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| File ID Number | 11-2961 |
| Introduction Date | 11-7-11 |
| Enactment Number | 11-2462 |
| Enactment Date | 11-16-11 82 |
| By | |



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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

To: Board of Education
 From: Tony Smith, Superintendent
 Subject: **District Submitting Grant Proposal**

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal year 2011-2012 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2012-2013 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant proposal packets are attached.

| File LD # | Backup Document Included | Type | Recipient | Grant's Purpose | Time Period | Funding Source | Grant Amount |
|-----------|--------------------------|-------|-----------------------|--|------------------------------|---|--------------|
| | Yes | Grant | Middle & High Schools | Increasing diversity and number of students successful in AP classes | July 1, 2011 - June 30, 2012 | Oakland Education Fund, East Bay Community Foundation | \$113,625.06 |

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: \$113,625.06

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal year 2011-2012 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

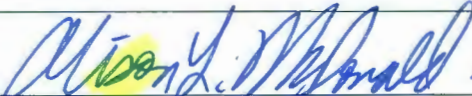
ATTACHMENTS:

OUSD Grants Management Face Sheet

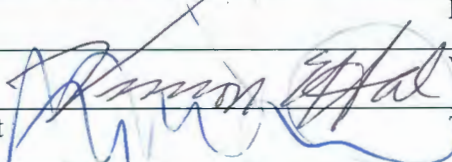
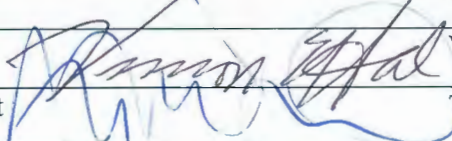
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|---|--|
| Title of Grant: Advanced Placement | Funding Cycle Dates: July 1, 2011 to June 30, 2012 |
| Grant's Fiscal Agent: Oakland Unified School District | Grant Amount for Full Funding Cycle: \$113,625.06 |
| Funding Agency: Oakland Education Fund, East Bay Community Foundation | Grant Focus: Increasing diversity and number of students successful in AP classes |
| List all School(s) or Department(s) to be Served: Middle and High Schools | |

| Information Needed | School or Department Response |
|---|--|
| How will this grant contribute to sustained student achievement or academic standards? | Students who take challenging, high quality Advanced Placement classes will be better <i>prepared for success in college and career</i> . Teachers who receive guidance in how best to support diverse students to succeed in Advanced Placement raise the <i>quality and effectiveness of instruction</i> . (Goals 2 & 3 of Strategic Plan) |
| How will this grant be evaluated for impact upon student achievement? | This grant will be evaluated internally. The information gathered will contribute toward the evaluation of district progress toward <i>Goals 2 Prepared for College and Career</i> <i>Goal 3 High Quality and Effective Instruction</i> <i>AAMA Initiative: Increasing achievement of African American male students</i> . |
| Does the grant require any resources from the school(s) or district? If so, describe. | No. |
| Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? | No. |
| Will the proposed program take students out of the classroom for any portion of the school day? | No. |
| Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.) | Cleo Protopapas, Project Director, Smaller Learning Communities, Robeson Building, Room 109, 1025 2 nd Avenue, Oakland, CA 94606 (510) 501-7020 cleo.protopapas@ousd.k12.ca.us |

Applicant Obtained Approval Signatures:

| Entity | Name/s | Signature/s | Date |
|---|-----------------|--|----------|
| Principal | | | |
| Department Head (e.g., for school day programs or for extended day and student support activities) | Alison McDonald |  | 10-24-11 |

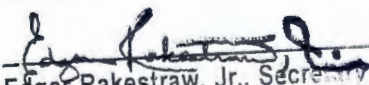
Grant Office Obtained Approval Signatures:

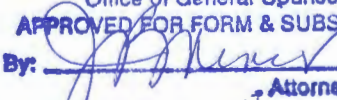
| Entity | Name/s | Signature/s | Date |
|----------------|------------|---|----------|
| Fiscal Officer | Vernon Hal |  | 10/28/11 |
| Superintendent | Tony Smith |  | |

LEGISLATIVE FILE

File ID Number 11-2961
 Introduction Date Nov 7, 2011
 Enactment Number 11-2462
 Enactment Date 11-16-11

Certified:


 Edgar Rakestraw, Jr., Secretary
 Board of Education

OAKLAND UNIFIED SCHOOL DISTRICT
 Office of General Counsel
 APPROVED FOR FORM & SUBSTANCE
 By: 
 Attorney at Law



TONY SMITH, PH.D. Superintendent

October 24, 2011

Nicole Taylor, President
East Bay Community Foundation
De Domenico Building
200 Frank Ogawa Plaza
Oakland, CA 94612

Dear Ms. Taylor:

On behalf of Oakland Unified School District, I would like to request a grant of \$113,625.06 from the Oakland Education Fund, a field of interest fund held at the East Bay Community Foundation. This grant will be used to support extended learning opportunities for students involved in the College Board partnership to increase enrollment, diversity and success in Advanced Placement classes.

We will contribute to building the foundation for a Full Service Community School District in the following ways:

1. *Creating equitable opportunities for learning* by diversifying the pool of students who are served in Advanced Placement classes, reducing current disparities in AP enrollment and success.
2. *Ensuring high quality instruction* by providing professional development and collaboration time where AP teachers learn and share how best to present the AP curriculum, to design assignments, and to provide scaffolding so that all students in the class have access, as well as prepare for leading study sessions after school and on Saturdays.
3. *Preparing more students for success in college and career.* As AP teachers offer individualized instruction and study sessions, we expect a larger and more a diverse cohort of students will pass the Advanced Placement exam with a 3 or better, qualifying for college credit.
4. *Building Full Service Community Schools* that leverage partnerships with external organizations like College Board to achieve our shared goals.

We appreciate our partnership with the East Bay Community Foundation and your steadfast commitment and ongoing support for the health and well-being of the children and families we serve.

Sincerely,


Tony Smith
Superintendent

**Oakland Unified School District
Proposal to the Oakland Education Fund:**

Advanced Placement Extended Learning & Support Program

Oakland Unified School District (OUSD) appreciates this opportunity to request a grant of \$113,625.06 from the Oakland Education Fund, a field of interest fund of the East Bay Community Foundation. We will use these funds to strengthen our partnership with the College Board and to provide intensive after school and weekend tutoring for over 500 Oakland middle and high school students across the school district in the OUSD Extended Learning and Support Program.

The purpose of the program is to help students succeed in rigorous classes that will ensure they are ready for college and career. This program is part of a larger district-wide initiative to increase the number of students who 1) graduate from high school in a timely manner, 2) successfully master A-G requirements and AP courses, and are qualified to apply to a 4-year college or university , and 3) are likely to succeed once in college.

In recent years, OUSD has committed to increase the rigor of the education provided in our district at the same time as we increase the number of students who graduate from our schools. OUSD is now requiring for graduation that all students enroll in the A-G course sequence that makes them eligible for California state 4-year colleges and universities, beginning with the freshman high school class entering the Fall 2011 semester. Next year, OUSD will also be strongly encouraging all students who are eligible for Advanced Placement to enroll in at least one AP class per year. These higher standards will be challenging, but not out of reach if OUSD provides our teachers and their students sufficient support.

Currently, approximately 60% of Oakland's students who enter 9th grade graduate from OUSD in four years. Some of this attrition is due to students dropping out of school and students relocating out of the district. However, many students are unable to attain minimum course graduation requirements while enrolled in the district. Of the 2,000 who actually graduate from 12th grade, 44.6% are college-ready for enrollment into a 4-year college or university, as measured by completion of the A-G requirements, and about 26% of graduates will have taken at least one Advanced Placement class.

Goals: The program proposed here will:

- 1) Improve curriculum and instruction in Pre-AP and AP classes so that more students will succeed on the AP exams by providing support for teachers to provide high quality instruction and tutoring to students in and out of school.
- 2) Increase the number and diversity of students who enroll in AP classes by recruiting more students whose academic record shows that they are ready for AP, but for whatever reasons they have not yet signed up for an AP class.
- 3) Increase the number and diversity of OUSD graduates who have completed A-G requirements¹ and are eligible for California state 4-year colleges and universities.
- 4) Create and implement outreach strategies to OUSD school families to educate them about the A-G graduation requirements and AP class and tutorial offerings, and increase student enrollment into appropriate classes.

Outcomes:

- 1) The number of AP exams passed with 3 or better will increase by 10%.
- 2) 25% more students will enroll in at least one AP class and take an AP exam.
- 3) All 9th grade students in the Pre-AP program will enroll in the A-G course sequence.
- 4) 75% of 10th, 11th and 12th grade students participating in AP tutoring will pass the AP course.
- 5) 20% of the students who participate in the tutoring program will pass the AP exams at a level "3" or higher.
- 6) Each year, enrollment of students in AP classes will increasingly reflect the ethnic, cultural, and income diversity of the school district.

¹ Students must earn a grade of C or better to be eligible for CA state 4-year colleges and universities.

Strategies and Activities

1. Raise the quality of middle school and 9th grade Pre-AP curriculum and instruction.

OUSD has recently launched a pilot with College Board to better prepare our students for college level work. Starting in Fall 2011, OUSD is offering the College Board's SpringBoard curriculum to 200 9th graders enrolled in the new Castlemont High School and 1,857 6th through 8th graders attending one of four middle schools. The middle schools were selected because they serve families who live in the Castlemont Corridor: Elmhurst Community Prep, Madison Middle, Frick Middle and Coliseum College Prep. The curriculum is designed to increase the number of students who have the skills and knowledge prerequisite for success in both the A-G requirements and Advanced Placement courses.

Matt Duffy Executive Officer of OUSD's Office of School Transformation, is leading the pilot. Lynn Dodd, College Board Senior Education Manager, is helping the district with teacher training in the SpringBoard curriculum. College Board will also be providing training and coaching of OUSD AP teachers in specific subject areas, as well as training all OUSD teachers in how to use the College Board's College Ed workbooks and family guide to help students start on the path to college early, and to ensure that parents will know how best to support their students to succeed in AP and in college.

2. Increase access to Advanced Placement classes.

Last school year, OUSD partnered with the national nonprofit Equal Opportunity Schools (EOS). EOS specializes in helping school districts to ensure that all students have equitable access to Advanced Placement classes, as well as equitable access to the high quality curriculum and instruction that will best prepare them for success in Advanced Placement classes.

Niambi Clay, Portfolio Manager with EOS, worked with Oakland's three comprehensive high schools on promoting opportunity for students of all backgrounds.

EOS analyzed academic data and conducted a survey of students and teachers to assess the causes behind the participation gap when it comes to Advanced Placement. EOS has created a unique OUSD academic profile for students currently enrolled in AP, based on GPA and scores on the PSAT and CST, as well as other criteria, and used that profile to identify under-represented students who have not enrolled in AP, but whose academic records are as good as if not better than those of AP students who do enroll.

In the coming school year, the Office of School Transformation will be working with another three high schools that are currently under-enrolled and underperforming and will apply lessons learned by EOS in the large comprehensives to the three smaller high schools. All three schools, Castlemont, McClymonds, and Fremont, have a great opportunity to increase the rigor of their schools' programs by adding more Advanced Placement classes and tutorial services. All three serve high percentages of low income students and students from ethnic groups who are often are underrepresented in Advanced Placement courses.

3. Increase teacher and student success in A-G and in Advanced Placement.

College Board professional development will include opportunities for the teachers to collaborate and share lesson planning, teaching strategies, and methods for tutoring and reviewing information so students will succeed on the AP exams. College Board helps districts design and create monitoring systems as well as tutoring services and other extended learning opportunities to ensure more students succeed in Advanced Placement classes.

OUSD will monitor all of the following factors for students enrolled in the OUSD Extended Learning and Support Program:

1. Student and parent awareness of requirements for enrollment in a 4-year California state college or university.
2. Actual enrollment in the high school courses needed in order to attend a California state college or university.
3. Actual enrollment in at least one AP course per year from 10th – 12th grades.
4. Grade Point Average, weighted and unweighted, and grades in A-G and AP courses.
5. Scores on California Standards Tests.
6. Scores on PSAT, SAT and ACT.
7. Graduation from an OUSD high school in a timely manner.
8. Passing scores of “3” or better in at least one Advanced Placement exam between the 10th and 12th grades.
9. Increased teacher resources for conducting AP courses and AP tutorial.

Proposed Budget for the Advanced Placement Extended Learning & Support Program

| Advanced Placement Extended Learning & Support Program | | | | | | |
|---|------------------|--------------|--------------|----------|---------------|---------------------|
| Description of Support, Budget Item, Cost per Student, and Number of Students Served | Cost per Student | Oakland High | Oakland Tech | Skyline | Other Schools | 500 |
| | | 100 | 100 | 150 | 150 | |
| <p><u>Student Support:</u> To fund implementation of site-based student support plans which include: (1) new AP Support classes, (2) tutorials and individual conferencing after school, (3) tutorials and study group sessions on Saturdays.</p> | | | | | | |
| Teacher, coach, and tutor compensation | \$85 | \$8,500 | \$8,500 | \$12,750 | \$12,750 | \$42,500 |
| Staff planning and collaboration time | \$25 | \$2,500 | \$2,500 | \$3,750 | \$3,750 | \$12,500 |
| Instructional Materials (Pre-AP & AP) | | | | | | \$14,830 |
| Student and Parent Information Guides | | | | | | \$2,625 |
| <p><u>Teacher Support:</u> To fund site-based teacher support plans which include: (1) mentors for new AP teachers, (2) College Board professional development fees, and (3) Staff professional development time</p> | | | | | | |
| New Teacher Mentors <i>(3 mentors @\$3,000 each)</i> | | | | | | \$9,000 |
| College Board professional development fee <i>(Effective differentiation for nontraditional students)</i> | | | | | | \$9,250 |
| Staff professional development time <i>(20 teachers, 24 hours, \$22.99 per hour inc benefits)</i> | | | | | | \$11,035 |
| Employee Benefits | | | | | | \$11,885 |
| Projected Budget | | | | | | \$113,625.06 |