**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

M. Santos

Subject: **District Submitting Grant Application**

ACTION REQUESTED:
Approval and support by the Board of Education of District applicant submitting grant application for OUSD schools for fiscal years 2013-2014 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 application for OUSD schools for the 2013-2014 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant	Oakland Unified School District	To strengthen the impact of QCSD on K-3 Literacy, and to produce School Quality Reviews	July 1, 2013 - June 30, 2014	Target Corporation	$100,000.00

DISCUSSION:
The district created a Grant Face sheet process to:
- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement

- Identify OUSD resources required for program success

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

FISCAL IMPACT:
The total amount of grants will be provided to OUSD schools from the funders.
- Grants valued at: $100.000.00

RECOMMENDATION:
Approval and support by the Board of Education of District applicant submitting a grant application for OUSD schools for fiscal year 2013-14 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: Grant Face Sheet, application

OUSD Grants Management Face Sheet 2012-13

Title of Grant: QCSD K-3 Literacy	Funding Cycle Dates: July 1, 2013 – June 30, 2014
Grant's Fiscal Agent:	Grant Amount for Full Funding Cycle: $100,000
Funding Agency: Target Corporation	Grant Focus: Quality Community Schools Development
List all School(s) or Department(s) to be Served: All K-3 Students	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will strengthen the impact of the Office of Quality Community Schools Development on K-3 Literacy, and support the production of School Quality Reviews.
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 over and above the indirect rate.)	Scholastic Reading Inventory (SRI) and other assessments
Does the grant require any resources from the school(s) or district? If so, describe.	No.
Have you included the required 4.57% for indirect costs i.e. administrative support, evaluation data, financial reporting, and indirect services?	Yes
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.)	David Montes de Oca 4551 Steele St Oakland, CA 94619 (510) 336-7570 david.montes@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	David Munto de Oca		4/1/13
Department Head (e.g. for school day programs or for extended day and student support activities)	David Kakishiba President Board of Education	Edgar Rakestraw, Jr. Secretary Board of Education	

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Tony Smith		

2013 - Reading - School, Public Agency

Contact Information

E-mail questions to Community.Relations@Target.com

If this is your first Target grant application, complete the entire form. If this is not your first Target application, this form will pre-populate organization and contact information from your last submission. Please update the information where necessary.

Organization Information

Is the organization a School?
If yes, enter the School NCES ID.

Is the organization a School District?
If yes, enter the District NCES ID.
946000385

Organization Name
School, School District or Public Agency Name. lease limit your response to 25 characters maximum.
Oakland Unified School District

AKA Name
If different from organization name

Street Address or P.O. Box
Enter the primary mailing address in the first line. If applicable, put your Suite Number in the second line. Please limit your response on each line to 25 characters maximum.
Superintendent's Office, 2111 International Blvd

City	State	5-Digit ZIP Code
Oakland	CA	94606

Extended 4 Digit ZIP Code
(to find your extended code, please click here to open a window to USPS.com)

4903

County
Alameda

Main Phone Number
10 digits only without punctuation (i.e., 6122334567)
5108798200

Main Fax Number
10 digits only without
punctuation (i.e.,
6122334567)

General E-mail Address
madeleine.clarke@ousd.k12.ca.us

Website
http://www.ousd.k12.ca.us

Organization Leader Contact (e.g., School Principal, District Leader or Superintendent, etc.)

Prefix	First Name	Middle Initial	Last Name	Suffix
Dr.	Tony		Smith	<None>

Title
Superintendent

Direct Phone Number
10 digits only without punctuation (i.e., 6122334567)
5104347790

E-mail Address
tony.smith@ousd.k12.ca.us

Proposal Primary Contact (point person for funding related inquiries and program evaluations)

Same as Organization Leader Contact
Clicking the box will populate the proposal contact fields with the Leader Contact information
No

Prefix	First Name	Middle Initial	Last Name	Suffix
Ms.	Madeleine		Clarke	<None>

Title
Director of Development

Direct Phone Number
10 digits only without punctuation (i.e., 6122334567)
5103341859

E-mail Address
madeleine.clarke@ousd.k12.ca.us

Organizational Information

Organizational Information

Is the organization a part of a State, the United States, or the District of Columbia (i.e., a public school, public agency, or public library)?
yes

Is this donation being requested exclusively for public purposes?
yes

Organization's Mission
To create a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

Which best describes the organization?
School District (EDUCATION)

What year was the organization founded?
1865

Provide a brief description of your organization's history.
Limit response to 500 words.

Oakland Unified School District (OUSD), founded in 1865, operates 117 schools (86 regular public schools and 31 charters) serving over 46,472 students in grades K-12, 36,811, in 86 regular public schools and 9,671 students in 31 charters. In recent years, our district has made great progress in addressing challenges such as chronic absence, historical under-achievement, severe fiscal crises, and a shortage of certificated teachers -- winning recognition as the most improved large urban school district in California over a seven-year period.

Provide a brief description of your organization's core programs and services.
Limit response to 500 words.

OUSD is creating a Full Service Community District that serves the whole child, providing instruction in academics and supporting students to prepare for active citizenship in their communities. Over 80% of our students are living below poverty and consequently, to ensure an equitable education, we must surround our schools with opportunities for healthcare, healthy food in school meals and at site-based farmers

markets, safe, no-cost before and after school childcare, and access to mental health professionals. A Full Service Community School District offers many services not typically thought of as appropriate for schools. For example, OUSD has 16 School-Based Health Centers and collaborates with the Alameda County Health Services Agencies and health providers like La Clinica de la Raza to provide convenient, culturally appropriate services for all families. OUSD schools frequently provide Family Resource Centers where families can access services or get referrals and followup support. OUSD partners with the Oakland Housing Authority in serving over 6,000 students who live in public housing to address concerns from access to healthy food to chronic absence, from dental screenings to kindergarten readiness.

List any major organizational accomplishments within the past 12 months.
(i.e., provide examples of any major new funding, recognition or program expansion, etc.) Limit response to 500 words.
1. OUSD is California's most improved urban school district over the past seven years and posted 30 points of API growth in the last two years.
2. OUSD was awarded a grant of $2,000,000 from the W.K. Kellogg Foundation in June 2012; $1,725,000 from the S.D. Bechtel, Jr. Foundation; $900,000 from the Irvine Foundation in December 2012; $750,000 from the Novo Foundation in July 2012; $500,000 from the Wayne & Gladys Valley Foundation in January 2013; $125,000 from the Walter & Elise Haas Fund in November 2012.
3. OUSD has expanded summer school programs to include more than 8,000 students annually.
4. Solid financial management allowed OUSD to increase 2012-13 school site budgets by 5 percent over 2011-12 levels at a time when most school districts are reducing funding .
5. Won election in November 2012 authorizing the district to issue $475,000,000 in bonds for improving facilities.

List any major organizational changes within the past 12 months.
(i.e., provide examples of any changes related to funding, staffing, community connections, population served, etc.) Limit response to 500 words.
The state of California reduced school district budgets but in OUSD we operated from the assumption that we would face reductions so that we did not have to make any midyear cuts or layoff any staff.

Describe any organizational challenges that have been faced in the last 12 months and the strategy/plan to manage.
Limit response to 500 words.

The biggest challenge in Oakland is the rising homicide rate and for the school district the disproportionate number of our students who have been exposed to violence. While Oakland schools are the safest place for youth to be at all times, students do not feel safe on their way to and from school. We have our own school district police force which has helped to keep the violence out of our schools, and we have a restorative justice program to help students to avert conflicts before they escalate and to repair relationships after incidents take place. We have a mental health professional at 30 of our 86 schools, who are trained in crisis counseling and provide ongoing counseling for students facing difficulties.

Describe any organizational challenges that will be faced in the next 12 months and the strategy/plan to overcome.
Limit response to 500 words.

We don't anticipate any organizational challenges as the education budget in California has stabilized and there is likely to be an increase in funding for school districts that serve a large percentage of students living in poverty.

Is your organization operating under a current strategic plan?
yes

If yes, what is the current plan period?
July 2011 - June 2015

Describe the organization's staffing structure for the following years:

Number of Full-Time Staff

Full-time Employees current year	**Full-time Employees last year**	**Full-time Employees two years ago**
3923	3985	3877

Number of Part-Time Staff

Part-time Employees current year	**Part-time Employees last year**
800	799

Part-time Employees two years ago
888

Number of Board Members

Board Members current year	**Board Members last year**	**Board Members two years ago**
8	8	

8

Number of Active Volunteers (not including Board members)

Active Volunteers current year	Active Volunteers last year	Active Volunteers two years ago
4600	4200	4000

Target Team Members on Board

Do you have any Target Team Members serving on your board?
.
no

If yes, list their full names below.

Target Team Member Volunteers

Do you have any Target Team Members who volunteer for your organization? (not including those that serve on your board)
yes

If yes, how many team member volunteers are engaged annually.
50

If Yes, what types of volunteer activities, projects or programs are they engaged in?
Target volunteers regularly participate in literacy programs, helping students to learn and to enjoy reading. They have also helped to build and refurbish libraries, and helped with special painting projects.

List significant partners/collaborative organizations (excluding funders) that support your overall mission's work and provide a brief description of the partnership.

Organization Name
Oakland Literacy Coalition

Description of partnership/collaboration
Limit response to 250 words.

Oakland Literacy Coalition (OLC) is a collaboration of literacy service providers, foundations, businesses, Oakland city representatives, the Oakland Unified School District and other community partners committed to the goal of equipping, at a proficient level, all Oakland children with the life skills of reading, writing, and communication by the end of third grade.

Organization Name
Oakland Reads 2020

Description of partnership/collaboration
Limit response to 250 words.

Oakland Reads 2020 is a collaboration aimed at dramatically increasing the number of Oakland children who are reading successfully by the year 2020. Oakland Reads 2020 is a chapter of the National Campaign for Grade-Level Reading, a collaborative effort by funders, nonprofit partners, states, and communities to move the needle on third grade reading proficiency and address the developmental and academic targets that children need to reach to be successful.

Oakland Reads 2020 is working to align the many organizations, resources, and initiatives working with our city's youngest learners and their families in order to build a collaborative, comprehensive, and data-driven network of support. We've drawn a line in the sand and committed to working together to reach the goal that 85 percent of Oakland's third grade students will be reading at grade-level and on track for success by the year 2020.

Organization Name
First 5 Alameda County, California

Description of partnership/collaboration
Limit response to 250 words.

First 5 Alameda County supports a comprehensive system of early childhood care to help prepare kids for success in school and reach their full potential. Oakland Unified School District partners with First 5 in 1) helping families (and daycare providers) to share preliteracy activities 2) recruiting children from under-represented populations into preschool and school readiness summer camps, 3) coordinating citywide services that are essential to early care and education, training parents in the skills they need in order to foster their child's reading potential. First 5 coordinates a countywide system that includes early care and education, developmental screening, mental health services, early intervention, nutrition and feeding guidance, and parenting skills to create a solid foundation for the years that follow. The neighborhoods in Oakland with the highest levels of poverty are prioritized for direct services.

Financial Review

Provide the Years for the financial information below.

Prior Year 1 Year	Prior Year 2 Year	Prior Year 3 Year
2012	2011	2010

Fiscal Year

Fiscal Year Beginning Date	Fiscal Year End Date
07/01/2012	06/30/2013

In each of the categories below, pull the following information from the
<u>Income Statement or Statement of Activities</u> of your 3 most recent audited
financial statements. List the most recent year first.

Revenue: Grants - Corporations/Foundations

Prior Year 1	Prior Year 2	Prior Year 3
9,200,000	1,200,000	400,000

Revenue: Grants - Government

Prior Year 1	Prior Year 2	Prior Year 3
0	0	0

Revenue: Individual Contributions/Donations

Prior Year 1	Prior Year 2	Prior Year 3
0	0	0

Revenue: Memberships/Fees

Prior Year 1	Prior Year 2	Prior Year 3
0	0	0

Revenue: In-Kind

Prior Year 1	Prior Year 2	Prior Year 3
0	0	0

Revenue: Earned Income

Prior Year 1	Prior Year 2	Prior Year 3
0	0	0

Revenue: Contracts - Corporations/Foundations

Prior Year 1	Prior Year 2	Prior Year 3
0	0	0

Revenue: Contracts - Government

Prior Year 1	Prior Year 2	Prior Year 3
0	0	0

Revenue: Released from Temporary Restriction

Prior Year 1	Prior Year 2	Prior Year 3
0	0	0

Revenue: Interest and Dividends

Prior Year 1	Prior Year 2	Prior Year 3
0	0	0

Revenue: Other (you may list up to five other sources of revenue)

1. Other Revenue Description	Prior Year 1	Prior Year 2
Total Government Revenue less Private Fundraising	403,157,807	421,790,051

Prior Year 3
403,155,662

2. Other Revenue Description	Prior Year 1	Prior Year 2	Prior Year 3
3. Other Revenue Description	Prior Year 1	Prior Year 2	Prior Year 3
4. Other Revenue Description	Prior Year 1	Prior Year 2	Prior Year 3
5. Other Revenue Description	Prior Year 1	Prior Year 2	Prior Year 3

Revenue: Total Support and Revenue (click the calculator icon to show totals)

Prior Year 1	Prior Year 2	Prior Year 3

In each of the categories below, pull the following information from the <u>Income Statement or Statement of Activities</u> of your 3 most recent audited financial statements. List the most recent year first.

Expenses: Program

Prior Year 1	Prior Year 2	Prior Year 3
338,055,752	359,964,292	361,617,700

Expenses: Management and General

Prior Year 1	Prior Year 2	Prior Year 3
69,271,058	53,810,181	63,841,359

Expenses: Fundraising

Prior Year 1	Prior Year 2	Prior Year 3
150,000	150,000	150,000

Expenses: Other (you may list up to five other expenses)

1. Other Description	Prior Year 1	Prior Year 2	Prior Year 3
2. Other Description	Prior Year 1	Prior Year 2	Prior Year 3
3. Other Description	Prior Year 1	Prior Year 2	Prior Year 3
4. Other Description	Prior Year 1	Prior Year 2	Prior Year 3
5. Other Description	Prior Year 1	Prior Year 2	Prior Year 3

Expenses: Total Expenses (click the calculator icon to show totals)

Prior Year 1	Prior Year 2	Prior Year 3
[Σ]	[Σ]	[Σ]

Assets at the Beginning of the Fiscal Year (list most recent year first)

Prior Year 1	Prior Year 2	Prior Year 3
423,690,052	403,505,622	438,530,994

Pull the following information from the **Balance Sheet or Statement of Financial Position** of your 3 most recent audited financial Statements. List the most recent year first.

Total Current Assets

Prior Year 1	Prior Year 2	Prior Year 3
103,199,232	107,585,161	125,574,682

Total Current Liabilities

Prior Year 1	Prior Year 2	Prior Year 3
64,895,220	78,996,980	75,329,748

Audited Financial Statements: upload a copy for each prior year. (most recent year first)

Financials Prior Year 1
To upload, click the "Browse" button, locate the document on your computer, click OK, then "Upload"
Oakland Unified School District, Unaudited Actuals, Fiscal_Year_2011-12.pdf

Financials Prior Year 2
To upload, click the "Browse" button, locate the document on your computer, click OK, then "Upload"
Oakland Unified School District Unaudited Actuals, Fiscal_Year_2010-2011.pdf

Financials Prior Year 3
To upload, click the "Browse" button, locate the document on your computer, click OK, then "Upload"
Oakland Unified School District Unaudited Actuals, Fiscal_Year_2009-2010.pdf

Pull the following information from your 3 most recent IRS Form 990's.

Chief Staff Officer Pay (School Principal, District Leader, etc.)

Prior Year 1	Prior Year 2	Prior Year 3
265,000	265,000	265,000

Officer and Board Member Pay

Prior Year 1	Prior Year 2	Prior Year 3
9,444	9,444	9,444

List your organization's top 3 financial contributors (individuals, foundations, etc., excluding government agencies) in the last five years.

Name	Top Amount	Most Recent Year Amount
Kaiser Permanente	7,500,000	2,500,000

Name	Top Amount	Most Recent Year Amount
WK. Kellogg Foundation	2,000,000	1,000,000

Name	Top Amount	Most Recent Year Amount
S.D. Bechtel, Jr. Foundation	1,725,000	1,725,000

List your organization's top 3 corporate contributors in the past five years.

Name	Top Amount	Most Recent Year Amount
Chevron	500,000	200,000

Name	Top Amount	Most Recent Year Amount
Target Grant to Individual Schools	100,000	25,000

Name	Top Amount	Most Recent Year Amount

Special Awards/Grants

Has your organization received any special awards or grants?
Select as many as apply from the drop-down below.

Investing in Innovation Fund (i3)
   School Improvement Grants (SIG)
      Other, specify
         Other, specify
If other. please describe.
Early Childhood Education Investing in Innovation, $7.5 Million grant from Kaiser
Permanente to support School Based Health Center grant from

Target Grants - programs other than this funding request.

Have you received Target funding in the past three years for programs other than the program for this funding request?
If yes, provide the project title, date and amount below for up to 5 of your most recent grants.
yes

Project/Program Title	Date Received	Grant Amount
School Grant: Urban Promise Academy	01/24/2012	100,000

Project/Program Title	Date Received	Grant Amount
School Grant: Sankofa K-8	08/07/2012	25,000

Project/Program Title	Date Received	Grant Amount

Project/Program Title	Date Received	Grant Amount

Project/Program Title	Date Received	Grant Amount

Target Grants for same program as this funding request.

Have you received any Target funding in the past 3 years for this particular project/program?
If yes, provide the project title, date and amount below for up to 3 of your most recent grants.
no

Project/Program Title	Date Received	Grant Amount

Project/Program Title	Date Received	Grant Amount

Project/Program Title	Date Received	Grant Amount

Target Evaluation Survey

Did you complete a Target evaluation survey for your most recent Target grant?
yes

Organization Debt

Is the organization currently carrying debt?
If yes, provide the amount, type of debt and plan to eliminate the debt below.
yes

Debt Amount
69,000,000

Debt Type
Please describe.

The district drew down on a $100 million emergency loan from the state of CA between 2003 and 2006. As of September 2011, the district still owed $69 million for state emergency loans and an additional $10 million for an early retirement package.

What is the plan to eliminate the debt?
If OUSD stays on schedule, it will celebrate its full emergence from state control -- in 2023. However, there is also an effort underway by local legislators to persuade the state to forgive the loan since much of it was accumulated while the district was under state control from 2003-2008.

Board Member Pay

Prior Year 1	Prior Year 2	Prior Year 3
9,444	9,444	9,444

Board Donation

What percentage of all Board Members provide a financial contribution to the organization?
0

Financial Narrative

Include any narrative description necessary to clarify or explain numbers indicated above.
In a public school district, school board members are not encourage to donate to the district or the schools. It could be perceived as inappropriate.

Include your initials to certify that all information included here is true and accurate.
MSC

Proposal Information

Proposal General Information

Target team member who invited the organization to apply for a grant.
Dean Osaki

Project/Program Title
Please limit your response to 30 characters maximum.

Quality K-3 Literacy for All

What year was this project/program first implemented?
If new enter this year.

2010

What is the project/program start date?
04/01/2013

What is the project/program end date?
06/30/2016

What is the general reach of the project/program for which you are requesting funding?
Citywide: within my city, town or urban area

Target Store

Primary project/program location zip code
Provide the 5-digit zip code for the primary location of your project/program.

94606

Target Store Location
Please select the Target store closest to this project/program from the dropdown list below.

If your project/program operates in multiple locations, enter the City, State and Zip Code of two additional locations.

City	Two letter State Code	5-digit Zip Code
Oakland	CA	94606

City	Two letter State Code	5-digit Zip Code.

Project/Program Location Type

Please specify the typical location type of the project/program or event for which you are requesting funding.
In School (General)

If other, please describe.

Proposal General Information

What is the projected total expense budget of the project/program for which you are requesting funding?
1,993,725

Amount of Target Funding Requested
100,000

Is this proposed project/program free to participants?

yes

If no, describe fees, charges or required financial commitment (i.e., participants pay a co-pay or self-fund certain portions of this program, participating schools contribute a fee to supplement program delivery costs, etc.) including who pays the fees (i.e., an individual or participating organization, school, classroom or another nonprofit.)

Cost to individual participant/participating organization

Proposal Details

Which best describes the primary focus of this project/program?

- **Extended Learning Time: Beyond reading instruction in the classroom, expanding the time available for reading instruction school programs, such as before and after school, weekend sessions, and summer reading initiatives.**
- **Parental Support/Community Engagement: Engaging the community in the school's literacy strategy and/or helping equip parents/guardians with training and resources to support their children's reading.**
- **Professional Development: Supporting professional development for teachers and**

principals founded on research-based reading instructional strategies and can include professional learning communities, which allow teachers time with their peers and reading coaches to assist teachers in the classroom, leadership support for principals.
- Reading Materials: Ensuring that K-3 students have age-and culturally appropriate reading materials that can be made available through print (e.g., books, magazines, worksheets) as well as digitally (e.g., online resources, iPad apps, etc.).

Professional Development (EDUCATION-Reading)

Provide a brief description of the project/program.

Please address the goal of this project/program, the implementation strategy and activities, and the results you anticipate. Please include narrative details such as the specific population(s) and project/program location(s) supported by the grant.

As part of the Strategic Direction of the Oakland Unified School District; through continuous reflection on the result of reform efforts employed over the past decade, the Oakland Unified School District has created the Office of Quality Community Schools Development (QCSD). QCSD supports the over-all push to elevate the quality of Oakland's schools in the area of Early Childhood Reading by establishing of Quality Standards, developing processes for how we review the quality of schools; and harnessing the effective practices that already exist within the schools---in order to further narrow the opportunity gap between students and great teaching, great leaders, and great curriculum.

Oakland Unified School District would like to request a grant of $100,000 to strengthen the impact of the Office on K-3 Literacy overall, and produce School Quality Reviews for a set of Target Title I schools. The effectiveness of our effort will be measured by year over year student performance on the Scholastic Reading Inventory for second and third graders. Currently for the district overall approximately three fourths of our 2nd grade to 5th grade students start the school year reading at their new grade level.

We will use the following strategies to increase literacy performance on the SRI at the three Target Title Schools.

STRATEGIES

1. Analyze and present data on literacy levels for three or more Target Title I schools,
2. Define and apply the standards for excellence for the teaching of reading K-3 for the Target Title I schools,
3. Ensure the quality Transition Kindergartens (in the Target schools) to more effectively support the goal of Every Child is a Reader by 3rd Grade.
4. Involve principals and teachers from the three or more Target schools in the School Quality Reviews at other schools, with a focus on improving K-3 Literacy.
5. Conduct rigorous observations of the teaching and learning of literacy K-3 at the three Target schools, enabling principals provide feedback against the standards of excellence
6. Help principals and teachers to incorporate high quality literacy practices into their annual strategic plans.
7. Train literacy coaches who serve the three Title I schools to connect the School Quality Reviews to improve K-3 Literacy by engaging coaches in the review process

OUTCOMES

1. Each school will have access to an analysis of how to raise the literacy levels of their own students
2. Each school will have a written annual plan that specifies targets on the Scholastic Reading Inventory
3. Students year over year scores on the SRI will increase significantly.

Oakland has adopted Open Court Reading, and its Spanish primary language counterpart, Foro Abierto, for our current core literacy program in the elementary

grades. This curriculum serves as the foundation for PreK-5 English Language Arts instruction. Upon this strong foundation, schools and teachers can strategically and thoughtfully build and supplement their site literacy program using read-alouds, guided reading, literature circles, content area reading, and independent reading.

Who are the Key Beneficiaries of this project/program?
Select up to four choices from the drop-down.
School Districts
    Title I Schools
      Teachers
        Elementary Students (Grades K-5 or 5-10 years)

If other, please describe.

Who are the Secondary Beneficiaries of this project/program?
Select up to four choices from the drop-down.

If other, please describe.

Describe the specific current community need, how you know about/documented those specific needs and why this project/program is necessary to address those needs.
Oakland Unified School District (OUSD) serves families, youth and children who live in the city of Oakland, California. We currently have a total of 38,103 children in our K-12 schools and 1,827 in PreK. 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.

While Oakland schools have improved greatly in recent years, most of our schools and most of our students are still performing below the state average. We also need to make a concerted effort to raise the reading levels of African American and Latino students. Currently the majority of students who are behind one grade level in reading at third grade fall increasingly behind and are at risk of dropping out. We are piloting an early warning system, which takes into account student attendance from preschool forward, as well as other factors, such as kindergarten readiness so that we can prevent children from falling behind or arriving at school unprepared for the rigors of first and second grade when most of the acquisition of early reading skills, like phonemic awareness, phonics, site words, etc. takes place.

The 2011-12 Fall Scholastic Reading Inventory measured the baseline reading level of our students as they entered their new grade level. It is based on whether they came into their new grade having met prior grade reading level. Of the 2421 Grade 2 students who had non-zero SRI scores in the Fall, 46% of them were reading Above Grade 1 level, 32% of them were reading At Grade 1 level and 23% of them were reading Below Grade 1 level. Therefore, we have three quarters of our entering 2nd graders reading at or above their expected grade level. The results show that about three quarters of our entering 2nd-5th graders started their new grades reading At or Above their expected grade level.
By the end of the school year, in the spring, students are expected to reach their

current grade reading level. Less than 70% of our 2nd-5th graders and less than 50% of our 6th and 7th graders managed to meet the target.

Describe the key approach to this project/program and what field or industry best practices and/or innovations you are incorporating into the implementation of the project/program.

Our approach is to identify the highest quality schools in the district and ensure that their best practices are shared with other schools as well as to bring innovations from outside the district into our schools. The requested grant will ensure that our School Quality Review process explicitly works on the ways that we can improve our current percentages of students reading by third grade.

Among the school standards that we will assess are several that impact K-3 Literacy.
1. Research-based instructional models and practices employed for all
2. A quality school uses instructional strategies that make learning active for students, that provide them with different ways to learn, and that respond to their different learning needs (including language and literacy needs).
3. Instruction is geared toward the construction of meaning, disciplined inquiry and the production of writing and problem-solving that has value beyond the school.
4. Literacy, bi-literacy, and multi-literacy are advocated and supported.
5. A quality school ensures that the curriculum follows state and district standards, with clear learning targets, effective sequencing of content to ensure all students reach proficiency, and regular benchmark assessments to track student progress.

These are generic standards that are applied to illuminate the specifics in each school and to allow the school to reflect about what it does well, where it needs to improve, who needs to be involved in the improvement process.

When a review is taking place, the reviewers use a rubric that is quite specific about how a school can meet the standard:
For example, Standard 1.4: Active and Different Ways of Learning is assessed by evaluating all of the items below.

• Students connect prior knowledge/ skills/ experiences to new learning.
• Students apply learning to questions or problems rooted in (connected to) their interests, goals, experiences, and communities.
• Students use a range of critical thinking skills
• Students use academic language and key vocabulary in speaking and writing
• Curriculum targets the assessed learning needs of all students, including those not at grade level.
• Curriculum provides every student with opportunities to be challenged and to be successful.
• Curriculum reflects an academic push, from the adult, to have all students progress far and attain high levels of mastery.

As related to your project/program's primary focus area, specifically address how your project/program includes at least one of the following areas

(Complete only two of the four areas below and describe in detail how this component will be implemented and/or reflected in the project/program.

Extended Learning time

Beyond reading instruction in the classroom, expanding the time available for reading instruction school programs, such as before and after school, weekend sessions, and summer reading initiatives. In particular, describe how the love of reading will be instilled in children and how their social and emotional needs will be addressed in the project/program in addition to their academic needs.
This initiative is global and focuses on quality of all the schools we review. It is about evaluating schools and guiding the whole school in improving literacy for all, but especially preK to 3rd grade.

Parental Support/Community Engagement

Engaging the community in the school's literacy strategy and/or helping equip parents/guardians with training and resources to support their children's reading. In particular, describe how the project/program will remove barriers to allow more community members to participate, such as transportation, childcare, extended hours of operation, etc., and how the project/program will specifically encourage greater engagement.
Families participate in our review process and on the site committees that share in the creation of the plan to raise literacy levels, a plan that is revisited annually.

Professional Development

Supporting professional development for teachers and principals founded on research-based reading instructional strategies and can include professional learning communities, which allow teachers time with their peers and reading coaches to assist teachers in the classroom, leadership support for principals. In particular, describe the quality of the training curriculum and the trainers and how participants will practice new skills and receive feedback as well as any ongoing support.
We are adopting the common core for K-3 literacy across the district as part of our Balanced Literacy Initiative. Preschool, Transition Kindergarten, Kindergarten, and First Grade teachers are meeting monthly to learn the preliteracy and literacy skills that our students need to develop into strong readers by third grade. The teachers have an opportunity to accelerate students' prereading and reading skills because coordination streamlines the student's experience, avoiding re-teaching each year the same content as the prior year. All teachers and principals receive professional development in Balanced Literacy. As many as possible participate in the school quality reviews as reviewers. Once the review is completed the principal and their supervisor have a consultancy to go over the information to make sure that it is accurate but more importantly to use the lessons learned to create the annual plan for the school site. The quality of the research-based curriculum/protocols for the review process are nationally recognized and other districts have come to observe and learn our approach. The Literacy Coaches participate in the reviews and provide high quality, customized feedback for the teachers and their principal so that they can create thoughtful plans for reinforcing what is working and learning from other schools that have strengths in areas that the reviewed school has weaknesses.

Reading Materials

Ensuring that K-3 students have age-and culturally appropriate reading materials that can be made available through print (e.g., books, magazines, worksheets) as well as digitally (e.g., online resources, iPad apps, etc.). In particular, describe the content of the materials and how greater access will be ensured.

We assess whether K-3 students have age and culturally appropriate reading materials, with our primary approach to ensure that every classroom has leveled readers. The issue of access is addressed in the school reviews and the supervisor for the principal ensures that the annual plan incorporates solutions to the problem. The Supervisor and the School Site Council both monitor the implementation of the annual plan. A key component of the plan is the Literacy section. It requires that the school set goals for their students in reading proficiency and use the Scholastic Reading Inventory to regularly measure progress.

In particular, describe how your project/program may address the following areas:

Alignment with school curriculum, state standards and/or common core for K-3 reading.

OUSD's Balanced Literacy program is based on the Core Standards an implemented across the district. We have a cohort of schools focused on early literacy.

Supporting an overall "culture of reading" (making literacy an integrated element throughout all curricular subjects and surrounding students with literacy tools, materials, and supports)..

We support the overall culture of reading by evaluating where a school lies on the continuum of high standards of literacy and then providing professional development for both principals and teachers about how to surround the students with literacy tools, materials and supports.

Utilizing technology to facilitate learning and improvement of literacy performance by creating, using, and managing appropriate technological processes and resources.

OUSD has recently won an election to put out $475 million in bonds to upgrade our schools including providing new technology access. We will be ensuring all schools have wireless access. Our district has applied for several grants to allow us to close the digital divide. All of our students are now using laptops to take the Scholastic Reading Inventory 2-3 times per year. We have laptop carts that are large enough to carry 20-25 laptops and that are supervised by a tech person.

Proposal Details

How does this project/program support your mission and strategic plan goals?

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.

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.

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.

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.

Describe the timing of this project/program such as key event dates and regularity of project/program.
We evaluate 15-20 schools per year once per year and will have completed a full cycle at the end of June 2014.

Select from the drop-down to describe the primary project/program timing.
During the School Day

If other, please describe.

Select from the drop-down to describe the secondary project/program timing.

If other, please describe.

Describe your outreach to beneficiaries/participants. How will/do participants

hear about this project/program?

All Principals reach out to the families in their schools to participate in the review process. They send out fliers, newsletters, and have the family liaisons contact parents to be trained in the process and to help review their own and other schools.

Describe the staffing structure of this proposed project/program.

How many Full-Time Staff are devoted to this project/program?
17

How many Part-Time Staff work on this project/program?
1

How many active volunteers are necessary to support this particular project/program?
150

What type of volunteer opportunities exist to support this project/program? (i.e., skill-based, episodic, etc.)
Anyone in the community can be trained to participate in the reviews, which last three days.

If applicable, approximately how many of these existing volunteers are Target Team Members?
0

Type of Partners

Which type of partners will you work with on this project/program?
Community Members

If other, please describe.

School Partners

Do you partner with any schools to deliver this project/program?
yes

If no, click here to move to the School District section..

If yes, approximately how many schools will you partner with for this Target funded project/program?
11 or more

If you partner with schools, do you work with any of the following Target School Library Makeover (SLM) partners?

SLM Schools
CA - Laurel Elementary School

Provide the information below for each additional School Partner (up to 10) for this project/program (excluding Target School Library Makeover Partners).

To search for a School NCES ID, click here. The search window opens in a new page.

School Name	NCES ID	Type of School
Allendale	250963001516	Elementary

Is this a charter school?	What is the percentage of free or reduced lunch at the school?
no	89.44

School Name	NCES ID	Type of School
Bella Vista	062805004241	Elementary

Is this a charter school?	What is the percentage of free or reduced lunch at the school?
no	76.84

School Name	NCES ID	Type of School
Global Family	062805012053	Elementary

Is this a charter school?	What is the percentage of free or reduced lunch at the school?
no	92.72

School Name	NCES ID	Type of School
Fruitvale	062805004264	Elementary

Is this a charter school?   **What is the percentage of free or reduced lunch at**
no   **the school?**
                                     87.29

School Name   **NCES ID**   **Type of School**
Futures   062805012057   Elementary

Is this a charter school?   **What is the percentage of free or reduced lunch at**
no   **the school?**
                                     93.23

School Name   **NCES ID**   **Type of School**
Horace Mann   062805004277   Elementary

Is this a charter school?   **What is the percentage of free or reduced lunch at**
no   **the school?**
                                     85.80

School Name   **NCES ID**   **Type of School**
Markham   062805004296   Elementary

Is this a charter school?   **What is the percentage of free or reduced lunch at**
no   **the school?**
                                     90.00

School Name   **NCES ID**   **Type of School**
Maxwell Park   062805004298   Elementary

Is this a charter school?   **What is the percentage of free or reduced lunch at**
no   **the school?**
                                     77.78

School Name   **NCES ID**   **Type of School**
Piedmont   062805004308   Elementary

Is this a charter school?   **What is the percentage of free or reduced lunch at**
no   **the school?**
                                     66.58

School Name   **NCES ID**   **Type of School**
Sobrante Park   062805004316   Elementary

Is this a charter school?   **What is the percentage of free or reduced lunch at**
no   **the school?**
                                     80.99

L

School Districts

Do you partner with any school districts to deliver this project/program?
yes

If yes, approximately how may school districts will you partner with for this Target funded project/program?
1-5

Provide the name and NCES ID for each School District partner (up to 10) for this project/program.

To search for a School District NCES ID, click here. The search window opens in a new page.

| **School District Name** | **NCES ID** |
| Fresno Unified School District | 0614550 |

| **School District Name** | **NCES ID** |
| Sacramento Unified School District | 0633840 |

| **School District Name** | **NCES ID** |
| Los Angeles Unified School District | 0622710 |

| **School District Name** | **NCES ID** |
| Long Beach Unified School District | 0622500 |

| **School District Name** | **NCES ID** |
| Sanger Unified School District | 0635250 |

| **School District Name** | **NCES ID** |
| Clovis Unified School District | |

| **School District Name** | **NCES ID** |
| Garden Grove Unified School District | |

| **School District Name** | **NCES ID** |
| Santa Ana Unified School District | 0635310 |

School District Name   **NCES ID**
San Francisco Unified School District   0634410

School District Name   **NCES ID**

List any significant partners/collaborative organizations, (excluding funders), that you work with for this project/program and provide a brief description of the partnership.

Organization Name
The Center on Reinventing Public Education (CRPE)

Description of partnership/collaboration
We collaborate with them and many other school districts that belong to their School Portfolio Districts Network on figuring out the best way to review schools, determine quality, close failing schools, open or enlarge existing high performing schools. And how to create professional development for teachers that will use the data collected in the review to improve student outcomes.

Organization Name
Highly Effective Districts Consortium

Description of partnership/collaboration
While this consortium of six high performing CA school districts was established by the Stuart Foundation, it continues to be a source of support to our overall approach to reforming our schools and holding ourselves to measuring our effectiveness in innovative ways that accelerate student achievement.

Organization Name
California Office to Reform Education

Description of partnership/collaboration
Our partnership with CORE covers sharing lessons learned about implementing the Common Core and piloting innovative task assessments and observation tools instead of standardized tests. We believe that these approaches will better equip our teachers with the information they need to help students to learn to read and to be successful in school. Teachers from the districts share study of the Common Core; Superintendents work on overall quality of schools and how to make system change. The districts are collaborating on submission of a request to get a waiver from the State of California from the state's new assessments, so that we can pilot innovations in collaboration with other districts in other states.

"A collaborative of nine California school districts is submitting today a first-of-its-kind

waiver seeking relief from the harshest sanctions of the No Child Left Behind law. The proposal would commit the participating districts to a new accountability system, focusing on student achievement but deemphasizing standardized test scores. The existing requirements and penalties would remain in effect for all of the other districts in the state.

"If U.S. Secretary of Education Arne Duncan consents, the districts in the California Office to Reform Education, or CORE, would join the 34 states and Washington, D.C., with waivers from NCLB; ten more states have applications pending. Since California's waiver was rejected last year, and the state is not reapplying this year, CORE is going its own way, filing for a waiver under a provision of NCLB allowing districts to submit proposals. State Board of Education President Michael Kirst said Tuesday that he has read the law and agrees that Duncan has the authority to grant waivers to districts."

Mission:
As a collaboration of districts, we work together to innovate, implement, and scale new strategies and tools that help our students succeed, so that our districts are improved to meet the challenges of the 21st century.
Partnership Design Principles:
Unwavering belief in equity and access for ALL students: CORE districts share a fundamental belief that all of our students can achieve at high levels;
Instructionally-focused and practice-oriented: CORE districts maintain a shared focus on the learning-instruction-assessment nexus of our work, which we believe will strengthen and align the instructional core of each of our schools;
Data driven:
CORE districts reaffirm a commitment to building the necessary infrastructure to support high-functioning, data-driven professional learning communities for all teachers and leaders in all schools;
Outcomes-focused:
CORE districts agree to a "tight-loose" design of the partnership that couples flexibility and district independence with mutual accountability to our shared goals; we believe our work will be made more efficient through shared strategies and tools, technologies, and other resources that will foster continuous improvement of our districts;
Educator-driven:
CORE districts desire that our collaboration be led by local leadership from local communities; and
Clear and accessible:
CORE districts ground our collaboration in a clear shared language that makes communication easy, effective and facilitates the implementation of our new strategies.

List any Corporate Partners that support this project/program through funding or organized volunteers.

Corporation Name   Amount of Support

Description of Partnership
(i.e, in-kind, volunteer, financial support)

Corporation Name   Amount of Support

Description of Partnership

(i.e., in-kind, volunteer, financial support)

Corporation Name   Amount of Support

Description of Partnership
(i.e., in-kind, volunteer, financial support)

Recognition

Are there any recognition opportunities for Target?
yes

If yes, list any recognition opportunities.
Include any marketing/promotional plans for this project/program.

Will you conduct any of the following outreach, marketing or public relations activities to promote this proposed project/program?
Select all that apply.
Annual Report
    Brochures
        Calendar Listings
            E-mail Blast
                Event Programs
                    Events/Open House/Fair
                        Flyers
                            Press Releases
                                Word of Mouth
If other, please describe.

Are there proposed Corporate Benefits for Target?

no

If yes, please describe.

Describe the Core Service the project/program will provide and approximate number of service/units, (e.g., hours spent with students, tutors, artists in residence, docents, pounds of food , # of meals, # of free tickets to programs, # of shelter beds, etc.).

Core Service
Review of School Quality with focus on K-3 Literacy at all 54 our elementary schools

> **Number of service/units**
> 54

Core Service
Opportunities for teachers to share best practices and observe other schools

> **Number of service/units**
> 1000

Core Service	**Number of service/units**
Core Service	**Number of service/units**
Core Service	**Number of service/units**

Indicate the approximate number of services/units to be provided by this project/program for these particular indicators, if applicable.

Books

Reading materials distributed (not including books)

Educators provided professional development
2500

Parents provided support

Estimated cost of program per student (total cost of program divided by number of students participating).

Estimated cost of program per teacher (total cost of program divided by number of teachers participating.
$700

Provide an approximate number/amount/pounds, if known, for any of the following additional resources that may be provided by your project/program.

Activities (Coloring Books, Worksheets)

Art/Craft Supplies

Book Bags/Backpacks

Bookplates

Bread (in pounds)

Clothing

Complete Meals

Curriculum/Student Guides/Lesson Plans

Dairy Products (in pounds)

Fresh Fruit and Vegetables (in pounds)

Furniture

Giftcards

Incentives

Marketing Materials (post cards, posters)

Meat (in pounds)

Media (DVDs, Video, Computer Games)

Newsletters

Non-Perishable Food (in pounds)

Nutrition or Food Information

Personal Care Products (toiletries)

Snacks (in pounds)

Stickers/Bookmarks

Workbooks and Program Guides for Parent and Students

Other, specify

If other, please describe.

To understand the intensity of this project/program, please answer the following questions.

Approximately how many hours of this program/event is each individual participant typically exposed to?

Examples: A children's arts or reading event may be available to the community for 3 hours but the typical attendee may only participate in 1.25 hours of the event. In the example of a 4-week mentoring program, it may be offered 1-hour/day for 4 weeks. While the program is offered 4 hours in total, the average attendee participates 3 times during a program cycle, so the response to this question is 3 hours.. Please enter the average number of total hours a typical participant is exposed to. 90 minutes should be entered as 1.5 hours or if the average amount of exposure to a program is one hour a week for 8 weeks, enter 8 hours.
24

Additional comments to describe the hours that this project/program/event is offered to and received by recipients.
3 day process for each school site

Indicate your best estimate of the total number of individuals who have been/will be served by this program.

Current Year	Last Year	Two Years Ago
38,103	43,220	46,516

If known, approximately how many unique individuals in total have/will have participated in the proposed project/program?

Current Year	Last Year	Two Years Ago

Indicate your best estimation of the number of those served by this project/program for each of the ethnic groups listed below.

American Indian or Alaskan Native	Asian	Black or African American
181	6,269	14,194

Eastern Indian	Latino or Hispanic	Native Hawaiian or Pacific Islander
	19,031	502

White or Caucasian   **Other Race/Multiracial**
4,105   2,190

Indicate your best estimation of the number of those served by this project/program for each of the genders listed below.

Female   **Male**
22,601   23,871

Indicate your best estimation of the number of those served by this project/program for each of the age groups listed below.

Babies/Toddlers under 5   **Elementary School - Grades K-5 (Ages 5 to 10)**
                                    19,708

Middle School - Grades 6-8 (Ages 11 to 14)
8,413

High School - Grades 9-12 (Ages 15 to 18)   **Young Adult - (Ages 19 to 25)**
9,980

Adults - (Ages 26 to 64)

Senior Citizens 65 and over

Indicate your best estimation of the number of those served by this project/program for each population listed below.

Active Duty Military Personnel or Veteran   **Blind/Vision Impaired**

Deaf/Hearing Impaired

Economically Disadvantaged   **ESL/ELL (English as a Second**
28,196   **Language/English Language Learner)**

8000

Immigrants, Newcomers, Refugees
2000

Lesbian/Gay (LGBT)

Persons with Developmental Challenges

Persons with Learning Challenges
1905

Persons with Physical Challenges

Single Parents

Indicate your best estimate of the number of those who will be served by this project/program for each listed below.

Classrooms	**Families**	**Libraries**	**Schools** including Title I Schools **45**

School Districts
15

School Staff
3500

Teachers
2500

Title I Schools
We define Title I Schools as 65% population receiving free or reduced lunch.
40

Program Results

Provide a description of how this project/program will demonstrate success.
Describe any past success as well as the primary changes/outcomes this project/program is designed to accomplish.
Our measure of success for improving K-3 Literacy is to compare performance on the Scholastic Reading Inventory from one year to the next for a matched set of students from the school starting at 2nd grade. We will also examine CST scores in English Language Arts. We will have a list of teachers who have excellent record of teaching students to read well by third grade and will facilitate their sharing what they are doing with the other teachers in their own school and in other schools at the same or similar grade levels.

What indicators have you used/will use to determine the progress you make towards these changes/outcomes?

Scholastic Reading Inventory base lines are taken every fall, we will use year over year improvement.
California Standard Test is administered once per year in the spring, we will be examining which schools are successful in moving students from far below basic to basic, from basic to proficient, etc.

In addition, Executive Officers (supervisors of principals) will be leveraging the school evaluation process to identify effective K-3 literacy practices, determine which schools are in need of developing these effective practices, and creating a process of engagement and design, to effect the knowledge transfer among all schools in their own network and across the district.

The OUSD Literacy framework recognizes that assessments are an essential part of a quality literacy program. Assessing student progress allows teachers to determine standards mastery, to evaluate lesson effectiveness, and to make informed decisions about students' needs and instructional next steps.

Assessment methods include:

• Standards-Based Benchmark Assessment [Action Learning System]
• The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) used as a screening measure to identify students early that might be at-risk of not learning to reading as well as a progress monitoring assessment to more closely monitor struggling students.
• SRI (Lexile Level Reading Assessment) used as a longitudinal measure of reading growth and for placement- grades 5-8
• State standardized assessment: California Standardized Test (CST)
• California English Language Development Test (CELDT) assesses progress and academic needs of English Language Learners (ELLs) in the English language.
• Progress Monitoring
• Process Writing Assessment (grades 4-9)

Describe any internal milestones (timing) for success.

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).

We will be conducting a third round of school reviews in 2013-14. The schedule of reviews is very demanding and if we can meet our schedule that would be a measure of success different from the performance of our students.

What process is in place for measuring success among the project/program participants?
Select as many as apply.
Surveys/Questionnaires
   Pre/Post Tests
      Interviews
         Existing Databases
            Focus Groups
               Observations
                  Data Made Available for Public Use
If other, please describe.

In what ways does your organization use program data?
We use program data in the process of evaluating principal effectiveness as well as in collecting information that will empower parents to choose the best school for their child.

If this is not a new project/program, what have you learned about this program (implementation, population, best practices, staffing, partnership, requirements, etc.) over the past year?
o This first year we have focused on developing effective tools for assessing school quality and accurately mapping each community's assets and challenges. Schools have been using the data both to update their annual Community School Strategic Site Plan and to make decisions about where to focus their limited resources to impact literacy.

How have you incorporated these learnings into this proposal?
We have completely overhauled the review process in response to the pilot year.

In what ways do you share programmatic learnings with partners or other providers, if at all?
We share our work through three district networks: CORE and the Highly Effective Districts group described above. We also present at the School Portfolio Management annual conference.
We were selected by the NoVo Foundation to join their six-district network focused on

Social and Emotional Learning, expected to be a five-year effort and will be exploring how learning to read can reinforce the ways that students develop empathy, solve conflicts, work collaboratively, etc.

English language arts teachers are meeting with teachers in other CORE districts to explore assessments.

Within our own school district, we have a cohort of schools implementing Balanced Literacy and sharing within the cohort throughout the year.

Preschool, Transition Kindergarten, Kindergarten, and First Grade teachers are meeting monthly through support from a grant from the W.K. Kellogg Foundation to show each other student work in acquiring preliteracy skills, figuring out how to create smoother transitions for students by adults using shared vocabulary and methods for teaching reading from PreK to 1st grade.

What challenges does your organization face in collecting data and/or assessing success?

We have relatively reliable ways of collecting data, but everyone in our school system is pressed for time for reflection and thoughtful analysis of what the data is telling us about our students, our teachers. We will use the grant from Target to strengthen these opportunities by engaging as many people as we can in the School Quality Review process which is all about using data to assess success and where to invest our resources to get the greatest impact for the largest number of kids who are in historically low performing schools.

Application Feedback: As we test this new application format, we would appreciate your feedback.

Rate the ease of this new application (accessibility, usability, clarity, etc.)
One (Very Difficult) to Five (Very Easy)

1

How readily available was the information you needed to address the questions in this application?
One (Difficult to Access) to Five (Readily Available)

1

The requirements of this grant application (i.e., type of data, number of required questions, required attachments, etc.) are appropriate for the amount of support we are requesting from Target.
Strongly Agree

Please share any comments regarding concerns or thoughts that came to you as you were completing the application.

We would like to use your input in order to provide a better experience for your organization and our other community partners.
The application timed out so often that it was very frustrating. I couldn't figure out how to save without leaving the document completely.

E-mail questions to Community.Relations@Target.com

Attachments

Title	File Name
Organization Org Chart (leadership structure)	OUSD_Org_Chart.pdf
Board of Directors List	FDNHQANDSTORESBOARDLISTING.HTML.csv
Project/Program Budget	HQPROJECTBUDGET.HTML.csv

Files attached to this form may be deleted 120 days after submission.