

File ID Number	11-2746
Introduction Date	11-7-11
Enactment Number	11-2442
Enactment Date	11-16-11
By	<i>[Signature]</i>



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

November 16, 2011

To: Board of Education
 From: Tony Smith, Superintendent
 Subject: **District Accepting Grant Award**

ACTION REQUESTED:

Acceptance by the Board of Education of the Stuart Foundation Grant Award to the District for the office of Quality Community School Development and participation in the Effective Education Systems Initiative, in the amount of \$480,000.00, for the period of July 1, 2011 through June 30, 2013, pursuant to the terms and conditions thereof.

BACKGROUND:

The Grant Face Sheet, grant application, and grant award packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
11-2746	Yes	Grant	Superintendent's Office	Quality Community School Development and participation in the Effective Education Systems Initiative	July 1, 2011 - June 30, 2013	Stuart Foundation	\$480,000.00

DISCUSSION:

The district created a Grant Face sheet process to:

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

FISCAL IMPACT:

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

- Grants valued at: \$480,000

RECOMMENDATION:

Acceptance by the Board of Education of the Stuart Foundation Grant Award to the District for the office of Quality Community School Development and participation in the Effective Education Systems Initiative, in the amount of \$480,000.00, for the period of July 1, 2011 through June 30, 2013, pursuant to the terms and conditions thereof.

OUSD Grants Management Face Sheet

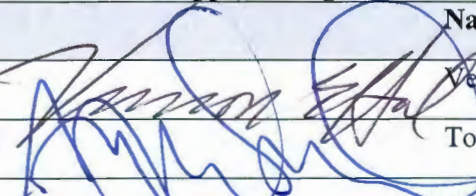
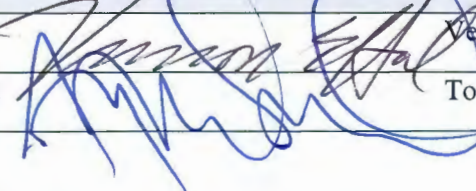
Title of Grant:	Funding Cycle Dates:
Grant's Fiscal Agent: (contact's name, address, phone number, email address)	Grant Amount for Full Funding Cycle: \$480,000
Funding Agency: Stuart Foundation	Grant Focus: District participation in statewide consortium; Quality Community Schools Development
List all School(s) or Department(s) to be Served: All Schools	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The grant enables OUSD to 1) participate in a statewide consortium of districts sharing best practices 2)
How will this grant be evaluated for impact upon student achievement?	No evaluation required.
Does the grant require any resources from the school(s) or district? If so, describe.	No.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 4.25% 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.)	David Montes, Quality Community Schools Development, david.montes@ousd.k12.ca.us ; and Jean Wing, Research Assessment and Data jean.wing@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

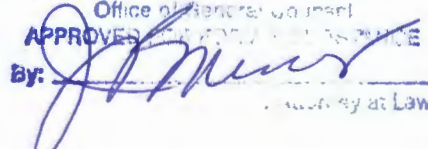
Entity	Name/s	Signature/s	Date
Principal	N/A	File ID Number: <u>11-2746</u>	
Department Head (e.g. for school day programs or for extended day and student support activities)	N/A	Introduction Date: <u>11-7-11</u> Enactment Number: <u>11-2442</u> Enactment Date: <u>11-16-11</u> By: <u>JS</u>	

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Tony Smith		<u>10/6/11</u>

Certified:


Edgar Rakestraw, Jr., Secretary
Board of Education
11/17/11
OUSD Grants Management Services

OAKLAND UNIFIED SCHOOL DISTRICT
Office of General Counsel
APPROVED FOR THE BOARD OF EDUCATION
By: 
Attorney at Law



STUART FOUNDATION

INVESTING IN CHILDREN & YOUTH TO CREATE LIFELONG IMPACT

September 6, 2011

Tony Smith, Ph.D.
Superintendent
Oakland Unified School District
1025 Second Avenue, Room 301
Oakland, CA 94612

SUPT
SEP 14 2011
OUSD

Grant #: **2011-2316**

Dear Dr. Smith:

It is my pleasure to inform you that the Board of Directors of the Stuart Foundation has approved a grant to Oakland Unified School District in the amount of \$480,000.00 over a period of two years for the office of Quality Community School Development and participation in the Effective Education Systems Initiative. This grant is subject to the terms outlined in the enclosed Grant Agreement. After you have reviewed these documents, please have an appropriate officer sign both of the enclosed Grant Agreements and return one original to the Foundation. One signed original should be retained for your files. Upon receipt of the signed Grant Agreement from you, the Foundation will mail you a check in the amount of \$120,000.00.

All communications concerning this grant should be directed to me or Angela Quon-Chan, Program Manager. Please refer to the grant number at the top of this page in any related correspondence with the Foundation.

We are delighted to offer this support to Oakland Unified School District and look forward to working with you during the course of the grant.

Sincerely,

Gretchen Cummings
Project Director, Effective Education Systems Initiative

Enclosure

cc: Madeleine Clarke, Development Advisor to the Superintendent

www.stuartfoundation.org

Stuart Foundation GRANT AGREEMENT

This Grant from the Stuart Foundation (Foundation) is for the purposes described below and is subject to acceptance by Oakland Unified School District (Grantee) of the conditions specified below. This Agreement will take effect when signed by the Grantee's authorized representative and a signed original is received by the Foundation.

I. GRANTEE IDENTIFICATION

Grantee: Oakland Unified School District
Grant Number: 2011-2316

II. GRANT TERMS

Total Grant Amount: \$480,000.00
Grant Period: 7/1/2011 - 6/30/2013
Grant Purpose: for tools for the school portfolio management process and participation in the Effective Education Systems Initiative

Special Conditions

1. The Grantee will participate in the Foundation's Effective Education Systems Initiative and will meet all requirements and responsibilities outlined in the signed Project Participant Agreement (see attached).
2. The Grantee agrees to coordinate with foundation staff, consultants, and contractors regarding all strategic communication, outreach, public information, and dissemination activities associated with this grant and the Foundation's initiative to study effective education systems.
3. In addition to terms and conditions above and contingencies stated elsewhere in this grant agreement, the Foundation reserves the right to revisit and review the status of the grant under the following conditions:
 - Any change in the grantee's executive leadership (specifically, in the Superintendentcy).
 - Significant changes in the district's academic program or strategic priorities associated with this grant.

Determination that any of the foregoing conditions exist shall be made in the reasonable judgment of the Foundation.

III. GRANT DISBURSEMENT SCHEDULE

Disbursement Schedule:

Date	Amount
July 2011	\$120,000
February 2012	\$120,000
July 2012	\$120,000
February 2013	\$120,000

Each installment after the initial grant payment is contingent on the Foundation's receipt of any required grantee reports (refer to Section IV) due before the installment, and the Foundation's determination that such reports are reasonably satisfactory.

The disbursement schedule and schedule of reporting requirements above may be modified, whether as to amounts or dates/benchmarks, or the grant period listed above extended, by written (including emailed) correspondence between the Foundation and Grantee that evidences their mutual agreement to the modification or extension.

IV. GRANTEE REPORTING REQUIREMENTS

Schedule of Reporting Requirements:

Due Date	Report Type
May 31, 2012	Interim Narrative Report
May 31, 2012	Interim Financial Report
May 31, 2012	Annual Work Plan & Benchmarks Package
January 31, 2013	Interim Narrative Report
January 31, 2013	Interim Financial Report
July 31, 2013	Final Narrative Report
July 31, 2013	Final Financial Report

All forms and instructions can be downloaded at www.stuartfoundation.org from the Partner Resources page. The report requirements are incorporated by reference into this Agreement. The Foundation reserves the right, in its reasonable discretion, to amend the requirements from time to time; all such changes will be reflected in the posted version of such requirements found on the Foundation's website. Grantee is responsible for following the report requirements in effect at the time any required report is made. ***The Foundation in its sole discretion may postpone or decline to make payments under this Agreement if Grantee fails to meet reporting requirements.***

The schedule of reporting requirements above may be modified, or the grant period listed above extended (refer to Section II), by written (including emailed) correspondence between the Foundation and Grantee that evidences their mutual agreement to the modification or extension.

V. GRANT OBJECTIVES

Year One Objectives

1. For 15 schools per year, produce actionable, quantitative, and qualitative data about each school's strengths, challenges, and actual performance captured in School Quality Review Reports.
2. Conduct authentic community engagement with School Quality Review Reports and the district's process of identifying failing schools, closing schools, creating new schools, and sustaining successful schools.
3. Identify highly effective practices for replication within each of three regions and across the district based on information from the School Quality Reviews.
4. Support district annual budgeting process and departmental decision-making regarding distribution of resources to schools based on School Quality Review Reports, community mapping, and individual students' needs.

VI. IRS DETERMINATION

This Grant is specifically conditioned upon the Grantee's status as an eligible grantee of the Stuart Foundation. The Foundation has obtained a copy of the Grantee's IRS determination letter evidencing the status of the Grantee as eligible. The Grantee confirms that its IRS classification is current and the organization is unaware of any action or ruling that would cause its determination ruling to be revoked. The Grantee will notify the Foundation immediately of any change in tax status.

VII. GRANTEE'S FINANCIAL RESPONSIBILITIES

The Foundation expects the Grantee to maintain complete and accurate records of revenues and expenditures relating to the Grant. We request that financial records be kept for at least four (4) years after completion of the Grant. In the event that the Foundation is audited by any government agency, it could be necessary, in rare instances, for the Foundation to examine, audit, or have audited the records of the Grantee insofar as they relate to activities supported by this Grant. Any audit expenses incurred in such a case will be borne by the Foundation.

VIII. EXPENDITURE OF GRANT FUNDS

The Grant is to be used for the purpose(s) stated in this Grant Agreement and attached budget. Grant funds may be spent only in accordance with the terms set forth herein. Grant funds may not be expended for any other purpose without prior approval by the Foundation. The Grantee agrees to contact the Foundation to request permission to make any significant changes in the approved attached budget. If the funds have not been completely expended at the end of the Grant period, the Grantee agrees to provide a statement on the balance and a plan for using the remaining funds.

The Grantee agrees that, in carrying out the objectives supported by this Grant, 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, disability, veteran status, marital status, sexual orientation, or any other characteristic protected by law.

The Grantee shall not use any portion of the Grant in a manner inconsistent with Section 501(c)(3) of the Internal Revenue Code, including a prohibition on using Grant funds to influence the outcome of any specific election of candidates to public office, induce or encourage violations of law or public policy, or cause any private inurement or improper private benefit to occur.

The Grant is not earmarked for use in any attempt to influence legislation within the meaning of Section 501(c)(3) of the Code, and neither the Foundation nor the Grantee has entered into any agreement, oral or written, to that effect.

The Grantee agrees that it will use the Grant funds in compliance with all applicable anti-terrorist financing and asset control laws and regulations.

IX. PROCEEDS FROM GRANT-FUNDED ACTIVITIES

In the event all or a portion of the Grant is used to fund activities that generate income to the Grantee, or is used to create intellectual property that generates income to the Grantee, the Grantee hereby agrees to restrict the share of such income fairly allocable to the Grant funding for the same purposes as the Grant.

X. CHANGES IN GRANTEE OPERATIONS

The Grantee agrees to promptly advise the Foundation about any of the following:

- Change in key personnel of the project or organization
- Change in address or phone number
- Change in the name of the organization
- Any development that significantly affects the operation of the project or the organization

XI. USE OF SUBGRANTEES

If the Grantee finds it necessary to re-grant funds in order to carry out the purposes of the Grant, the Grantee retains full discretion and control over the selection process, acting completely independently of the Foundation. There is no agreement, written or oral, by which the Foundation may cause the Grantee to choose any particular subgrantee.

XII. PUBLICITY, PUBLICATIONS, AND COMMUNICATION WITH THE MEDIA

The Grantee shall acknowledge and include the Foundation's name on printed and visual materials that are produced with Foundation support. The Grantee agrees to discuss plans for such recognition, and provide copies of materials for the Foundation's records.

If the Grantee plans to issue a press release announcing this grant, the Grantee agrees to contact the Foundation at (415) 393-1551 or info@stuartfoundation.org at least two weeks before the desired announcement date. The Foundation must provide advance approval of the press release and the date of release. The Foundation requests an opportunity to review and comment on subsequent press releases that are directly related to the Grant. The Foundation may make information about this Grant public at any time on its website and as part of press releases, public reports, speeches, newsletters, and other public documents.

XIII. INTELLECTUAL PROPERTY

All right, title and interest in and to any materials, inventions or works and any patents, trademarks, copyrights or other intellectual property rights associated therewith created by the Grantee pursuant to this grant shall be owned by the Grantee. The Grantee, however, shall grant to the Foundation an irrevocable, nonexclusive, royalty free, worldwide license to copy, publish, reproduce, create derivative works, publicly perform, display, distribute directly or indirectly, or otherwise practice such inventions, works or materials pursuant to the Grantee's intellectual property rights for the Foundation's charitable, non-commercial purposes. The Grantee further shall grant to the Foundation the right to grant sublicenses under such intellectual property rights in furtherance of the Foundation's charitable, non-commercial purposes.

XIV. INDEMNIFICATION

The Grantee shall defend, indemnify and hold the Foundation, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees) or claims for injury or damages arising out of Grantee's negligence or that of its agents, Grantee's breach of duties under the Grant Agreement, or Grantee's performance under this Grant Agreement.

The Foundation shall defend, indemnify and hold Grantee, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees) or claims for injury or damages arising out of the Foundation's negligence or that of its agents, Foundation's breach of duties under the Grant Agreement, or Foundation's performance under this Grant Agreement.

XV. REMEDIES

In the event that the Grantee violates or fails to carry out any provision of this Agreement, including, without limitation, failure to submit reports when due, or if the Grantee dissolves or ceases to operate, the Foundation in its reasonable discretion may, in addition to any other legal remedies it may have, refuse to make any future grants or installment payments of this Grant to the Grantee, and the Foundation may demand the immediate return of all or any unexpended portion of the Grant, and any portion of the Grant expended not in compliance with this Agreement, and the Grantee shall immediately comply therewith.

XVI. LIMITATION

This Agreement contains the entire Agreement between the parties with respect to the Grant and supersedes any previous oral or written understandings or agreements. It is expressly understood that by making this Grant the Foundation has no obligation to provide other or additional support to the Grantee for purposes of this project or any other purposes. Neither this Agreement, nor any other oral or written statement or action of the Foundation (other than a document executed on behalf of the Foundation specifically purporting to create a binding obligation of the Foundation) shall be interpreted to create any pledge or binding commitment by the Foundation to make any future grant to the Grantee. The Grantee may not assign, or otherwise transfer, its rights, or delegate any of its obligations under this Grant without prior written approval from the Foundation, except that this sentence shall not prohibit Grantee's use of subgrantees, as described in the Use of Subgrantees section, or contractors, in its discretion.

XVII. WARRANTY

The Grantee expressly warrants that the execution, delivery or performance of this Grant Agreement shall not violate or result in the breach of any prior agreements entered into by the Grantee with any third parties. The Grantee further warrants that the Grantee shall not enter into any future agreements that would be in violation of any of the terms of this Grant Agreement.

XVIII. ADDITIONAL CONTINGENCIES

In addition to contingencies on subsequent installments stated elsewhere in this Grant Agreement, the Foundation shall have no obligation to make any future installment payment of grant funds if:

- (a) Grantee experiences a substantial adverse change in its financial condition so as to endanger its ability to continue to perform its obligations under this Grant Agreement;
- (b) Grantee so fundamentally changes its organizational mission that it substantially reduces the relevance of any grant objectives to that mission, or, in the case of a general support grant, that it no longer furthers the Foundation's charitable purposes and priorities to support Grantee;
- (c) Grantee no longer retains the services of personnel adequate to enable Grantee to continue to perform its obligations under this Grant Agreement; or
- (d) Legislative or regulatory changes occur that prohibit the Foundation from making such payments, or substantially increase the burdens on or legal risks to the Foundation of making such payments.

Determination that any of the foregoing conditions exist shall be made in the reasonable judgment of the Foundation.

XIX. ACCEPTANCE OF TERMS AND CONDITIONS

On behalf of the Stuart Foundation, I extend every good wish for the success of this project.

By: Christy Pichel
Christy Pichel
President, Stuart Foundation

September 6, 2011

I acknowledge that the Grantee has received and retained a copy of this Agreement. The attached terms and conditions have been carefully reviewed and understood, and are hereby accepted and agreed to as of the date specified.

Accepted on behalf of Oakland Unified School District

By: _____
Signature of Authorized Officer, Director or Trustee

Name: Jody London 11/17/11

Title: Jody London
President, Board of Education

Date: _____
Jody London 11/17/11
Board of Education

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

LEGISLATIVE FILE
File ID Number 11-2746
Introduction Date 11-7-11
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Enactment Date 11-16-11 JP

Oakland Unified School District: Quality Community School Development
 Budget Period: July 1, 2011 to June 30, 2012

POSITIONS	Salary	Salary+Benefits	DESCRIPTION
ED QCSD	\$ 133,000	\$ 179,550	Oversees the department; reports directly to Superintendent and is member of the Cabinet
Admin Assistant	\$ 48,000	\$ 64,800	Supports the Executive Director, manages office
SCHOOL QUALITY REVIEW			
Director, School Quality Review	\$ 100,000	\$ 135,000	Overseeing the School Quality Review processes for both regular public schools and charter schools, in collaboration with Network and Regional Executive Officers
Lead Evaluator, School Quality Review	\$ 95,000	\$ 128,250	Develops training processes and recruits, trains, and coordinates participants in implementation of SQRs
Lead Evaluator, School Quality Review	\$ 95,000	\$ 128,250	Develops training processes and recruits, trains, and coordinates participants in implementation of SQRs
Data Analyst	\$ 43,000	\$ 58,050	Analyzes data to support the SQRs and Charter Authorizations
Programs Assistant	\$ 56,000	\$ 75,600	Supports the SQR program in all aspects
SCHOOL PORTFOLIO MANAGEMENT			
Coordinator, SPM	\$ 95,000	\$ 128,250	Coordinates portfolio decision making processes
SPM Programs Assistant	\$ 56,000	\$ 75,600	Supports School Portfolio Management
OFFICE OF CHARTER SCHOOLS			
Coordinator, Charter Schools	\$ 95,000	\$ 128,250	Coordinates all OUSD services to charter schools, parents, students
Accountant	\$ 82,000	\$ 110,700	Accounting for OUSD payments to charter schools and charges for special ed and other services provided by the district to the charters
Compliance Specialist	\$ 71,000	\$ 95,850	Collects and analyzes information about each school and assesses compliance with CA rules and regulations governing charters; supports the process of review and approval/rejection of applications for new charters
Compliance Specialist	\$ 65,000	\$ 87,750	Same
OPERATIONS			
Evaluations	\$ -	\$ 20,000	Supplies and materials for evaluations
MKThink		\$ 25,000	Consultant with facilities expertise: provide facilities information for the reviews of new schools and school closing options
Susan R: Mapping		\$ 12,000	Live-go data mapping: where students go to school vs. live
ED QCSD Coaching	\$ -	\$ 10,000	Coach to support the Executive Director

POSITIONS	Salary	Salary+Benefits	DESCRIPTION
Closures	\$ -	\$ 50,000	Logistics and faciliation for the school closure processes
SQR Training Tech Assist		\$ 10,000	Assists with training participants in the technical aspects of SQR Reviews
SQR Trainings/Orientations Mat/Supply	\$ -	\$ 10,000	Materials and supplies for training
Public Hearings	\$ -	\$ 15,000	Facilities, materials, and supplies for public hearings
Supplies	\$ -	\$ 17,000	Office supplies
TOTAL QCSD EXPENSES		\$ 1,564,900	
Participation in Stuart Foundation Effective Education Systems Project		\$ 40,000	
TOTAL EXPENSES		\$ 1,604,900	
INCOME SOURCES (Identify each revenue source; provide name of each foundation)	INCOME	STATUS (Secured, Pending, In Development, etc.)	
Earned Income/Fees for Service			
Government Grants			
Individual Donors	\$ 44,888	Pledged	
Fundraisers/Events			
Public Funds	\$ 989,664	Secured	
FOUNDATIONS (list each below)		Available for FY12	
Kellogg	\$ 154,000	Secured	
Oakland Education Fund	\$ 58,050	In Development	
To be raised	\$ 158,298	To be raised	
Subtotal Income	\$ 1,404,900		
STUART FOUNDATION REQUEST, YEAR ONE	\$ 200,000		<i>240,000 GAC</i>
TOTAL INCOME	\$ 1,604,900		

STUART FOUNDATION

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PROJECT PARTICIPANT APPLICATION

Role of Project Participants

For the results of the research project to serve the intended purpose, participation will involve the following components, which will be supported – at minimum with \$40,000 as part of the proposed grant – to cover the organization’s costs of participation:

- **Leadership Commitment:** For the project to be successful the commitment of the district’s superintendent is essential. In conversations with each superintendent, we will determine what types of convenings of district leadership will best support the districts and the project, and provide shared learning opportunities for the participants and the Foundation.
- **Data Collection:** Each participant will collect and provide student performance and youth development data and/or other research information as needed. The basic scope of the data collection needs has been shared with the district superintendent in an introductory interview with Foundation staff. As the project evolves, additional data needs may be identified.
- **Project Point Person:** Each district will designate a point person for data collection and logistics.
- **Participation in Convenings:** As the project develops, the Foundation anticipates hosting project participant convenings to help shape a “community of practice” among participants, who would also advise on the structure of the research and evaluation project. We anticipate that these will be no more than two to three per year, and the material costs for attending will be covered by the Foundation. More information will be provided as this element develops.
- **Access for Observation:** In coordination with the district, the Foundation’s project staff will have opportunities for observation that include but may not be limited to:
 - Classroom instruction
 - Staff/leadership meetings
 - Parent/community meetings/events
 - Other relevant activities to be determined
- **Opportunities for Interviews:** A small number of interviews with selected staff and leaders will be scheduled to discuss the relationship between identified state policies and/or practice and the potential impact on local education systems.

Project Participation: Intention to Participate

With the support of the Stuart Foundation, Oakland Unified School District would like to participate in the research and evaluation project as described above and in the related documents.

Signature: _____

Date: _____

8/1/2011

Oakland Unified School District Quality Community School Development

Introduction

"I think Oakland – three, four, five years from now – could be one of the highest-performing districts in the country." - Arne Duncan, U.S. Education Secretary, September 10, 2010

Oakland Unified School District (OUSD) in Oakland, California, operates 141 schools (109 regular public schools and 32 charters) serving over 46,516 students. Among our students, 35% are African American, 37% are Latino, 32% are English Learners (25% first language is Spanish) and 71% are eligible for free or reduced price lunch. Our district is committed to the graduation of all students ready for college and career. We are creating a full service community school district as a means to providing equitable education for students from low-income families, who live in neighborhoods with the fewest resources and opportunities.

We have reached a “tipping point” where student achievement in the majority of our elementary schools, including those that serve high numbers of children from the poorest neighborhoods, is consistently rising. We have closed the worst schools and replaced many with excellent schools. We are now creating better ways to pinpoint our limited resources to support students with the greatest needs and supporting master principals and teachers to share their knowledge with their peers. We believe that OUSD can indeed become “one of the highest-performing districts in the country,” when we all work together, sharing a unified vision and a publicly agreed-upon definition of high quality community schools.

We are requesting general support of \$200,000 per year for two years for Quality Community School Development (QCSD). In the last year David Montes, Executive Director for QCSD has led our district in developing specific observable standards of quality that are understandable to all of our stakeholders. In the coming three years, QCSD will be piloting and expanding tools and processes to support the school portfolio management process but more importantly to support continuous improvement for every single school in partnership with the community.

Over the last five years, Oakland Unified School District has made steady progress in raising student achievement and dramatically increasing the number of high quality schools in our district. Our district has made 118 points of growth on the California Academic Performance Index (API), the largest amount of growth for any district in the state. We have increased the number of schools with APIs over 700 from 11 schools to 53 schools. Last year, our second graders surpassed the state average for *percent proficient and advanced* in mathematics. We expect these trends to continue. The next release of California Standardized Tests will be in August for tests administered in April 2011.

In the coming five years, we plan to accelerate our progress by further refining the very successful process of school portfolio management that led to our dramatic growth. We will apply what we have learned---about incubating new schools, restructuring schools, authorizing charters, and closing schools---to supporting many more of our existing schools to transform into high quality full service community schools.

The QCSD office will 1) oversee key initiatives for increasing school quality throughout Oakland's public schools, 2) oversee and ensure a system-wide approach to the School Portfolio Management process, including coordinating the implications for significant school restructuring and school closures, 3) work in concert with staff to lead school-based and community-based efforts to systematically identify and exchange effective practices in and among schools, 4) oversee the Office of Charter Schools, 5) direct an initiative to develop alternative governance structures for some schools in the form of a Pilot Schools project, and 6) ensure school quality and accountability.

School Quality Review

A School Quality Review is often referred to as a school inspection model for evaluating the quality of a school. It takes into account both qualitative and quantitative measures to evaluate school performance. The approach is similar to a school accreditation process, such as WASC, where a review team visits a school over a period of days, engages with stakeholders, observes classrooms and other school functions, and looks at student work and other artifacts to evaluate school performance. It is characterized as a *holistic* approach to evaluating school quality.

Under our current state and federal system of school accountability, the primary indicators of school quality are standardized test scores. In California, these test scores contribute to a school score that is called the Academic Performance Index or API. Many parents, community members, as well as educators are familiar with the API system and frequently describe the quality of schools based on their API score. As a result, public schools have increasingly focused their curriculum, their energy, and their resources on preparing students to perform well on the standardized tests that contribute to a school's API score.

What is flawed about this system is that it fails to do the following:

1. It does not provide a way for those outside of the school to know and understand what is happening inside the school.
2. It does not provide a way for those inside the school to know and understand what is working and not working.
3. It does not inform the school system about what school practices are effective so that other schools can similarly learn and improve.
4. It focuses our attention on the narrow outcome of students' basic academic skills and it does not measure the important outcomes of students' emotional health, physical health, social skills, preparation for skilled work, critical thinking, or other qualities that are important in developing thriving students and healthy communities.

Research-Based Standards

The new Oakland School Quality Standards are the backbone of this project (see Attachment 1). Over the last year QCSD thoroughly researched standards being used in districts across the country; conducted a multi-faceted 9-month engagement process (*a Listening Campaign*) for stakeholders to articulate their own standards; and then selected and vetted a set of standards in

close collaboration with stakeholder groups. Stakeholder groups included parents, teachers, school site principals, community, community-based organizations, and District central staff.¹ In addition, QCSD enlisted the leadership and support of Oakland's Da Town Researchers (DTR), a youth-led research team, to provide technical assistance in the development of the Quality Standards. From November 2010, through June, 2011, DTR engaged in a youth listening campaign, reviewed four years of youth led policy development and participating in numerous technical assistance sessions along-side their adult counterparts, in order to develop a set of "Youth Expectations" for school quality.

QCSD conducted an inventory of standards from the following sources. Results are compiled in Attachment 2.

- Charlotte-Mecklenburg Schools (North Carolina)
- Equity Standards (drawn from Bradley Scott's "We Should Not Kid Ourselves: Excellence Requires Equity")
- High Performance Learning Community (HPLC) Principles (developed in a collaboration by RPP International, CA Tomorrow, & the Bay Area Coalition of Equitable Schools)
- Minneapolis Public Schools (Minnesota)
- National Council of Community Schools
- New Leaders for New Schools
- New York City Public Schools
- Oakland Schools Foundation
- Oakland USD/Cambridge Education
- Oakland USD/Office of Charter Schools
- Saint Paul Public Schools (Minnesota)
- San Francisco Unified School District
- Washington DC Public Schools

QCSD created a database of all these standards and also cataloged all the standards articulated by stakeholders in the listening campaign. We then developed and implemented a systematic process to integrate the results of the Listening Campaign with the research-based school quality standards in order to develop locally-created School Quality Standards for the Oakland Unified School District. These standards were presented in draft form to the Oakland School Board in June 2011 as part of the approval process for our new Five-Year Strategic Plan.

The participatory process of defining school quality standards has created broad, deep engagement in qualitative analysis of schools, an appreciation of the benefits of creating greater access for internal and external school communities to better understand what's working and not working within schools, a commitment to share best practices in and among schools, and a more balanced system of holding our schools accountable for increased student outcomes.

¹ We conducted six large, regional **parent/community** engagements; three large regional **teacher** engagements; four regional **principal** engagements; six school-based *youth-led student* engagements; at least one engagement with central office leadership, charter school leaders, the District Advisory Committee (DAC), and the District English Learner Committee (DELAC); and at least one engagement with the following unions, with both leadership and members: Oakland Education Association; United Administrators of Oakland Schools; Service Employees International Union; AFSME.

Research-Based Review Processes

Over the last year, QCSD also conducted analyses of existing school quality review processes, both nationwide and within the district's oversight of locally authorized charter schools, to inform the establishment of a parallel school quality review process for district operated schools.

In 2007, OUSD contracted with Cambridge Education to learn about their well-researched processes of school review, originally developed in Britain, but adapted in New York City and other U.S. urban districts. Based on the Cambridge Education review process, OUSD developed an innovative, well regarded system for evaluating charter schools, which has been invaluable to the charter authorization and reauthorization decisions made in the last three years. Charter operators have lauded the district for the sensitivity of the process and the ways that it actually has strengthened programs, curriculum, instruction, financial management, and sustainability.

Currently the district implements a "Tiering System" in which it evaluates district-operated schools across a continuum of quantifiable criteria. The Tiering process is conducted largely for purposes of determining which schools will be considered "Focus Schools." These schools are placed on a 'watch list.' While some additional supports and interventions are committed to these sites, ongoing program evaluation is not in place to ensure the effectiveness of these supports and interventions. At times, proposed school closure is an outcome of the Tiering system, however these decisions are largely considered in a vacuum that does not adequately consider the implications of school closure within the context of the entire portfolio of public schools. While these approaches to school program evaluation have become systematic in as much as they occur annually and ultimately do inform decision-making, they have not produced the desired results of accelerating the development of increased quality school options for all students.

Based on research on existing School Quality Reviews and tools developed for Oakland's charter school review process, QCSD has begun creation of templates of tools as a base from which to customize instruments for different types of schools; these tools include school quality review manuals, training guides for school site evaluators, communication tools for school community participation, school self-study processes, and evaluation report-generating documents. See Attachment 3.

The goal is that the SQRs be more than a rating system for schools, and that the final reports offer a window into what is really happening in a school now, as well as helping the school to lay out their plan for how to improve. The review reports are designed to feed into the annual revision of each school's Single Plan for Student Achievement. Our intention is to bring authenticity and coherence among the various state-mandated activities that our schools must undertake in order to comply with regulations.

QCSD has established a staffing structure aligned with the goals of piloting a first cohort of school quality reviews to begin November 2011, representing a cross-section of schools identified within each of three Regions. This pilot will include schools that span the K-12 continuum with a goal to include, within a second round review, Early Childhood Development programs.

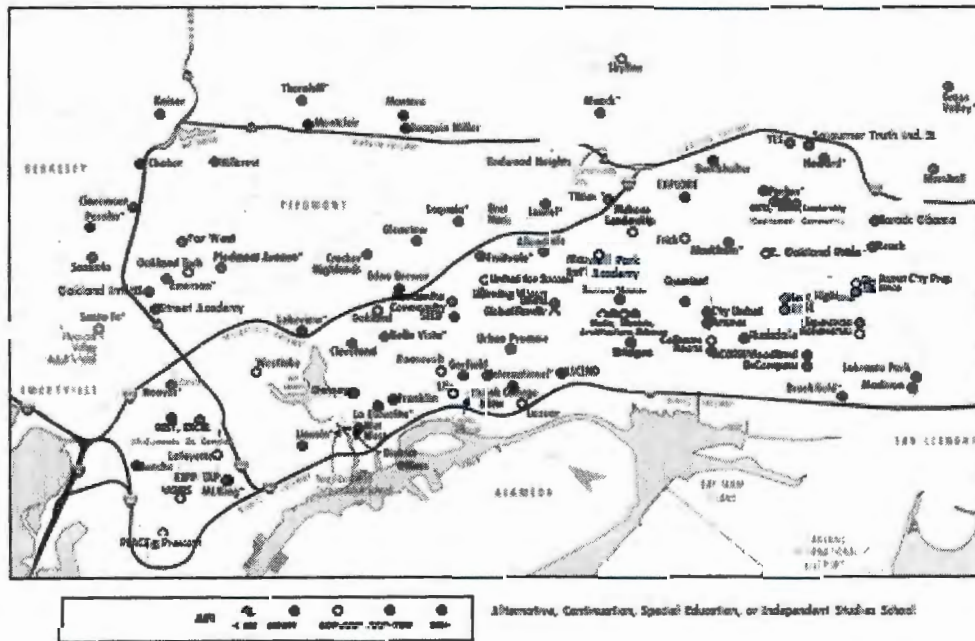
Our new approach will promote creativity and diversity in terms of types of schools at the same time as we achieve greater coherence and unity of purpose across the district.

Baseline Data

Students: Currently most of our students are not meeting grade level academic standards, and our performance lags well behind state-wide results. Student achievement appears to decline over time: while 54% of OUSD students are proficient in English Language Arts (ELA) when they finish elementary school, only 36% are by 8th grade, dropping to 26% by 11th grade. Moreover, OUSD has large achievement gaps. Most saliently, only 31% and 30% of all African American students are meeting ELA and Math standards respectively.² OUSD students are also faring poorly in mastering Algebra during middle school or even high school. Only 68% of students taking Algebra in 8th grade pass; by 9th grade, 31% have not passed; and by 11th grade, only 19% of all students score proficient on state standards testing in Algebra 1.

School Portfolio: To get a picture of where we are starting from in terms of our School Portfolio please see Attachment 4 which compiles API scores for the district and all of our schools' APIs. It is important to state, however, that we find these to be quite crude measures of school quality and expect our project to produce a more robust and complex picture of school quality in our evaluation reports. We will also be developing meaningful processes for the schools' stakeholders to review the reports and participate in creating an action plan based on the report. The slide below color codes our schools by their API scores. See Attachment 5 for comparison between 1999 and 2010 which shows dramatic progress over the last decade.

High Performing API Schools 2010



² By comparison, 59% of Asian students and 83% of white students are meeting ELA standards, and 62% of Asian students and 78% of whites are meeting Math standards.

Overarching Goals

- To unify Oakland in coordinating, aligning and leveraging community assets for the academic and social success of our children.
- To create a unified Full Service Community School District.
- Five Year Goal: Demonstrate through self and external assessment (SQRs) that as a result of completing at least two years on the Full Service Community School development path, at least half of all OUSD schools demonstrate performance at the highest levels of development (e.g., maturing and excelling).

Outcomes of the Project

1. Centralized oversight of our portfolio of schools: based on accurate quantitative and qualitative data about 1) each schools' strengths, challenges, and actual performance; 2) each neighborhood's opportunities and challenges; 3) proximity to alternative, successful charter and/or regular public schools
2. Authentic community engagement in the process of identifying failing schools, closing those schools, creating new schools, and sustaining successful schools.
3. Equitable distribution of resources such as professional development, coaching, extended learning, college & career internships and counseling
4. Empowered principals who exert control over budget and over class sizes per teacher and other autonomies as feasible.
5. Network and Regional Executive Officers leveraging the school evaluation process to identify effective practices throughout Oakland schools, determine which schools are in need of developing these effective practices, and create process of engagement and design, to effect the knowledge transfer among all schools.

Five Year Goals

1. Half of OUSD schools on Full Service Community School Development Path have achieved "maturing or excelling" by 2016.
2. By closing low performing schools, opening new schools, and improving all schools by supporting very specific changes in practice, we will increase district and school API at the same rate or better than comparable school districts between 2011 and 2016.
3. Reach sustainable number of schools and staff for our student population and budget, while maintaining a focus on equity

First Year Objectives

1. Publicize Board-Approved Quality Standards widely
2. Plan the implementation of the standards

3. Implement successful pilot of a set of 15 School Quality Reviews across 3 Regions in grades K-8 (continue to do 15 or more per year).
4. Effectively use Quality Schools Standards Review process to inform school site budgeting priorities.
5. Create *Standards for Quality Schools Resources Toolkit*.
6. Designate schools that are in need of redesign by the Office of School Transformation.
7. Create a publicly accessible database that provides public access to School Quality Review information.
8. Implement results based restructuring for schools that are not meeting quality review.
9. Support replication for schools exceeding quality standards.
10. Recruit and train cross-department teams to facilitate school quality reviews.
11. Pilot school closure selection and processes.

Annual Targets

FY12: Demonstrate through self and external assessment that as a result of completing at least two years on the Full Service Community School development path, at least 10% of all OUSD schools demonstrate performance at the highest levels of development (e.g., maturing and excelling).

FY13: Demonstrate through self and external assessment that as a result of completing at least two years on the Full Service Community School development path, at least 20% of all OUSD schools demonstrate performance at the highest levels of development (e.g., maturing and excelling).

FY14: Demonstrate through self and external assessment that as a result of completing at least two years on the Full Service Community School development path, at least 30% of all OUSD schools demonstrate performance at the highest levels of development (e.g., maturing and excelling).

FY15: Demonstrate through self and external assessment that as a result of completing at least two years on the Full Service Community School development path, at least 40% of all OUSD schools demonstrate performance at the highest levels of development (e.g., maturing and excelling).

FY16: Demonstrate through self and external assessment that as a result of completing at least two years on the Full Service Community School development path, at least 50% of all OUSD schools demonstrate performance at the highest levels of development (e.g., maturing and excelling).

Year One	Director of School Quality Review, DRAFT WORK PLAN
August-September	Hire two Lead Evaluators.
September	Collaborate with Network and Regional Officers to determine criteria for selecting first 15 schools to be reviewed.

October	Identify the 15 schools to be reviewed.
October	Establish teams to do the reviews.
November	Train SQR teams.
August-December	Work with Research Assessment and Data to design database systems necessary to support School Quality Review and School Quality Management decision-making.
November-June	Conduct 15 reviews.
Ongoing	District IT and RAD retrieve data from the student information system, District's data portal, human resources and any other quantitative data relevant to School Quality Reviews.
Ongoing	Disseminate School Quality Review initial findings to key stakeholders and engage key stakeholders in analyses of findings.
November- June	Produce 15 school quality review reports.
August-December	Collaborate with Network and Regional Officers and the Associate Superintendent for Leadership, Curriculum, and Instruction to create mechanisms for sharing best practices within and across networks.
September-November	Design evaluation of the effectiveness of the project.
December-June	Conduct interviews, focus groups and surveys to inform the evaluation of the project.
Ongoing	Create additional tools and processes to collect qualitative and quantitative evidence and to measure school progress toward defined quality indicators.
Quarterly	Surface key policy questions for the Cabinet, creating statistical and narrative reports identifying trends and opportunities regarding dissemination of best practices uncovered by the SQRs.
Quarterly	Present overview of progress to School Board (quarterly).
January-February	Develop a plan for getting all schools reviewed by 2015
March	Create manual on data analysis and research methodologies.
March-April	Collect and analyze research reports, program evaluations, and policy/practice descriptions to supplement the District's knowledge-base of existing school quality review and evaluation processes that demonstrate proven results toward increasing student achievement. Present research results to Executive Director of QCSD.
April-June	Coordinate the alignment of the District-adopted indicators of quality schools to the development of a balanced scorecard.
Ongoing	Develop QCSD Lead Evaluators knowledge and skills (ongoing): Lead Evaluators attend conferences, read journals/papers, take courses, and attend workshops to remain current concerning trends in the assigned areas.

Project Effectiveness

The Director of School Quality Reviews and the department of Research Assessment and Data will design and implement the evaluation of the project.

The evaluation will include both quantitative and qualitative assessments of the impact of the individual School Quality Reviews as well as verifying that a comprehensive system of review

has been established. Our intention is that the district as a whole will achieve greater unity of purpose as reflected in our annual surveys of principals, teachers, students, and community members which measure overall satisfaction with the district, knowledge of key reforms, and effectiveness of training and professional development. A key question is how our schools will respond to the recommendations in the review. In our current budget climate, there will be few resources to supplement existing staffing to assist with the change process. Are the recommendations actionable? How does the school share the resulting report with the community and how does the community hold the school accountable for using the process to make change?

Qualifications of internal evaluator

Jean Yonemura Wing is Coordinator of Research for the Oakland Unified School District (OUSD). She coordinated research and best practices for the OUSD New School Development Group incubator and helped to open 26 newly designed district schools in Oakland's most underserved communities. She currently conducts research for the district's Research and Assessment Department, and is working on developing a data framework that looks at the whole child and includes non-traditional student and neighborhood indicators of children's physical, social, and emotional health, not just their academic performance. Prior to her work in OUSD, she conducted the first evaluation of the district's New Small Autonomous Schools initiative (2003).

She received her doctorate from the University of California, Berkeley. Along with Pedro Noguera, she is co-editor of *Unfinished Business: Closing the racial achievement gap in our schools* (2nd edition, 2008). She is a policy editor for UC ACCORD (University of California's All-Campus Consortium on Research for Diversity). She serves on the advisory boards for urbanEd Solutions, and for the Community Partnerships Academy at Berkeley High School. See Attachment 6 for complete CV for Jean Yonemura Wing

Budget Narrative

Like all districts in California, OUSD has imposed deep budget cuts due to statewide reductions in funding for K-12 over the last few years. We have made every effort to keep the cuts as far away as the classroom as possible but this year we have had to layoff teachers and increase class sizes. The current School Board and Superintendent are deeply committed to keeping the district fiscally stable. In June OUSD passed a budget for FY12 that is based on the worst regarding state funding for K-12. We are "living within our means" but we are severely underfunded.

The budget for the office of Quality Community Schools Development appears below. Our largest expense is for personnel. For its first year, the office was supported in part by a grant of \$300,000 from the Kellogg Foundation. While we have transitioned as much staff as possible to the district's own resources, we are still dependent on private funding. We have also had to leave positions open pending additional funding (see asterisks).

Oakland Unified School District: Quality Community School Development		
Budget Period: July 1, 2011 to June 30, 2012		
PERSONNEL		Narrative
<i>Note: All personnel are full time.</i>		
Executive Director, QCSD	\$179,550	Oversees the department; reports directly to Superintendent and is member of the Cabinet.
Admin Assistant*	\$ 64,800	Supports the Executive Director, manages office.
SCHOOL QUALITY REVIEW		
Director, School Quality Review	\$135,000	Overseeing the School Quality Review processes for both regular public schools and charter schools, in collaboration with Network and Regional Executive Officers.
Lead Evaluator, School Quality Review	\$128,250	Develops training processes and recruits, trains, and coordinates participants in implementation of SQRs.
Lead Evaluator, School Quality Review	\$128,250	Develops training processes and recruits, trains, and coordinates participants in implementation of SQRs.
Data Analyst	\$ 58,050	Analyzes data to support the SQRs and Charter Authorizations.
Programs Assistant	\$ 75,600	Supports the SQR program in all aspects.
SCHOOL PORTFOLIO MANAGEMENT		
Coordinator, SPM	\$128,250	Coordinates portfolio decision making processes.
SPM Programs Assistant*	\$ 75,600	Supports School Portfolio Management.
OFFICE OF CHARTER SCHOOLS		
Coordinator, Charter Schools	\$128,250	Coordinates all OUSD services to charter schools, parents, students.
Accountant	\$110,700	Accounting for OUSD payments to charter schools and charges for special education and other services provided by the district to the charters.

Compliance Specialist	\$ 95,850	Collects and analyzes information about each school and assesses compliance with CA rules and regulations governing charters; supports the process of review and approval/rejection of applications for new charters.
Compliance Specialist	\$ 87,750	Same as above
OPERATIONS		
Evaluations	\$ 20,000	Supplies and materials for evaluations.
MKThink	\$ 25,000	Consultant with facilities expertise: provides facilities information for decision-making re: new schools and school closing options.
Mapping	\$ 12,000	Live-go data mapping: where students go to school vs. live.
ED QCSD Coaching*	\$ 10,000	Coach to support the Executive Director.
Closures*	\$ 50,000	Logistics and facilitation for the school closure processes.
SQR Training Tech Assist*	\$ 10,000	Assists with training participants in the technical aspects of SQR Reviews.
SQR Trainings materials & supplies	\$ 10,000	Materials and supplies for training.
Public Hearings	\$ 15,000	Facilities, materials, and supplies for public hearings.
Supplies for QCSD Office	\$ 17,000	Office supplies.
TOTAL QCSD EXPENSES	\$1,564,900	
OTHER EXPENSES	\$ 40,000	District participation in Stuart Foundation Effective Education Systems Project.**
TOTAL EXPENSES	\$1,604,900	

**Contact person; provision of student performance data; travel to project convenings; participation in interviews; arranging observations, which may include classroom instruction, parent and community meetings or events, staff/leadership meetings, or other relevant activities; facilitation of student participation in one survey.

REVENUE		
Individual Donors	\$ 44,888	Pledged
Public Funds	\$ 989,664	Secured
Kellogg	\$ 154,000	Secured
Oakland Education Fund	\$ 58,050	In development
To be raised	\$ 158,298	To be raised
Subtotal Income	\$ 1,404,900	
STUART FOUNDATION REQUEST, YEAR ONE	\$ 200,000	
TOTAL INCOME	\$ 1,604,900	

Attachments

1. DRAFT OUSD School Quality Standards
2. Inventory and Catalog of School Quality Review Standards
3. DRAFT School Quality Review Tools & Processes
4. OUSD API Report, 2010
5. Color coded maps of OUSD schools' APIs
6. CV for Jean Yonemura Wing
7. Budget for Project
8. Strategic Plan
9. Strategic Plan Appendices: One – Three – Five Year Goals

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STUART FOUNDATION

INVESTING IN CHILDREN & YOUTH TO CREATE LIFELONG IMPACT

PROPOSAL INFORMATION

Request Reference #:	(to be determined)	Date Submitted:	July 25, 2011
Organization Name:	Oakland Unified School District		
Organization Address:	1025 Second Avenue; Oakland, CA, 94606		
Website (if applicable):	www.ousd.k12.ca.us		
Type <i>choose one</i>	<input type="checkbox"/> 501(c)(3) public charity	<input type="checkbox"/> For Profit	<input type="checkbox"/> Other (please specify) _____
	<input checked="" type="checkbox"/> Government Entity		
HEAD OF ORGANIZATION: This would typically be your district's Superintendent or the person that directs and leads your organization/agency. This person also typically would be the signatory for a Grant Agreement.			
Name/Title:	Superintendent Tony Smith		
Contact Address:	1025 Second Avenue, Room 301; Oakland, CA 94606		
Contact Phone:	510-879-8200	Fax:	510-879-1834
Email:	tony.smith@ousd.k12.ca.us		
PRIMARY CONTACT (if different from above): This person is the primary contact for this project. This person works for the participating district and will work closely with Stuart Foundation staff on grant implementation, receive correspondence, and handle grant reporting and monitoring.			
Name/Title:	Madeleine Clarke, Development Consultant		
Contact Address:	1025 Second Avenue, Room 301; Oakland, CA 94606		
Contact Phone:	510-334-1859	Fax:	510-879-1834
Contact Email:	madeleineclarke@sbcglobal.net or madeleine.clarke@ousd.k12.ca.us		
DESIGNATED PROJECT POINT PERSON FOR DATA COLLECTION			
Name/Title:	Jean Wing, Coordinator, Research		
Contact Address:	Research Assessment and Data (RAD) Cole Campus.1011 Union Street, Annex Building, Oakland, CA 94607		
Contact Phone:	510-451-6787	Fax:	510-451-1718
Contact Email:	jean.wing@ousd.k12.ca.us		

DESIGNATED CONTACT FOR FISCAL SPONSORSHIP ORGANIZATION (IF THE DISTRICT IS CHOOSING TO PARTNER WITH A LOCAL EDUCATION FOUNDATION OR OTHER NONPROFIT ENTITY). Skip this section if the district will serve as the grantee organization.

Name/Title:			
Contact Address:			
Contact Phone:		Fax:	
Contact Email:			

GRANT PROCESSING & APPROVAL

Please answer the following questions to help us understand and plan for the processes you undertake to secure approval for the grant:

1. What entity will be responsible for approving/accepting this grant? (e.g., Organization's Board of Directors, County Board of Supervisors, Board of Education).	Board of Education
2. Name/Title of person authorized to sign the Grant Agreement.	Superintendent Tony Smith
3. Exact name of department, address, and contact information to which the grant payment would be made.	David Montes, Executive Director Quality Community Schools Development; 4551 Steele Street, Oakland, CA 94619