative, we will leverage infrastructure that has been developed, build on our strong partnerships, and help fulfill our overall mission as a Full Service Community School District, integrating key supports to ensure that every student thrives academically, physically, socially, and emotionally. Ultimately, this grant will accelerate our progress in creating a sustainable and innovative model that supports whole child health -- impacting thousands of children, families, teachers, and schools across our city, while also
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helping advance equitable health and education policy at a state and national level.

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Please provide a high-level overview of the project activities and explain how the project will address the identified Community Health Need.

The Oakland Unified School 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. Our vision and commitments, as outlined in our strategic plan, "to provide every student with access to a high-quality school and ensure each student is prepared for college, career, and community success" is in direct alignment with Kaiser's Education and Economic Security strategy to "improve educational attainment and college readiness among youth from educationally disadvantaged backgrounds."

Eleven years after Kaiser's initial investment in OUSD's Thriving Schools Initiative, the core mission remains: to ensure that all students graduate college, career, and community ready. While there is significant work still to achieve this goal, there is also much to celebrate. As a system, we have moved key academic achievement indicators, including decreased suspensions, increased cohort graduation rates, and increased A to G completion. These gains have been the largest for racial and ethnic subgroups who have experienced the most persistent disparities.

Despite steady growth, COVID has stressed our system and community, and we have unfortunately seen declines in areas where we have invested resources and significant effort to improve outcomes for our students. Most notably, chronic absence has been one of our most intractable indicators impacting student achievement, and schools have struggled to address chronic absence rates in the context of the pandemic and following a year where the majority of students were in distance learning. Together, OUSD's Attendance and Discipline Department and our Community School Managers continue to focus efforts on promoting attendance and providing multi-tiered systems of support. At the same time, building healthy school culture beyond attendance-specific initiatives is key to engaging students and encouraging them to come to school.

Through the pandemic and all of the challenges of the last year and a half, the systems that we have built over the last 11 years, with Kaiser's investment in Oakland schools, have allowed us to sustain and deepen our work to support students and families. Early in the pandemic, we were able to pivot quickly to provide COVID-related supports, set up distance learning, and move other systems online when we could no longer serve students in person. We set up new food delivery systems to ensure students and families did not go hungry, delivering food to students' homes, implementing food pick up sites across the city, and signing families up for pandemic EBT -- delivering millions of meals to our students and families throughout the first year of the school closures. We also partnered with city, county, and community-based partners to provide critical telehealth services to students and families. Finally, we were able to close the decades-long digital divide in Oakland by providing thousands of students with chromebooks and hotspots to ensure they had access to distance learning.

During the last year, we also worked to support staff wellness -- connecting staff to mental health services and creating opportunities to bring people together virtually and more recently, in-person to build relationships after a year and a half of isolation. Racial Justice, Equity, and Healing has also helped deepen our collective healing, through the development of racial affinity spaces for staff to process with colleagues around the impacts of the pandemic and the simultaneous violence against communities of color over the past two years.



As we have welcomed back the majority of our students this fall, our Community School Managers have continued to serve as the glue at their school sites, facilitating COST (Coordination of Service Teams), holding safety practices at their sites, and engaging with students and families as they return to school.

Kaiser's sustained investments will help to continue to transform the system of education in Oakland, support the whole child and, most importantly, improve outcomes for all of Oakland's children and families. With this renewed Kaiser grant award, we will continue to invest in three key areas of programming including:

- 1- Health, Wellness, and Community Schools
- 2- Social and Emotional Learning
- 3- Equity and African-American Male Achievement

Grant funds will support core staffing, infrastructure, evaluation, and programming, which have all been central to our success to date in improving academic, social, emotional, and physical health outcomes for Oakland youth.

#### HEALTH, WELLNESS, AND COMMUNITY SCHOOLS

Full Service Community Schools work to ensure that every student in Oakland has a safe, welcoming, and supportive place to learn in order for them to graduate college, career, and community ready. Community schools leverage partnerships with local government, community organizations, and other stakeholders to support positive outcomes for students, families, and the broader community. In the Full Service Community School model, partners support access to education by providing a wide range of learning supports to ensure that all Oakland students and their families are healthy, engaged in school, college and career ready, and successful in school and life.

With support from Kaiser, OUSD has achieved several important milestones over the last decade:

- More than doubled the number of School-Based Health Centers from seven to 16 and dramatically increased student access to health services.
- Launched a staff wellness theory of action that has been incorporated into the highest level goals under the District strategic plan.
- Increased the number of schools supported by Community School Managers from just five to over 50.
- Met our target for 50 community schools with core staffing sustained by site budgets and successfully scaled community school central infrastructure with 100% of schools now implementing COST with coordination, referral, and triage systems in place to connect students to critical support services. Schools have transitioned to a new COST database to case manage student services, allowing for regularly updated data that follows a student through their entire school

experience.

-Launched an attendance focus at all schools utilizing attendance teams and community school developed partnerships and resources to support student and family needs.

-Established a Central Family Resource Center, in partnership with Alameda County Health Care Services Agency and East Bay Agency for Children, to serve families across Oakland and to-date we have enrolled thousands of families in health insurance programs and CalFRESH.

-At the district-level, OUSD designed the Community Schools and Student Services Department (CSSS), bringing together district and community leaders to support school site implementation.

-Community School Priorities have been established for all schools with CS Managers to create a foundation and standards across the district.

-Established a strong Partnership Process for aligning partnering community organizations, and CS Managers participate in their site-based budget process -- ensuring sustainability.

The Gardner Center at Stanford University has been conducting research on OUSD Community Schools since 2014, primarily funded by Kaiser. Results from their research of school data, teacher surveys, and interviews with principals and network superintendents has shown that the investment in the community schools model at school sites that are funded by Kaiser has provided the following impact:

-Strengthened collaboration around teaching and learning.

-Increased family engagement both in support of students' academic and social emotional growth and in support of family members themselves (through Family Resource Centers, adult education, parent/family leadership support and other resources).

-Enhanced the coordination of social emotional, school climate, and mental health supports such as Restorative Justice, PBIS, counseling, and mentoring at target sites.

-Created more effective Coordination of Service Team (COST) services.

-Provided more resources at school sites for students and teachers by assessing needs and bringing in community partners to fill gaps.

-Reduced chronic absence at a higher rate than at non-CS schools.

-Reduced suspensions and disciplinary referrals, particularly for African-American students.

National data further supports the effectiveness of the community school model (Oakes, Meier, Daniel, Lim, 2017) and increasing access to health and wellness through schools as methods for improving health and education outcomes for students and their families. CDC reports confirm that healthy students perform better on all levels of academic achievement: academic performance, education behavior, and cognitive skills and attitudes. Moreover, community schools have been lifted up in the research as a key strategy for closing the achievement gap, particularly for students of color, English language learners, low income students, and students with disabilities (Darling-Hammond, 2018. Community Schools: A Powerful Strategy to Disrupt Inequitable Systems).

**HEALTH, WELLNESS, AND COMMUNITY SCHOOLS GRANT ACTIVITIES:** With continued investment in the community schools model, OUSD and its partners will sustain and strengthen school-based health centers, connect students and families to health, social, and learning supports, expand comprehensive health education, and build out models of staff wellness to improve staff connectedness, retention and culture.

**Community Schools:** We will continue to build on the successful implementation and expansion of the Community School model. With continued investment in central infrastructure we will sustain systems of support, including coaching and professional learning and cross department collaboration that facilitates high quality teams and supports at schools. The central supports will strive to ensure Community School Managers continue to represent the heart of the community school, coordinating all services and on-site partnerships, and lifting up community school priorities including development of multi-tiered systems of support and Coordination of Services Team (COST) facilitation, school attendance, access to health services, school climate, and family engagement. Through the leadership of Community School Managers, we will increase partnerships, expand efforts to increase attendance, improve school climate, increase family engagement, and integrate health, wellness, and other community school programs into the core work of schools.

**Health Access:** School-Based Health Centers serve as one of our foundational health and wellness initiatives, integrating medical, dental, mental health, and health education into the fabric of the school community. During distance learning, school-based health centers continued to provide an important safety net for students, initially assessing physical, mental, social and emotional needs through telehealth services and then in-person through eight sites that opened their doors to serve students when most school health centers across the state remained shuttered. School health centers are now staffing up to conduct physicals, provide dental care, administer vaccines, provide mental health services and many other important preventive and intervention services for many young people who neglected their healthcare for the past 18 months. Additionally, School-Based Health Centers leverage relationships with students and location to reconnect them to their health homes for primary care, so that care does not become fragmented and students' holistic healthcare needs are met.

**OUSD's Central Family Resource Center** connects families to health and social services, including health insurance, CalWorks, CalFRESH, emergency food, referral to food access programs, family navigation services, case management and other targeted individualized or small-group supports for high-need families, including priority populations such as newcomer families, families experiencing homelessness, and foster families/youth. These services have become more critical as many of our families lost jobs, housing, and healthcare through the pandemic. The CFRC engages OUSD families in leadership and professional development through the Family Health Advocate Program. Family Health Advocates help ensure that the programs of the CFRC are designed with families in mind and meet identified needs.

**Comprehensive Health Education:** OUSD is committed to growing classroom-based opportunities for comprehensive, sequential, medically accurate, inclusive, skills-based health education. Through funding from the Centers for Disease Control and Prevention, we have grown the Healthy Oakland Teens program and scaled comprehensive sexual health education across elementary, middle, and high schools. This program is highly regarded and has been sought out by other districts as a model curriculum. We are now in the process of expanding Healthy



Oakland Teens to include a wider range of health education components, in alignment with California's Health Education Framework.

Staff and Organizational Wellness: Under Initiative #4 of OUSD's Strategic Plan aimed at growing a diverse and stable staff, we will co-design and lead strategies aimed at improving the health and wellness of OUSD staff, in order to improve staff retention, effectiveness, and ultimately to improve student achievement. We know that vicarious and secondary trauma impacts staff wellness and sustainability; teaching and supporting students and families through the COVID pandemic has only increased the felt experience of vicarious trauma, without the social networks that create resilience for educators. Together, these factors contribute to high absenteeism and high turnover, as well as decreased effectiveness. As an organization, we are exploring how we recruit the best people, invest in them, and make our organization and our school communities desirable and conducive environments in which educators and support staff can and want to stay. Key strategies include the Staff Wellness Champion Program, which stipends teachers and site staff to lead staff wellness activities at their schools and connect their colleagues to wellness resources, as well as engagement in centralized wellness personal, professional, and leadership development programs. These strategies will be co-led by Health & Wellness and Talent/HR. We believe, and research supports, that the well-being of adults in our system is necessary for our students to thrive.

## SOCIAL AND EMOTIONAL LEARNING

Social and Emotional Learning (SEL) for students has moved from being an outlier initiative to a central tenet of OUSD's organizational systems and structures. SEL is an integral part of education and human development. SEL is the process through which all young people and adults acquire and develop their intrapersonal, interpersonal, and cognitive skills and competencies to develop healthy identities, regulate emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

In OUSD, we believe that strengthening our social and emotional skills and competencies is fundamental to student success and enhances our ability to connect across race, class, culture, language, gender identity, sexual orientation, learning needs, and age. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences distinguished by collaborative relationships, rigorous and relevant curriculum and instruction, and continuous improvement. We believe that SEL contributes to empowering young people and adults to co-create thriving schools and building safe, healthy, and just communities. Kaiser funding helps support high-level professional learning for teachers and leaders to build their capacity to integrate the social and emotional dimensions of leading, teaching, and learning. SEL continues to have an increasingly positive impact on instructional practices and student learning.

According to research published in *Child Development* in 2017, "Social and emotional learning teaches children to recognize and understand their emotions, feel empathy, make decisions, and build and maintain relationships. A widely cited 2011 meta-analysis previously showed that SEL programs immediately improve mental health, social skills, and

academic achievement. The current study shows that school-based SEL interventions continue to benefit students for months and even years to come.” Furthermore, academic performance of students exposed to SEL programs was shown to be an average 13 percentile points higher than their non-SEL peers, and researchers demonstrated a 6% increase in high school graduation rates, and an 11% increase in college graduation rates.

The ongoing COVID-19 pandemic and its disproportionate impact on our historically marginalized young people, coupled with systemic racism and racial injustice highlights the need to continue with a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across classrooms, schools, families, and communities in order to enhance all students’ social, emotional, and academic learning.

With support from Kaiser, OUSD has developed a model of successful SEL for districts nationwide:

-Development of districtwide SEL Policy and standards in 2013. Because of our track record in this area, OUSD leaders also contributed to the development of the California Department of Education's SEL Guiding Principles through the Collaborative for Academic and Social Emotional Learning (CASEL) Collaborating States Initiative. Building off of the SEL Guiding Principles, OUSD was selected to participate on the 2020 California SEL State Team which developed three core products: Kindergarten–Adult Transformative SEL Competencies, Transformative SEL Conditions for Thriving, and resources to support SEL implementation.

-Integrated Social and Emotional Learning for students and adults is now embedded and infused in OUSD’s organizational systems and structures. SEL is named in every schools’ site plan for the year, it is embedded in every district agenda and professional learning event, it is named in the Superintendent’s Work Plan, there is a district supported two person SEL Team, and it is part of the performance assessments for both teachers and leaders.

-Adoption of a network-by-network model to scaling systemic SEL, and implementation of Caring School Community at 32 elementary schools and development of five focal school sites, and cross-department partnerships (Equity, ELLMA, Expanded Learning, Behavioral Health Services) has contributed to a deeper understanding of what it means and looks like to develop and implement an integrated school-wide approach to SEL in Oakland.

**SOCIAL AND EMOTIONAL LEARNING GRANT ACTIVITIES:** With continued investment from Kaiser, we will build on what we have learned about school-wide implementation to expand equity-centered SEL practices and curriculum implementation across all school levels. The SEL Team will continue to partner with departments such as the Office of Equity/ AAMA, ELLMA, and Behavioral Health to articulate the relationship between SEL and district priorities, and increase alignment and coherence to ensure that SEL principles and practices are embedded in adult professional and leadership development under the district’s staff wellness theory of action and strategic plan.

With support from Kaiser, OUSD launched the first department in the nation focused on African American Male Achievement (AAMA) within a school district, and deepened this commitment through the Office of Equity with expanded focus on African-American Female Excellence, Latino, and Asian and Pacific Islander student achievement. Using a targeted universalism strategy, the Office of Equity leverages policy change, teacher professional development, student and parent leadership, and works to shift the narrative around what it means to educate students of color. Research indicates that culturally responsive pedagogy is central to closing the achievement gap for students of color (Watson (2018); Gay (2013); Andrade & Morrell (2008); Ladson & Billings (1994, 1995).

With Kaiser's support, we are proud of the achievements over the last decade to develop and implement bold policies and strategies that address systemic racism, including:

- Scaling and sustaining our signature Manhood Development program

- Leveraging our learning from our AAMA programs to expand our targeted initiatives work to include focused supports and programs for African American Females, LatinX, and API students

- Partnered with OUSD's Early Literacy Program to launch our Early Literacy Kings Program, pairing our early readers with young men of color to develop literacy skills and a love of reading

- Developed and implemented a district-wide anti-racist learning series

- Established the Racial Justice, Equity, and Healing Taskforce (training, affinity spaces)

- District-wide adoption of the George Floyd Resolution designed to ensure a decrease in disproportionate discipline and establish police free schools

**EQUITY AND AFRICAN AMERICAN MALE ACHIEVEMENT GRANT ACTIVITIES:** Over the next three years, with continued investment from Kaiser, OUSD will achieve our objective to implement effective programs, systems and policies and improve culture, conditions, and staff competencies to continue to work towards our goal of eliminating inequitable achievement and life outcomes for students situated farthest from opportunity, with a focus on African American Male students. This grant will support activities designed to improve school climate and reduce disproportionate discipline for African American male students district-wide and to continue to implement the discipline matrix and universal referral process. We will also continue to develop student leadership and motivational programs (African American Student Leadership Council, peer academic support, cascading mentorship at high schools, ManUp conferences, and expanded celebrations of student achievement). We will also build the Equity Professional Learning Community for staff, and increase character development and academic support for African American males participating in the Manhood Development Program.

**ADDITIONAL STRATEGIC and ORGANIZATIONAL GRANT ACTIVITIES:** With continued grant investment in Systems and

Organizational Improvement, we will undertake a comprehensive work plan that includes developing and implementing the Thriving Students, Thriving Communities Strategic Plan that will guide the district through 2024. This new strategic plan maintains our same, relevant, and powerful vision and mission. It brings focus to four essential student-centered key initiatives: Ensuring Strong Readers by the Third Grade, Supporting Empowered Graduates, Creating Joyful Schools, and Growing a Diverse and Stable Staff. With grant funding, we propose to deepen investment in the below three areas to achieve our larger goals.

Please list key partners who have a significant role in this project, and indicate whether an MOU (Memorandum of Understanding) or a Letter of Agreement is in place.

Oakland's success is rooted in our long-term partnerships with local government and community stakeholders - helping build critical capacity to align resources and programs towards collective impact. Oakland's full service community school mission and strategy is strongly aligned with Kaiser Permanente's Total Health Framework, the Youth Ventures Joint Powers Authority (JPA), and Oakland Thrives Leadership Council's (OTLC) areas of impact aimed at improving the health of individuals, families, and communities by addressing the social, economic, and environmental determinants (see appendix). We are also the key partner with the City of Oakland Mayor's Office, East Bay College Fund, and the Oakland Public Education Fund in the Oakland Promise. The large number of students and families we serve and staff we employ, combined with the core strategies being implemented to improve educational outcomes as social determinants for lifelong health, uniquely positions the District to successfully scale initiatives aligned to the Kaiser Total Health Framework, the JPA, and OTLC to achieve broad and long-term impact. We believe that the broad and long-term impact on our students and families is not only a moral imperative, but also an economic necessity for our city as a whole. Oakland cannot afford to continue to leave so many students behind if we hope to achieve sustainable growth, health, and prosperity for all of Oakland's citizens.

OUSD also has established active MOUs with the Oakland Housing Authority, the Trust for Public Land related to our green/living schoolyard initiative, and the Center for Ecoliteracy to support the district and nutrition services department to launch the central kitchen operation and education program. Additionally, OUSD has an active five-year master MOU with Alameda County.

It is clear that as an institution, we are necessary, but insufficient. In fact, any one agency or institution alone is insufficient to create health, well-being, and overall success for children, families, and their communities. It is only through intentional collaboration and deep partnerships across all sectors that we will be able to achieve this vision. OUSD's collaboration with institutional partners, like the Alameda County Health Care Services Agency has helped build critical supports, including school-based health centers, behavioral health services, and health coverage enrollment to ensure that students are healthy and ready to learn. School-Based Health Centers, lead agencies, and providers include Asian Health Services, East Bay Agency for Children, East Bay Asian Youth Center, Fred Finch Youth Center, La Clinica de La Raza, LifeLong Medical Care, Native American Health Center, UCSF Benioff Children's Hospital Oakland. OUSD's Central Family Resource Center is operated through a contract with East Bay Agency for Children.

Briefly describe the population(s) and location(s) who will be impacted by this project

OUSD is a high-need urban district with approximately 37,000 K-12 students in 87 schools. About 75% of students are identified as low-income (free and reduced lunch) and the majority would be the first in their families to go to college. At least 90% are students of color (Latinos 44% & African-Americans 27%), 50% speak a second language at home, 45% live in single parent homes, kinship care, or foster care, 40% receive government aid, and 25% of students live in public housing.

Is your project intended to benefit a particular racial or ethnic group? No

Is your project intended to benefit a particular Yes








age group?

Please select the age group(s) which this project will specifically benefit.

Option	Percentage
B. 6-12 Children	49
C. 13-18 Teens	41
A. 0-5 Children	10

Measurable Objectives: List up to 5 concise "SMART" objectives for the proposed request.

Objective 1

List of Objectives 	Activities 	Timeline 	Outcomes 	Measurement 
HEALTH, WELLNESS, & COMMUNITY SCHOOLS: By June 2025, implement and expand full service community school model to increase access to health and social services, healthy school environments, and other learning supports.	<p>1) Increase access to health and social services to remove barriers to learning.</p> <p>- Sustain and expand comprehensive health and wellness services through 16 school-based health centers.</p> <p>-Increase integration of school-based health centers/services with school, as well as other on-site service providers.</p> <p>-Sustain and expand health insurance enrollment and family support services through the Central Family Resource Center.</p> <p>-Expand services and supports provided through the Central Family Resource Center, and increase alignment</p>	This work will be conducted over the 36-month grant period and completed by June 2025 (or otherwise noted)	<p>-Increased # of clients/visits by race, ethnicity, gender and visit type (medical, mental health, dental)</p> <p>-Increased school connectedness and % students served</p> <p>-Improved sexual health knowledge and behaviors, including STI screening, contraceptive/ condom use</p> <p>-Increase number of children and families enrolled in health coverage</p> <p>-Improved health knowledge and behaviors</p> <p>- Increased awareness of health resources</p> <p>-Increased staff connectedness and retention</p> <p>-Increased #</p>	<p>-School-Based Health Center Evaluation Conducted by UCSF</p> <p>-California Healthy Kids Survey</p> <p>-Youth Risk Behavior Survey,</p> <p>-Staff and Family COVID Surveys</p> <p>-Pre-Post Surveys</p> <p>-School Profiles Assessment</p> <p>-OUSD Staff Retention Survey and Dashboard</p> <p>-Community School Evaluation Conducted by The Gardner Center at Stanford University</p> <p>-OUSDForce COST and Partnership Databases</p>

with McKinney Vento Program to reach students and families experiencing homelessness.	of students connected to support services through COST
-Monthly Professional Learning Community for Community School Managers to address Community School Priorities and increase alignment with district focus areas.	-Increased # partners by element/service type
2) Expand access to comprehensive, sequential, medically accurate, inclusive, skills-based health education.	-Increase # of students connected to non-mental health support services through COST
-Assess current gaps to align to California Health Education Framework	-Increased # of students identified on early warning indicator lists pro-actively referred to COST
-Create a model for Health Education Programming, K-12	-Increase student attendance and school-wide systems to support students attending school.
-Design new curriculum in partnership with OUSD teachers and students	-Increase # of Attendance Teams district-wide using data dashboards and tools as measured by Attendance Rubric.
-Engage stakeholders including key departments, health academies, CBO partners	-Improved partner infrastructure expanded including tools and materials to support partnerships
-Provide	- database, data partnership assessments, orientation

central professional development teachers to implement new curriculum and create healthy classroom culture

-All CBOs participate in annual orientation and annual registration process with MOUs

3) Integrate staff wellness strategies to improve retention and foster healthy school environments.

-Expand programming to support staff wellness, including districtwide promotion, and increased supports for sites and school leaders.

- Continue to implement district-wide wellness champion program to have a champion at every school site to foster staff wellness.

- Promote Wellness Wednesdays through newsletters and site and central wellness activities.

- Implement staff wellness fair and seasonal wellness challenges in

partnership  
with Health  
Benefits  
Governing  
Board and  
Kaiser  
Member  
Services.

4) Sustain  
and  
strengthen  
Community  
School  
infrastructure

-Community  
School  
Managers  
will create  
work plans  
to focus on  
Community  
School  
Priorities: 1)  
create MTSS  
systems and  
intervention  
to increase  
student  
attendance;  
2) increase  
effectiveness  
of COST; 3)  
increase  
number of  
community  
based  
partners on-  
site linked to  
school goals;  
4) increase  
access to  
health  
services;  
and other  
services at  
schools sites  
to address  
Single Plan  
for Student  
Achievement  
(e.g. student  
leadership,  
family  
engagement,  
school  
climate).

-Increase  
Student  
Attendance  
resources  
and training  
district-wide  
(e.g.  
Attendance  
Team

workshops,  
data  
protocols,  
and data  
systems) to  
address  
chronic  
absence  
through a  
community  
school  
approach to  
understand  
holistic  
needs and  
address  
barriers to  
coming to  
school.

-  
Implementati  
on and  
development  
of fully  
functional  
and  
supported  
Salesforce  
Partnership  
database,  
develop new  
procedures  
(workflow,  
follow up  
systems,  
public lists);  
No-Cost  
MOU  
completed  
online;  
Continue to  
develop  
central tools  
and systems  
to strengthen  
site-based  
community  
partnerships.

-Develop  
and  
implement  
community  
schools  
communicati  
ons strategy  
to increase  
awareness  
and  
sustainability

-Host 2  
Community  
School  
awareness  
events  
annually with



district staff and community partners. Events may include: Site visits, Open Houses, Speaker Series and Professional Development. Potential Subjects: Trauma Informed, Attendance Teams, SEL, Literacy Partnerships, Data Protocols, and RJ.

Objective 2

<p><b>SOCIAL &amp; EMOTIONAL LEARNING:</b> By June 2025, OUSD will increase the engagement, belonging, and learning of all students through intentional Social and Emotional Learning (SEL) instruction, building safe and supportive learning environments, and integration of SEL and within academic pedagogy and practice.</p>	<p>1- Continue to expand implementation and support for evidence-based SEL programming throughout elementary schools as a component of an integrated, culturally responsive, and equity-centered schoolwide SEL approach.</p> <p>2- Continue to expand the implementation and support for research-based SEL programming throughout middle schools, prioritizing school climate and culture and student advisory, as</p>	<p>This work will be conducted over the 36-month grant period and completed by June 2025 (or otherwise noted)</p>	<p>-Increased school connectedness -Increased staff connectedness and retention -Decreased chronic absenteeism rate -Decreased discipline incidence -Increased # of teachers implementing evidence-based SEL curriculum -Increased # of teachers integrating SEL strategies and practices with academic instruction -Scope and sequence of integrated professional learning for leaders and teachers -Resources and tools to support understanding and practice</p>	<p>-OUSD Data Dashboards -California Healthy Kids Survey -Universal student screener -Indicators of Schoolwide SEL Walkthrough -SEL in the Classroom Survey -Pre-Post participant surveys -Attendance at professional learning sessions -OUSD Staff Retention Survey and Dashboard</p>
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a component of an integrated, culturally responsive, and equity-centered schoolwide SEL approach.

3- Continue to partner with HS Network leaders and practitioners to examine, identify, and implement pedagogy and practice throughout high schools that are aligned to the revised graduate profile and aligned to an integrated, culturally responsive, and equity-centered schoolwide SEL approach.

4- Continue to partner with Office of Equity and Organizational Effectiveness and Culture Unit to align SEL with equity and anti-racist initiatives and identify, and support pedagogy and practices that create the conditions for a equitable learning environments for students and adults.

5- Continue

to partner with departments such as ELLMA, Behavioral Health Services, and Expanded Learning to increase cross-functional alignment of multi-tiered student supports and practices that contribute to a coherent approach to building an integrated, culturally responsive, and equity-centered schoolwide SEL approach.

Objective 3

**EQUITY & AFRICAN AMERICAN MALE ACHIEVEMENT:** By June 2025, OUSD will implement effective programs, systems and policies and improve culture, conditions, and staff competencies to eliminate inequitable achievement and life outcomes for students situated farthest from opportunity, with a focus on African American Male students.

-Improve school climate and reduce disproportionate discipline for African-American Male students district-wide  
 -Continue to implement discipline matrix and universal referral process.  
 -Develop student leadership and motivational programs such as: African American Student Leadership Council, peer academic support, cascading mentorship

This work will be conducted over the 36-month grant period and completed by June 2025 (or otherwise noted)

-Increased cohort graduation rate  
 -Decreased cohort dropout rate  
 -Increased % 3rd, 6th, and 9th grade students reading at or above grade  
 -Decreased chronic absence rate  
 -Decrease suspension rate  
 -Reduce participant discipline incidence by 25%  
 -Reduce participant chronic absenteeism by 75%

OUSD Data Dashboards/  
 Balanced Scorecard

at high schools, ManUp conferences, and expanded celebrations of student achievement .

-80% of participants will show an Increase in GPA

-90% of students will read at or above grade level reading

-Implement Professional Learning Community for staff (Community of Practice)

-Increase character development and academic support for African-American Males participating in the Manhood Development Program at at least 15 schools PK-12

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Describe how you will evaluate the success of the program, including the methods that will be used to collect and analyze the data measurements listed in your workplan.

Oakland School-Based Health Centers are evaluated through a partnership with Alameda County and UCSF Benioff Children's Hospital Oakland. The Full Service Community School Model is evaluated through Stanford's Gardner Center. OUSD's Health Education and Manhood Development Program are evaluated through OUSD's Research, Assessment, and Data (RAD) Department. OUSD's RAD Department has created a strong data culture and maintains public-facing data dashboards in the areas of Attendance & Discipline, Post-Secondary Readiness, Wellness, Culture & Climate, Strategic Planning Accountability, Fiscal Transparency and more. Stakeholder surveys, including California Healthy Kids Survey, Youth Risk Behavior Survey, and annual COVID surveys, provide information about the experience and health needs of students, families, and staff. With our new professional development platform, we will track how many teachers access our SEL and Equity PD opportunities.

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Provide a brief overview of your organization's goals for the next three years. How does this project fit in with those goals?

OUSD Organizational Goals

The Oakland Unified School District's primary goal is to ensure quality community schools in every neighborhood. And for us to reach our vision, our mission must be to forcibly eliminate inequities by ensuring those who we have historically most marginalized are provided expanded and enhanced real-world learning opportunities, addressing barriers to learning by creating safe, healthy and welcoming schools, and partnering with families and communities to create the education our students deserve. The future of our city depends on our schools and the future of our schools depends on our city.

On June 30, 2021 the OUSD School Board adopted a new strategic plan: Thriving Students, Thriving Communities, 2021-24. This new strategic plan maintains our same, relevant and powerful vision and

mission. It brings focus to four essential student-centered key initiatives, not necessarily new areas of work, but areas supported by data that we are targeting to ensure that we truly live up to our vision and mission of graduating all students college, career, and community ready. It's unapologetically about Black and Brown excellence. It's also centered in reinvigorating community-wide support for all of our students and our schools.

This plan represents a continuation of our work as a model of Full Service Community Schools, still the only full service community district in the country. The community schools approach will continue to be our theory of change for how we address equity, whole child education, and preparing powerful graduates for college, career, and community success. It drives how we engage in collective continuous improvement to improve student outcomes. It is a model in which students, families, staff, and community partners work together toward our vision and mission with the entire community as a part of the education system for our students. Community schools are about operationalizing equity, not just talking about it.

OUSD's 2021-24 Strategic Plan: Thriving Students, Thriving Communities

#### INITIATIVE #1

Ensuring Strong Readers by the Third Grade

Oakland's vision is that its youngest students develop a joyful curiosity and a love of reading, writing, and self-expression. Over time, they will grow the literacy skills they need to become lifelong readers, critical thinkers and effective communicators. All students will have a command of the power of literacy as a means of personal expression, economic opportunity, and community leadership. This must include 21st century skills like digital literacy, collaboration, and creativity.

We will build a vibrant city-wide reading community, with community-based organizations aligning to accelerate student literacy, and families and communities reading together. The district will invest in the leadership of parents, catalyzing their ability to become literacy ambassadors. Families will understand the curriculum, key literacy milestones, and ways to support their child and to partner with their teacher. Families, educators, and community leaders will move arm-in-arm in service of our children's literacy.

Focus Area 1: Get aligned

Focus Area 2: Put families in the driver's seat

Focus Area 3: Invest in our educators

Focus Area 4: Use data to make the best decisions



## INITIATIVE #2

### Supporting Empowered Graduates

Oakland's vision of powerful graduates is one in which students are empowered with skills, knowledge, and opportunities, along with a clear vision for themselves after high school to transition successfully and thrive in a post-secondary opportunity. Parents and guardians are empowered with the skills and knowledge to support and advocate for their students to graduate with what they need to pursue their post secondary journey.

Students will engage in integrated, interdisciplinary, authentic, and relevant work with peers and industry partners as well as develop, practice, and deepen career technical, academic and applied skills and knowledge and will thus graduate with employable technical skills and college eligibility. They will practice being resilient learners, collaborative teammates, community leaders, critical thinkers, and creative problem solvers in workplaces, civic spaces, and other venues where they can tackle real-world problems.

Focus Area 1: Prepare students for post-secondary success

Focus Area 2: Personalized supports

Focus Area 3: Integrated real world learning

## INITIATIVE #3

### Creating Joyful Schools

In Oakland's vision, students feel safe, welcomed, and liberated in their daily environments — at home, in school, and in the community — and are active participants in their academic and social emotional success. Students and their families will understand the power and the choices that they have in their school and in their community. Families, educators, community members, and partners will collectively ensure students have the opportunities and resources to build on their unique identities and to define their own visions for a beautiful, joyful, and inclusive learning experience in our multicultural, multiracial, multilingual society.

Schools will center inclusive programs and environments based on the experiences and voices of students and families, prioritizing deliberate investment in Black and Brown students who have historically been most marginalized and continue to face disparities. They will share accountability for student progress and co-design community feedback sessions to adjust program implementation and assess allocation of resources.

Educators will build relationships with students of color, the community, partners, parents, and families and design learning experiences together

that affirm the cultures, languages, ethnicities, and racial identities of their students. They will partner to infuse joy and beauty into all learning environments, and students will be excited to learn.

Focus Area 1: Centering and listening to youth and families

Focus Area 2: Culturally responsive and linguistically sustaining practices

Focus Area 3: Restorative practices

Focus Area 4: Ensuring inspiring learning environments

#### INITIATIVE #4

##### Growing a Diverse and Stable Staff

Oakland's vision is that our students' diverse and rich backgrounds are reflected by Black, Brown, and multilingual educators. We envision building and maintaining accessible pathways into teaching and leading Oakland schools grounded in the core belief that the future educators of Oakland Unified are the children and young adults in our communities. We will strengthen a continuum of supports that encourages sustainable growth and development for teachers and removes barriers to living and working in Oakland. We will work at the intersection of educator stages of development and four critical focus areas: partnerships, pathways, affinity-based support structures, and conditions for educator learning and growth.

Focus Area 1: Partnerships

Focus Area 2: Pathways

Focus Area 3: Affinity-Based Support Structures

Focus Area 4: Conditions for Educator Learning & Professional Growth

Over the past eight years, OUSD has successfully managed, implemented, and demonstrated success with Kaiser's investments. We have also leveraged Kaiser's investment to expand and improve quality across all components of the grant through periods of significant budget reductions and uncertainty. From the beginning, the strength of this work resides with the ownership and commitment to community schools, health and wellness, and equity from our students, families, community partners and a host of other local, state, and national partners in the work. Our school communities continue to name Community Schools as their top priority in our LCAP and budget engagement processes. This level of active support for the components of the Kaiser project are key in achieving our district wide vision and mission.

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If there are any significant challenges or risks which could affect the success of the project, please describe and explain how you will mitigate those risks. What organizational or community assets will help you ensure success for the project?

Though schools reopened, uncertainty around variants and vaccinations for children is causing shifts in our work system-wide. While COVID has posed considerable challenges, we have been afforded opportunities to deepen many relationships to meet the basic needs of students, families, and staff. We have invested heavily in school safety infrastructure to keep schools open and students in school.

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## Financial Information

Indicate the start and end of your organization's fiscal year.	<b>Start</b>	<b>End</b>
Fiscal Year start/end	July	June
Did your organization have an operating surplus or an operating deficit on your income statement for the previous fiscal year?	Operating Surplus	
Enter the dollar amount of the surplus for the previous fiscal year, using only numbers, no currency symbols.	112,230,973.00	
What is the amount of your organization's total operating expenses for the current and previous fiscal year?	<b>Current</b>	<b>Previous</b>
Enter Info	811,094,008.00	831,183,648.00
From your balance sheet, what are your organization's current assets?	390,034,927.00	
From your balance sheet, what are your organization's current liabilities?	88,186,926.00	
From your balance sheet, what was your organization's total cash at the end of your previous fiscal year?	332,736,087.00	

## Attestation

Non-Discrimination Policy - Applicant: Does the applicant organization have a documented policy which prohibits discrimination in its programs, services, policies, hiring practices and administration on the basis of race, color, ethnicity, ancestry, national origin, age, gender, gender identity or expression, sexual orientation, marital status, or physical or mental disability?	Yes
Non-Proselytizing Policy - Applicant: If the applicant organization is a religious or faith-based organization, will any portion of the grant be used to support general operations, services and programs of the congregation/membership/students, or to advance religious doctrine or philosophy?	N/A - not a religious or faith-based organization
Non-political activity policy: Will any portion of the grant be used for political advocacy, partisan activities, gifts to or on behalf of state and federal government officials, lobbying, election campaigns, or participation in fundraising events for the purpose of supporting a political action committee (PAC) or committee on political education (COPE)?	No
Upload any additional information that you would like Kaiser Permanente to consider (annual report, strategic plan, relevant media coverage, success stories, etc.)	<a href="#">OUSD Additional Information Kaiser Grant.pdf</a>

Northern California Region

**GRANT APPLICATION**

Organization Name: OUSD

Project Title: OUSD EVERY STUDENT THRIVES

Budget Contact Name & Phone: Curtiss Sarikey, 415-806-5287						
OUSD PROJECT BUDGET	2022-2023	2023-2024	TOTAL	Revenue	BUDGET	Budget Justification (Narrative)
<b>PERSONNEL/STAFFING EXPENSES</b> (List title and % FTE on project)						
<b>SYSTEMS &amp; ORGANIZATIONAL IMPROVEMENT</b>						
Communications Specialist	\$ 55,000	\$ 55,000	\$ 110,000	\$ 110,000	\$ 220,000	Facilitate a redesign of the district web site. Support district wide communications efforts.
Senior Director of Strategic Projects (1.0 FTE)	\$ 130,000	\$ 130,000	\$ 260,000	\$ -	\$ 260,000	Provides project management for superintendent's workplan with OUSD Board of Education and staff, and assist in facilitation of district leadership teams and cross-functional workgroups.
<b>AAMA</b>					\$ -	
AAMA Staff / RAD DA	\$ 275,000	\$ 275,000	\$ 550,000	\$ 600,000	\$ 1,150,000	Data Analyst to support data collection and evaluations. MDP Facilitators teach MDP classes.
<b>HEALTH, WELLNESS &amp; COMMUNITY SCHOOLS</b>						
Director, Health and Wellness	\$ 128,000	\$ 130,000	\$ 258,000	\$ -	\$ 258,000	Responsible for supervision of the Health and Wellness Unit, including Health Access/School-Based Health Centers, Health Education, and Healthy School Environment Initiatives; Supervises 7 Community School Managers & co-facilitates the Community School Manager Professional Learning.
Coordinator Health Education	\$ 86,250	\$ 88,500	\$ 174,750	\$ 57,000	\$ 231,750	Responsible for the development and implementation of a District wide Health Education program - integrating current Sexual Health Ed with other Health Ed Standards.

Program Manager, Health Access (.85 FTE) -	\$ 76,500	\$ 76,500	\$ 153,000	\$ 40,500	\$ 193,500	Facilitates development of mobile dental clinics, provision of technical assistance for the School-Based Health Centers, and linkage of schools without school health centers to nearby clinics.
Coordinator, Community School Leadership (1.0 FTE)	\$ 88,500	\$ 118,000	\$ 206,500	\$ 29,500	\$ 236,000	Responsible for supervision of 49 Community School Managers, design and facilitation of the monthly Professional Learning for CSMs, development of tools to support their work, and supervision of the Partnerships Manager.
Manager, Partnerships (1.0 FTE)	\$ 110,000	\$ 110,000	\$ 220,000	\$ -	\$ 220,000	Responsible for the development and oversight of the partnerships database, toolkit, and certification process.
Central Program Manager Community Schools (0.5 FTE)	\$ 50,000	\$ 50,000	\$ 100,000		\$ 100,000	Provides coaching and support of CSMs Facilitates professional development and provides on site support
Community School Managers (6 x .5 FTE)	\$ 270,000	\$ 270,000	\$ 540,000	\$ 270,000	\$ 810,000	Provide site-based coordination of services and partnerships, facilitation of COST, attendance, school climate, health and wellness, and family engagement, and other community school initiatives.
Administrative Assistant (.3 FTE)	\$ 25,000	\$ 25,000	\$ 50,000	\$ 150,000	\$ 200,000	Supports Health and Wellness and Community Schools Unit with contracts, budget, stipends, ordering, events, etc.
<b>SEL</b>					\$ -	
Program Manager, SEL (1.0 FTE)	\$ 120,000	\$ 120,000	\$ 240,000	\$ -	\$ 240,000	Supports implementation of Social and Emotional Learning initiative at the elementary school-level.
<b>Subtotal, Personnel/Staffing Expenses</b>	<b>\$1,414,250.00</b>	<b>\$ 1,448,000</b>	<b>\$ 2,862,250</b>	<b>\$ 1,257,000</b>	\$ 4,119,250	
Benefits (44% of Personnel)	\$ 622,270.00	\$ 637,120.00	\$ 1,259,390	\$ 565,650	\$ 1,825,040	
<b>Subtotal Personnel Expenses</b>	<b>\$2,036,520.00</b>	<b>\$2,085,120.00</b>	<b>\$ 4,121,640</b>	<b>\$ 1,822,650</b>	\$ 5,944,290	
<b>NON-PERSONNEL EXPENSES</b>						
Training/Conferences (Community School PD)	\$ 23,480	\$ 9,880	\$ 33,360		\$ 33,360	These funds support training for the Community School Managers and other key community school staff and stakeholders.



<b>Subtotal Non-Personnel Expenses</b>	\$ 23,480	\$ 9,880	\$ 33,360		\$ 33,360	
<b>OTHER COSTS</b>						
School-Based Health Centers (Alameda County HCSA)	\$ 500,000	\$ 500,000	\$ 1,000,000	\$ 3,514,500	\$ 4,514,500	Direct Health Services Base Allocation, Staff, and Evaluation
Central Family Resource Center/East Bay Agency for Children	\$ 100,000	\$ 100,000	\$ 200,000	\$ 150,000	\$ 350,000	Coordinator, Receptionist, AmeriCorps (McKinney Vento Program/Case Management for Homeless Families), and Operations
Staff Wellness Champion Stipends/Consultants	\$ 100,000	\$ 100,000	\$ 200,000		\$ 200,000	Stipends for teachers/school staff to support implementation of Staff Wellness Policy including external support to implement this work.
Community School Evaluation	\$ 50,000	\$ 40,000	\$ 90,000		\$ 90,000	Supports contract with the Gardner Center at Stanford to conduct evaluation under the Full Service Community Schools Framework.
Wellness Data, Planning & Evaluation	\$ 40,000	\$ 40,000	\$ 80,000		\$ 80,000	Supports evaluation of the Wellness Champion Program and Wellness Policy Implementation. These funds also support costs associated with California Healthy Kids Survey, the district's primary student, staff, and parent survey for health and school climate.
Strategic Planning/ Communication Consultants	\$ 100,000	\$ 100,000	\$ 200,000		\$ 200,000	Supports office of superintendent with strategic planning, engagement and communications across key priority areas (fiscal vitality, org resilience and quality community schools).
Grantwriting Consultants	\$ 50,000	\$ 25,000	\$ 75,000		\$ 75,000	These funds supported grant writing to expand funding for Community Schools, Health and Wellness, and other areas aligned with this project.
<b>Sum Other costs</b>	<b>\$ 940,000</b>	<b>\$ 905,000</b>	<b>\$ 1,845,000</b>	<b>\$ 3,664,500</b>	<b>\$ 5,509,500</b>	
<b>TOTAL EXPENSES (Personnel + Non-Personnel + Other Costs)</b>	<b>\$ 3,000,000</b>	<b>\$ 3,000,000</b>	<b>\$ 6,000,000</b>	<b>\$ 5,487,150</b>	<b>\$ 11,487,150</b>	
<b>TOTAL BUDGET 2022-24</b>			\$ 11,487,150			