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Enactment Date	8/14/13
By	GA



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Board of Education

To: Board of Education  
From: Garv Yee, Superintendent  
Subject: **District Submitting Grant Proposal**

**ACTION REQUESTED:**

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal years 2013-2015 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

**BACKGROUND:**

Grant proposal for OUSD schools for the 2013-2015 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant proposal 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	Improve school quality, accountability, and assessment	July 1, 2013 - June 30, 2015	Stuart Foundation	\$360,000.00

**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 proposal 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: \$360,000

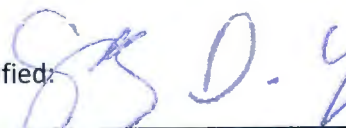
**RECOMMENDATION:**

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal year 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.

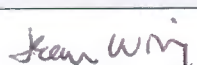
**ATTACHMENTS:** Grant Face Sheet, Proposal

OUSD Grants Management Face Sheet 2013-14

<b>Title of Grant:</b> Quality Community Schools Development	<b>Funding Cycle Dates:</b> July 1, 2013 – June 30, 2015
<b>Grant's Fiscal Agent:</b>	<b>Grant Amount for Full Funding Cycle:</b> \$360,000
<b>Funding Agency:</b> Stuart Foundation	<b>Grant Focus:</b> Quality Community Schools Development
<b>List all School(s) or Department(s) to be Served:</b> All Students in All Schools	

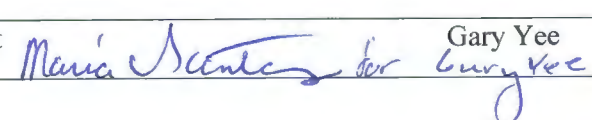
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will strengthen the Office of Quality, Accountability and Analytics' impact on every school in the district as we apply the district's quality standards to the whole portfolio of schools, including charter schools.
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.)	The Associates Superintendent and the Executive Director of Quality, Accountability and Analytics 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.
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.)	Jean Wing and David Montes de Oca 4551 Steele St Oakland, CA 94619 (510) 336-7570 jean.wing@ousd.k12.ca.us david.montes@ousd.k12.ca.us  Certified:  Gary Yee Ed.D., Secretary Board of Education

**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal	Jean Wing		7/14/2013

Department Head (e.g. for school day programs or for extended day and student support activities)

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Gary Yee		7/16/13

# STUART FOUNDATION

INVESTING IN CHILDREN & YOUTH TO CREATE LIFELONG IMPACT

## Proposal Information Form

ABOUT YOUR ORGANIZATION			
Organization Name:	Oakland Unified School District		
EIN (if applicable):	94-6000385		
Organization Address:	2111 International Blvd, Oakland, CA 94606		
Organization Phone:	(510) 434-7790	Organization Fax:	(510) 434-7772
Website:	ousd.k12.ca.us		
Type <i>choose one</i>	<input type="checkbox"/> 501(c)(3) public charity <input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Government Entity <input type="checkbox"/> Other (please specify)		
Organization Mission:	Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.		

INFORMATION ABOUT YOUR GRANT REQUEST			
Request Reference #:	0775	Date Submitted:	4/17/13
Project Name:	Quality Community Schools Development		
Duration of Project: (mm/dd/yy) to (mm/dd/yy)	July 1, 2013 to June 30, 2015		
Grant Request: (Total Amount/Total Years)	\$180,000 per year for two years = \$360,000 TOTAL		
Stuart Foundation Program Area (see program areas and strategies at: <a href="http://www.stuartfoundation.org/OurStrategy">www.stuartfoundation.org/OurStrategy</a> )	Highly effective districts		

## CONTACTS

<b>CHIEF EXECUTIVE/HEAD OF ORGANIZATION:</b> This is typically your Executive Director, Public Agency Director, Dean of a specific school at a university, or the person that directs and leads your organization. The Foundation also typically expects that this is the person who would be the signatory for a Grant Agreement.					
Full Name:	Gary Yee				
Title:	Superintendent				
Address:	2111 International Blvd Oakland, CA 94606				
Organization Phone:	(510) 434-7790	Ext:			
Direct Phone:		Ext:		Direct Fax:	(510) 434-7772
Email:	Gary.yee@ousd.k12.ca.us				
<b>PROJECT LEAD/DIRECTOR: (if different from contact above):</b> This person is the primary contact for this project and must work for the prospective grantee organization. This is the person who will be responsible for the execution of project objectives, and will work with Foundation staff on grant implementation, receive correspondence, and handle grant reporting and monitoring.					
Full Name:	David Montes de Oca				
Title:	Associate Superintendent of QAA				
Address:	4551 Steele St Oakland, CA 94619				
Organization Phone:	(510) 434-7790	Ext:			
Direct Phone:	(510) 336-7570	Ext:		Direct Fax:	
Email:	david.montes@ousd.k12.ca				
<b>GRANTS ADMINISTRATION CONTACT (if different from either contact above):</b> This person is typically the same as one of the two contacts above. However, in the event your organization has another contact responsible for managing grant agreements, contracts, and other fiscal-related grant matters, please include that person here.					
Grant Role:	Please check all that apply: <input checked="" type="checkbox"/> Responsible for signing grant agreement <input checked="" type="checkbox"/> Serves as contact for receiving payments <input checked="" type="checkbox"/> Will ensure completion of grant reports				
Full Name:	Madeleine Clarke				
Title:	Development Director				
Address:	2111 International Blvd Oakland, CA 94606				
Organization Phone:	(510) 434-7790	Ext:			
Direct Phone:	(510) 334-1859	Ext:		Direct Fax:	(510) 434-7772
Email:	madeleine.clarke@ousd.k12.ca.us				

GRANT PROCESSING & APPROVAL	
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, Sponsored Projects Office).	Oakland Board of Education
2. Timeline for Agency/Board Approval.	30 days
3. Exact name of department, address, and contact information to which the grant payment would be made.	Madeleine Clarke Director of Development 2111 International Blvd Oakland, CA 94606

REFERENCES: Please provide up to three contacts who can serve as references for your project. References should be other public/philanthropic funders or partnering organizations.	
Organization Name:	Rogers Family Foundation
Full Name:	Brian Rogers
Title:	Executive Director
Relationship to Project:	Funder of charter/district collaborations
Phone:	510-899-7930
Email:	brogers@rogersfoundation.org
Organization Name:	Wayne & Gladys Valley Foundation
Full Name:	Mike Desler
Title:	Executive Director
Relationship to Project:	Funder of Quality Community Schools Development
Phone:	510-466-6060
Email:	Info@wgvalley.org
Organization Name:	Oakland Community Organizations
Full Name:	Emma Paulino
Title:	Community Organizer
Relationship to Project:	Community leader in creating quality standards
Phone:	510-459-8696 (cell)
Email:	emmap@oaklandcommunity.org

# Oakland Unified School District

## Quality, Accountability and Analytics

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### Introduction

We are requesting general support of \$180,000 per year for two years, a total of \$360,000, for Department of Quality, Accountability and Analytics department [QAA, writing the formers Quality community Schools Development (QCSD) and Research, Assessment & Data (RAD) departments] in alignment with the school district's Goal Area Five: Accountability for Quality.

*The Oakland Unified School District will be accountable for high quality for its schools and in its work across the organization.*

### The Issue

1. *Describe the issue or problem that your district proposes to address. What is the urgency of the issue? Please include a copy of strategic plan and/or district dashboard, if available.*

Our district shares the Stuart Foundation's commitment to **improving the academic achievement of disadvantaged students**, but in the Oakland context, which is a racialized context with an unacceptable opportunity gap between white children and children of color in the same city.

Most of the children OUSD serves live in neighborhoods challenged by high levels of persistent poverty, unemployment, homelessness and byproducts of these, including crime, violence and poor health. West and East Oakland face stubbornly high and continually growing unemployment rates. Currently the unemployment rate in East and West Oakland is 15.65% percent<sup>1</sup>, while the Bay Area average is 7.1%. Most of our students (69%) qualify for free and reduced lunch and all but seven of our 141 schools serve large concentrations of low-income students. The seven elementary schools where fewer than 40% of students qualify for free and reduced lunch are located in affluent neighborhoods in the Oakland Hills.

*Compared with a White child in the Oakland Hills, an African American born in West Oakland is:<sup>2</sup>*

- 1.5 times more likely to be born premature
- 7 times more likely to be born into poverty
- 2.5 times more likely to be behind in vaccinations
- 4 times less likely to read at grade level by Grade 4

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<sup>1</sup> <http://zipatlas.com/us/ca/oakland/zip-code-comparison/unemployment-rate.htm>

<sup>2</sup> See Alameda County Public Health Department, *Life and Death from Unnatural Causes: Health & Social Equity in Alameda County*.

- Likely to live in a neighborhood with 2 times the concentration of liquor stores and more fast food outlets
- 5.6 times more likely to drop out of school
- As an adult, he will be 5 times more likely to be hospitalized for diabetes, 2 times as likely to die of heart disease, 3 times more likely to die of stroke, and 2 times as likely to die of cancer.

*Born in West Oakland, an African American child can expect to die almost 15 years earlier than a White child born in the Oakland Hills.*

Our school district and community stakeholders have joined together to address definitively the shocking disparities in health and life outcomes between children born in the Hills and those born in other parts of the city. Oakland Unified believes that health status and achievement are inextricably intertwined. When we incorporate health and prevention and improve instruction all children will achieve.

Oakland is marshaling community, government, and family resources to provide wrap-around health and social service supports for all students. Our goal is to create more than a set of school-based health clinics — our goal is to create a *full service community school district* serving multiple networks of high quality community schools.

In the words of Superintendent Tony Smith, who launched the Community Schools, Thriving Students initiative in 2010: *“I believe when we unify Oakland for the academic and social success of our children, we will see students thrive.”*

Please find the district’s Strategic Plan in Attachment 1, as well as the Balanced Scorecard in Attachment 2.

## **The Solution**

### ***2. Describe how you propose to address the above stated issue.***

We propose to create a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

1. Build teachers’ and students’ capacity for academic success as defined and measured by the new Common Core standards.
2. Build schools’ capacity to provide or connect students and their families to access to opportunities for fundamental physical and mental health and work with our city to help to change neighborhoods to diminish violence and promote healing.
3. Build teachers’ and students’ social and emotional learning as a core foundation for academic success.
4. Build schools where every family feels welcomed and every child feels nurtured.

### **Background Documents Requested** (please see Attachments)

Our five-year strategic plan is entitled *Community Schools, Thriving Students*, and was approved by the school board in June 2011 and runs through June 2016. Our district dashboard,

which we call the District Balanced Scorecard, was introduced to the school board in September 2012, and, with modifications, was approved by the School Board on December 12, 2012. In 2010-11, the Quality Community Schools Development department led our district in developing specific observable standards of quality that are understandable to all of our stakeholders. A complete list of the standards is available in Attachment 3.

### **Focus of Proposal: Accountability for Quality**

**Theory of Action:** The Quality, Accountability & Analytics department is an engine for coherence and excellence at all levels of the district. The analytics team will create cascading data-based reports, dashboards, scorecards, and analysis for each level in the school system: central office, school community, and classroom. Continuous School Improvement leads the School Quality Review process and supports School Portfolio decision-making as well as providing feedback to central office in how the system as a whole needs to change to better serve our schools. School Quality Review staff and teams, representing school stakeholders, analyze a data profile for each school, and then conduct a three-day Balanced Performance-based Quality Review, including an assessment of parent and community engagement; student engagement; teacher and leader effectiveness; and curriculum quality. The results of the three-days of observation and inquiry are captured in a written report, which is shared back to the school community in a careful and thoughtful process that allows for adult learning and engenders real and shared commitment to devise and implement improvements. Each school community writes a 3-year plan for improvement, revisited annually, that calls for specific actions and allocates resources for implementation.

The data profiles and School Quality Reviews are also used to identify *promising practices* in and among Oakland schools and regions of schools. District level staff support professional learning networks, regions, and cohorts of schools that choose to focus on one area of improvement, for example: balanced literacy, English learners, or implementing the common core standards for middle school math.

The same information informs School Portfolio Management decision-making, such as major school restructuring and school closure. QAA is given permission to act as a critical friend to the entire organization by identifying where the system must change to better support schools.

### **Foundations for Quality Community Schools**

In the last three years, in part with support from the Stuart Foundation, Oakland has developed an aligned and systemic approach to ensuring accountability for quality by:

- adopting a single set of standards for a high quality Community School,
- assessing each school against the standards, and
- producing a report for each school and its community which empowers both in holding each other accountable.

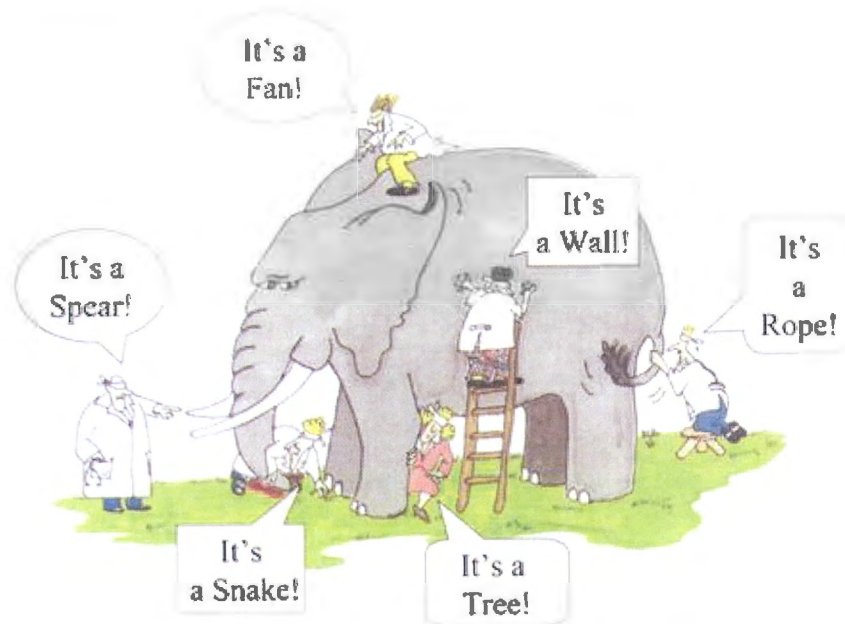


The school district has experienced steady academic growth and increased buy-in from the community, evidence that we are moving the district in the right direction.

Starting July 1, 2013, the Quality, Accountability & Analytics department will start working on this project. The goals for the next two years are to:

1. Provide Oakland school communities with School Quality Reviews, individualized data-based pictures of where their school as a whole is and what needs improvement, as measured against a set of shared standards.
2. Codify and make accessible a map of unique resources and strategies for principals and school communities to use in addressing agreed-upon issues documented in the annual Community School Strategic Site Plan (CSSSP).
3. Provide Oakland principals and teachers individualized data-based pictures of each class and each student in their school as measured by the Common Core academic standards.
4. Support the School Board, the Superintendents, the Regional Executive Officers and most importantly the community with tools and processes for holding schools accountable to the standards.
5. Provide Oakland departments with individualized data-based pictures of how their department measures up in delivering the services that our schools and principals need from clean bathrooms to high quality data dashboard.
6. Support the school portfolio management process and continuous improvement for every single school in partnership with the community.

### School Quality Reviews



Believing that test scores and other quantitative measures of school performance provide only a partial window into the quality school, the OUSD Strategic Plan calls for a School Quality Review process. This inspectorate system-- with qualified evaluators and other stakeholders

visiting classrooms, interviewing members of the school community, observing instruction and looking at teacher and student work – is modeled after work done in other countries, builds off some of the work of the OUSD Charter Review Process, is easily understood for families and the public. Below is an example of one of the standards and the corresponding rubric.

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard I.12: Opportunities to Learn Career-related Skills</b></p> <p><i>A quality school provides opportunities for students to prepare for future careers, to learn specific career pathway skills and knowledge, and to develop 21st century work habits within the school curriculum or through collaboration with external partners (internships, mentoring, and work-based learning).</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong &amp; consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>Students experience opportunities to prepare for future careers, learn specific career pathway skills and knowledge, and develop 21<sup>st</sup> century work habits within the school curriculum or through collaboration with external partners (internships, mentoring, work-based learning).</li> </ul>	<p>The school provides learning experiences that show <b>strong &amp; consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these practices to <b>ensure that all students experience opportunities to learn career-related skills.</b></p>

The School Quality Review process is designed to approach the question of school quality based on evaluating the extent to which schools live up to Oakland’s School Quality Standards (see Attachment 3). In order to measure a school’s current status on the path toward becoming a high quality community school, we take into account multiple perspectives, and evaluate both the inputs (schooling process) and outputs (results). The school quality review process includes developing regional review teams, conducting a school self-reflection, analyzing varied data and results, and conducting an extensive, multi-day school site visit.

The purpose of the school site visit is to provide a clearer picture of the way in which the school is supporting student learning, supporting adults learning, and supporting the conditions necessary to fulfill the goals of creating Full Service Community Schools. The result of the school review process will include a comprehensive report detailing the extent to which each school is meeting Oakland’s School Quality Standards.

Oakland has now completed over 30 School Quality Reviews and is developing and improving a process for feeding the results of the review into the three-year **Community School Strategic Site Plan** and holding the school and the district accountable for implementation of the plan. Currently, the Lead Evaluator from the School Quality Review helps principals to understand the School Quality Review and to respond to the findings and recommendations. Going forward, if funding permits, a new position will be created to oversee for all schools a tighter connection between the Reviews and the subsequent accountability processes.

## **Community School Strategic Site Plan (CSSSP)**

The Community Schools Strategic Site Plan (CSSSP) is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. All school communities completed Community Schools Strategic Site Plans in 2011-2012 as the first step in the development of site priorities for the 2012-2015 school years.

To lead these efforts, each site creates a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school recruits their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team drives the development of the CSSSP for their school and will be supported through a collaborative engagement process.

### **3. What is the proposed project(s) scope of impact?**

Quality Community Schools Development has a district-wide impact and will affect every school in the district as we apply the districts' quality standards to the whole portfolio of schools, including charter schools. Our Board of Education is exploring a "diverse providers" approach that means that the portfolio is made up of regular public schools, in-district charters, and independent charters, all supporting the goal of "a quality school in every neighborhood." In addition, the School Quality Review process is a valuable form of professional development for the teams of reviewers. Principals, coaches, teachers, family leaders, and community leaders participate for three days and learn from the process of observing classrooms, routines and rituals and then thinking through where the school falls on the rubric for each standard.

### **4. To what extent will the results of this project be of value to other districts?**

The School Quality Review, the School Quality Standards, and the Community Schools Strategic Site Plan are models for other districts striving for more equitable systems of accountability. Oakland leaders are participating in the state and national conversation about School Portfolio Management, including piloting ways that charters and regular public schools can learn from each other. Our Board of Education has recently committed to devising a board policy regarding School Governance and the relationship between autonomy and accountability, which goes beyond the negative sanctions of No Child Left Behind and focuses on positive reinforcement of excellence.

### **5. What would be necessary for your district to share implementation strategies and outcomes with other districts (with other CORE districts or others)?**

Oakland Unified has very limited financial resources to bring together leaders and coaches to share best practices internally, so we would need significantly more resources for stipends, summer facilities and food to connect with other districts. If we wanted our leaders and teachers to actually implement their findings, we would use the cohort structure, the regional structures,

and multiyear planning processes. We have made all of our work public on the website and will continue to develop platforms for sharing our work through technology.

A challenge will be that our principals and teachers have limited time for collaboration and are reluctant to trade off grade level collaboration for district to district collaboration, which does not have direct impact on their day to day work in the classroom.

One way that we have shared our work with other districts is to host visits and to hold role-alike meetings of staff groupings, from operations staff, to school site principals, and to conduct site visits. National and local foundations have helped to support this work providing funding for travel, materials, and refreshments and sending their own staff as participants.

**6. Assuming the NCLB Waiver is approved, will this grant support the district's implementation of the Waiver components? If so, please describe how.**

The fundamental purpose of the waiver is for states (and districts) to have the opportunity to develop a better system of accountability than the one constructed by No Child Left Behind.

California Office to Reform Education (CORE) is a consortium of 10 California districts applying for a waiver. "CORE is seeking to create a better system for improving student learning, and teacher development and growth. 'There's not one of the ten of us that would back away from increased organization accountability, but we think there are better ways to have an accountability system.' [Fresno Unified Superintendent Mike Hanson]

Those would include committing to building model data systems for local districts, providing more collaboration among teachers and districts and giving districts the flexibility to use Title I funds where they're most needed. [Rick] Miller said the waiver is about more than avoiding the current accountability model. 'We think we have a better plan to drive instruction and student improvement.'"<sup>3</sup>

The NCLB Waiver would strengthen Quality, Accountability & Analytics department's collaboration among each team unit in "building a model data system," including data about students' access to opportunities in their neighborhoods. The waiver would allow us to direct Title I funds based on the information gathered from the School Quality Reviews and to spread *promising practices* in schools serving students with the greatest needs and with highest capacity for successful implementation. The waiver would also support Quality, Accountability & Analytics department's efforts to bring to bear the same set of standards on charters and regular public schools. It will allow more autonomy for accountability, and encourage our experiments with high performing, highly autonomous "in-district charters."

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<sup>3</sup> "Districts to seek NCLB waiver whether or not they're invited," *Education Source*, Kathryn Baron, February 10th, 2013. <http://www.edsource.org/today/2013/districts-to-seek-nclb-waiver-whether-or-not-theyre-invited/26943#.UW4dTLXCbTo>

Most importantly, our accountability system will become still more transparent and effective as we focus on supporting individual teachers to improve their practice. We will explore creating more nuanced standards of instruction that teachers themselves find most useful. Teachers will have the opportunity to conduct peer-to-peer observation using video and work together to develop and apply instructional standards in conjunction with feedback from the principal.

**7. Provide goals and objectives for the project. Specify long-term goals and delineate specific objectives to be accomplished within the timeframe of the proposed grant. Include the following:**

For the current proposal that continues the work of our last grant, there is very little change in our overarching goals, objectives and activities.

## 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).

**Goal:** To create and sustain a portfolio of high quality full service community schools using an equitable data-based decision-making process for determining the number, kinds, and locations for our schools based on school quality and student needs.

## Objectives

1. For 2013-14, for 22 schools, produce **actionable** quantitative and qualitative data about each school's strengths, challenges, and actual performance captured in School Quality Review reports. For 2014-15, do the same for another 29 schools.
2. For district as a whole, conduct authentic community engagement in the process of identifying failing schools, closing those schools, creating new schools, and sustaining and growing successful schools.
3. For three regions, identify highly effective practices for replication within the regions and across the district.
4. For annual budgeting process, support district decision-making regarding distribution of resources to individual schools based on School Quality Review Reports and community mapping.

## Outcome

Each year, increase by 20% the number of schools demonstrating performance at the highest levels of development based on the standards (e.g., maturing and excelling).

## Other 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. 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.
2. Reach sustainable number of schools and staff for our student population and budget, while maintaining a focus on equity.

### **Activities 2013-15**

The fundamental work of reviewing schools continues. We had hoped to complete reviews of all schools based on a three-year cycle. In 2013-14 we will be in Year Three but the number of schools that we can review is dependent upon our success with private fundraising so we have a back-up plan of moving some schools out to 2014-15 for their first review. The review process now includes a larger role for the Lead Evaluator in helping the principals and the school communities to take the recommendations in the School Quality Review and make real changes in their schools.

1. Establish teams with capacity to do high school reviews.
2. Train School Quality Review teams.
3. Conduct 22-29 reviews.
4. District IT and QAA retrieve data from the student information system, District's data portal, human resources and any other quantitative data relevant to School Quality Reviews.
5. Disseminate School Quality Review initial findings to key stakeholders and engage key stakeholders in analyses of findings.
6. Produce 22-29 School Quality Review reports.
7. 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.
8. Design an evaluation of the effectiveness of the three-year evolution of the School Quality Reviews (funding permitting).

9. 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.
10. Present overview of progress to School Board (quarterly).
11. Develop QAA 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.
12. Assess access to opportunities for each neighborhood in Oakland to allow the district to distribute its limited resources based on where they are needed most and to empower communities to advocate for themselves based on demonstrable inequities.

## **8. Evaluation**

Funding permitting, the Director of Continuous School Improvement and the Executive Director of QAA 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?

## **9. Budget Narrative (see below)**

### **Organizational Health and Project Sustainability**

#### **10. What, if any, fundraising activity is the district engaged in to fill the gap between the amount requested from the Stuart Foundation and the full project budget?**

Currently, the district needs to fundraise between \$400,000 and \$700,000 for 2013-14, in order to implement another round of School Quality Reviews and to develop a new, more user-friendly platform for accessing data reports so that schools and teachers will have more and more timely information to inform instruction. If the state budget results in greater funding for school districts that serve higher numbers of students living in poverty, English Learners, and immigrants, some of the new funding will be used to sustain QAA.

In terms of private funding, the school district plans to return to the Wayne and Gladys Valley Foundation for support of School Quality Reviews. In January 2013, the Valley Foundation granted \$375,000 for July 1 to June 30, 2013 to implement School Quality Reviews, but will not entertain a new proposal until November.



The W.K. Kellogg Foundation contributed \$300,000 toward the development of the quality standards in 2010-11. Currently, the Kellogg Foundation is focusing support on a 0-8 Initiative and African American Male Achievement, but we are developing a proposal to shift some funding toward QCSD for more effective school level planning processes that actualize the potential of the Community School Strategic Site Plans by leveraging the Lead Evaluators' coaching and the recommendations from the School Quality Reviews.

**11. What are the plans for sustaining this work beyond Stuart Foundation support?**

Our intention is that the school district will sustain the work using public funds after 2015, but we are prepared to continue private fundraising, which has been quite successful to date, if the state budget does not shift more funding to Oakland.

<b>EXPENSES</b>		<b>ONE YEAR BUDGET</b>	<b>Narrative</b>
<b>Salaries and Benefits</b>	<b>FTE</b>	Salary + Benefits	
Associate Superintendent, QAA	1.0	\$ 186,200	Oversees the department, reports directly to Superintendent and is member of the cabinet
Admin Assistant II	1.0	\$ 67,200	Supports the Executive Director, manages office
Director, School Quality Review	1.0	\$ 154,000	Oversees the School Quality Review processes for both regular public schools and charter schools, in collaboration with Network and Regional Executive Officers
Lead Evaluator, QAA	1.0	\$ 138,600	Develops training processes and recruits, trains, and coordinates participants in implementation of SQRs.
Lead Evaluator, QAA	1.0	\$ 138,600	Develops training processes and recruits, trains, and coordinates participants in implementation of SQRs.
Lead Evaluator, QAA	1.0	\$ 138,600	Develops training processes and recruits, trains, and coordinates participants in implementation of SQRs.
Data Analyst	0.5	\$ 47,600	Analyzes data to support the SQRs and Charter Authorizations
Admin Assistant III	1.0	\$ 90,160	Supports the SQR program in all aspects
Coordinator, Data Analysis and Reporting	1.0	\$ 133,000	Coordinates all OUSD data analysis and reporting
Coordinator, School Portfolio Management	1.0	\$ 133,000	Coordinates portfolio decision making process
Office Manager	1.0	\$ 87,874	Manages the SQR office
Data Analyst II	1.0	\$ 96,920	Analyzes data to support the SQRs and Charter Authorizations
Admin Assistant III	1.0	\$ 90,160	Supports the SQR program in all aspects

Director, Educational Transitions	0.5	\$	95,200	Oversees the transition of K-8 schools into K-12 schools, as well as closing failing schools
Director, Charter Schools	1.0	\$	128,250	Oversees district charter relationship
Accountant	1.0	\$	113,100	Accounting for OUSD payments to charter schools and charges for special education and other services provided by the district to the charters
Compliance Specialist/Charter Schools	1.0	\$	110,500	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

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<b>TOTAL PERSONNEL</b>	<b>16 FTE</b>	<b>\$ 1,948,964</b>	
Custodial		\$ 20,000	Overtime for custodial staff
Copier		\$ 25,000	
Supplies		\$ 15,000	Includes food for public meetings
SQR Training		\$ 10,000	Training for School Quality Reviewers
SQR Dissemination		\$ 10,000	Printing costs and meetings for disseminating information on SQR
SQR Youth Researchers		\$ 10,000	Stipends for youth researchers
CSSSP Implementation		\$ 50,000	Best practice sharing
Charter Supplies		\$ 20,000	Supplies
Public Hearings (Technical Assistance/3rd Party)		\$ 7,000	Facilitation, printing, food
<b>TOTAL NON-PERSONNEL</b>		<b>\$ 167,000</b>	
<b>TOTAL EXPENSES</b>		<b>\$ 2,115,964</b>	
<b>STUART FOUNDATION REQUEST</b>		<b>\$ 360,000</b>	

## **Attachments**

1. Our five-year strategic plan, *Community Schools, Thriving Students*, was approved by the school board in June 2011 and runs through June 2016.
2. Our district dashboard, which we call the **District Balanced Scorecard**, was introduced to the School Board in September 2012, and, with modifications, was approved by the School Board on December 12, 2012.
3. **School Quality Standards**

## **Oakland Unified School District Quality, Accountability and Analytics**

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### **Key Staff (see CVs)**

- David Montes de Oca, Associate Superintendent of QAA
- Jean Wing, Executive Director of QAA

# DAVID MONTES DE OCA

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## OBJECTIVE

To support the development and implementation of a vision for sustained reforms in education that will lead to significantly more equitable outcomes for all children in a community.

## EDUCATION

<b>M.S., Educational Leadership</b> , California State University, East Bay Action Research: Student-Led Goal Setting and Home-School Monitoring of Student Progress in Academic Achievement	2007
<b>Tier II Administrative Credential</b> , California State University, East Bay Emphasis in Differentiated Supervision, Collaborative Professional Learning Communities, and Data Based Decision-making	2005
<b>LEAD Program Administrative Credential</b> , California State University, East Bay LEAD - Leading for Equity, Achievement and Democracy Program Partnership with the National Equity Project (formerly Bay Area Coalition For Equitable Schools) emphasis in anti-racist, anti-biased stance in education	2003
<b>B.A, American Studies</b> , University of California, Santa Cruz Honors Awarded in the Major, Thesis: Educational History of Chicano/Latino Communities in the United States	1996
<b>Humanities Studies</b> , Oxford University University Exchange Program Coursework: Mid-Century English Literature, Geology, Contemporary Poetry	1994
<b>General Education</b> , Pasadena City College	1993

## EXPERIENCE

<b>Oakland Unified School District, Oakland, California</b> <i>Executive Director, Quality Community Schools Development (2010-Present)</i> <ul style="list-style-type: none"><li>Developed community-based process resulting in Board-adopted School Quality Standards</li><li>Established Office of School Quality Review – conducting inspectorate-model evaluations of all district schools on a three-year cycle, engaging cross-departmental and stakeholder review teams</li><li>Established Office of School Portfolio Management responsible for facilitating Board decision-making and district-wide restructuring efforts including incubation of schools undergoing grade configuration changes, school mergers, and transition support for students, families, and staff as a result of school closings</li></ul> <i>Director, Office of Charter Schools (2007-2010)</i> <ul style="list-style-type: none"><li>Established new Office of Charter Schools responsible for all aspects of charter school authorizing</li><li>Developed and implemented nationally recognized new charter review process, charter school evaluation and renewal process, and the development of innovative partnerships between the District and charter schools including Early College Inquiry Group, Partnership Around Literacy w/ Aspire Public Schools, and Partnership Charter School Model</li></ul> <i>Supervising Principal, Havenscourt Middle School (2006-2007)</i> <ul style="list-style-type: none"><li>Served in single year assignment while simultaneously acting as new school design coach</li><li>Provided instructional and operational leadership support to phase-out school, while two small, newly designed middle schools opened on same campus</li></ul> <i>New School Design Coach (Secondary), New Schools Development Group (2005-2007)</i> <ul style="list-style-type: none"><li>Managed all aspects of school design process for seven new secondary schools replacing persistently low-performing schools in Oakland</li></ul>	1997-Present
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- Responsibilities included collaboratively developed curriculum for new school incubation process, including school climate, teaching and learning, staffing, finance, operations, and facilities. Additional responsibilities ensuring effective engagement of community-based design teams, bargaining units, and all levels of District leadership

*Founding Principal, Urban Promise Academy (2001-2004)*

- Facilitated new school design process
- As principal, provided for over-all development and implementation of the school's program, including curriculum, professional development, staff supervision, as well as establishment of school-wide systems and structures
- Currently highest performing middle school in Oakland serving predominantly low-income, English language learner population

*Humanities/Social Studies/Spanish Teacher (1997-2003)*

- Designed and implemented middle school standards-based curriculum in English Language Development, Ancient Civilizations, US History, Spanish as a Foreign Language, and Spanish for Spanish Speakers
- Taught courses while acting as Principal for two years to establish collaborative leadership structure and ensure greater alignment of school-wide systems to support effective classroom practices

*Activities Director, Calvin Simmons Middle School (1999-2001)*

- While also employed as a full-time teacher, managed all school-wide assemblies, afterschool programs, and extra-curricular programming
- Responsibilities included coordination of staff, management of budget and finances, oversight of programs, and associated grant-making responsibilities

**California State University, Adjunct Faculty, Hayward, CA** **2007-2010**

- Acted as Tier II Administrative Credential Field Work Supervisor
- Recruited to position following two years as invited speaker to Administrative Credential Program
- Responsibilities managing caseload of school leadership practitioners enrolled in Tier II Administrative Credential Program; including facilitative and instructive coaching, portfolio development, and coursework completion

**Urban Arts Academy, Violence Prevention Program, Founder/Director, Oakland, CA** **1998-2004**

- Established model youth development program that has since been replicated in five schools across Oakland
- Program provides afterschool classes integrating academic support with cultural and arts education, training in youth leadership, and youth led community-based performances. Model currently operates as award-winning program under the Oakland Leaf non-profit organization serving low income elementary and secondary children

**Santa Cruz City Schools, Humanities Teacher, Santa Cruz, CA** **1996-1997**

- Designed and implemented middle school standards-based curriculum in English Language Development, Ancient Civilizations, US History, and Spanish for Spanish Speakers

**Pasadena & Glendale Unified School Districts, Various Positions, Pasadena/Glendale, CA** **1991-1996**

- Served as Teaching Assistant, Primary PE Teacher, and Adult Special Education Assistant

#### **AFFILIATIONS**

**Oakland Schools Foundation, Founding Board Director** **2003-2009**

**Oakland Leaf, Founding Board Director** **2004-Present**

**National Association of Charter School Authorizers, Member** **2007-Present**

#### **RELEVANT SKILLS**

**California Dept of Education, Adult Literacy Tutor**

**Fluent in Spanish**

**CURRICULUM VITAE**  
**JEAN YONEMURA WING**  
 email: jywing@gmail.com

**EDUCATION & CREDENTIALS**

Ph.D., University of California, Berkeley Graduate School of Education, December 2002  
 M.A., University of California, Berkeley, Graduate School of Education, December 1998  
 B.A., City College of New York (CCNY), Cum Laude  
 Barnard College

**HONORS AND FELLOWSHIPS**

- Outstanding Dissertation Award, UC Berkeley Graduate School of Education May 2003
- AERA Institute on Statistical Analysis for Education April 2003
- UC ACCORD Dissertation Fellow 2001-2002
- U.C. Vice Chancellor's Grant for Research 2000-2001
- Spencer Research Training Fellowship 2000-2001
- U.C. Berkeley, Mentored Research Award (university-wide) 1999-2000
- U.C. Berkeley, Graduate School of Education, Block Grant 1999-2000
- U.C. Berkeley, Graduate School of Education, Block Grant 1998-1999
- U.C. Berkeley, Center for Urban Education, Research Grant 1998-1999
- U.C. Berkeley, Graduate School of Education, Flanders Fellowship 1997-1998
- U.C. Berkeley, Graduate School of Education, Block Grant 1997-1998
- U.C. Berkeley, Center for Research on Education and Work, Research Grant 1997-1998

**RESEARCH, EVALUATION, & POLICY WRITING/PUBLICATION REVIEW EXPERIENCE**

March 2010-present  
 Program chair for American Educational Research Association Special Interest Group on Grassroots Community and Youth Organizing for Education Reform.

January 2005-present  
 Senior reviewer for UC ACCORD (All Campus Consortium on Research for Diversity) dissertation, postdoctoral, and junior faculty fellowships.

August 2006-present  
 Peer reviewer for *Review of Educational Research*.

August 2004 – present  
*Oakland Unified School District, New School Development Group/Research & Assessment*

August 2005-April 2006  
*AERA Division G, Section 4 – Social Contexts of Educational Policy, Politics and Practice*  
 Co-chair for Section 4 selection of papers and presenters for 2005 AERA Annual Meeting.

April 2003-July 2004  
*Educational Consultant*

- Case study report for Harvard Civil Rights Project on Los Angeles Unified School District's implementation of the No Child Left Behind Act. (November 2003-February 2004)
- Chief researcher and writer for evaluation of first three years of implementation of New Small Autonomous Schools policy for Oakland Unified School District's Equity Project partners: Oakland Unified School District, Bay Area Coalition for Equitable Schools, and Oakland Community Organizations (OCO). Co-author, Judith Warren Little. (July-October 2003)
- Research and policy writing for Oakland Unified School District's proposed policies on managing the district's portfolio of schools, including policies related to school creation and consolidation. (May-July 2004)



- Research and paper on high school reform for an invited paper for national conference on Using Rigorous Evidence to Improve Policy and Practice, sponsored by Manpower Development Research Center (MDRC), January 2004. Co-author, David Stern.

October 2003-July 2004

UC ACCORD (UC All Campus Consortium on Research for Diversity)

*Senior Policy Editor, UC ACCORD research publication series & postdoctoral researcher*

August 2002-2003

U.C. LINKS—DUSTY (Digital Underground Storytelling for Youth)

*Postdoctoral Researcher*

August 1996-June 2002

U.C.-BERKELEY HIGH SCHOOL DIVERSITY PROJECT

*Graduate Student Researcher (GSR) and Lead GSR*

*Leadership for Class of 2000 longitudinal profile study*

*Editor for Diversity Project 3-Year Report, June 1999*

*Berkeley High School Small Schools Inquiry*

*Grant Writer for Bay Area School Reform Collaborative, Hewlett Foundation, UC Office of the President Urban Education Grant, Berkeley Pledge*

September 1998-December 2001

PEDRO NOGUERA & ASSOCIATES

*Diversity Research Consultant*

*California Pacific Medical Center, California Transplant Donor Network, and Diablo Valley Community College*

January 1993-December 2001

EDUCATIONAL TESTING SERVICE (ETS)

CENTER FOR PERFORMANCE ASSESSMENT/CENTER FOR TEACHING AND LEARNING

*Research Associate*

Oakland, California

### **POSTSECONDARY TEACHING EXPERIENCE**

August - December 2008

ETHNIC & MULTICULTURAL ISSUES IN RESEARCH

Graduate advanced research course

*Adjunct faculty*

University of San Francisco, Teacher Education Department

January – December 2003

TEACHING FOR DIVERSITY AND SOCIAL JUSTICE

Required course for teacher credential students

*Adjunct faculty*

University of San Francisco, Teacher Education Department

August 2000-January 2001

ASIAN AMERICAN STUDIES 20A

*Graduate Student Instructor*

UC Berkeley, Department of Ethnic Studies

### **PUBLICATIONS**

Wing, J. Y. (2007, November) Beyond Black and White: The Model Minority Myth and the Invisibility of Asian American Students. In *The Urban Review*, Vol. 39, No. 4, pp. 455-487. Springer Publications.

Noguera, P. A. & Wing, J. Y. (Eds.) (2006) *Unfinished Business: Closing the Achievement Gap in Our Schools*. San Francisco: Jossey-Bass.

Wing, J. Y. (2003, August) Small Schools — We Can't Afford the Alternative, in *Schools by Design*, Vol.1, Issue 1.

Wing, J. Y. (2003) The Color Line in Student Achievement: Can Small Learning Communities Make a Difference? In Beth Rubin & Elena Silva, Eds., *Critical Voices: Students Living School Reform*. London: Routledge.

### CO-AUTHORED PUBLICATIONS

Stern, David, & Wing, Jean Yonemura (2004). Is there solid evidence of positive effects for high school students? Prepared for a conference on High School Reform: Using Evidence to Improve Policy and Practice, organized by the Manpower Development Research Center, New Orleans, LA, January 22-23, 2004.

Wing, Jean Yonemura & Jinks, Theresa (2004, January). What skills, beliefs and practices enable experienced teachers to promote reflective practice in novice teachers? In *Issues in Teacher Education: A Journal of the California Council on Teacher Education*, vol. 10, #2.

Little, Judith Warren, & Wing, Jean Yonemura (2003, October). An Evaluation of the Effectiveness of the Oakland Unified School District's New Small Autonomous Schools (NSAS) Policy (2000-2003). A report for the NSAS partnership: Oakland Unified School District, Bay Area Coalition for Equitable Schools (BayCES), Oakland Community Organizations (OCO).

Wing, Jean Yonemura et al. (2002, January). 2000-2001 Evaluation of CFASST: Report on the 2001 Box Review. Research report published by Educational Testing Service.

Storms, Barbara A., Wing, Jean Yonemura et al. (2000). CFASST (Field Review) Implementation 1999-2000: A Formative Evaluation Report. Published by Educational Testing Service, Center for Teaching and Learning.

Noguera, Pedro, Okahara, Anne, & Wing, Jean Yonemura (2000). Organizing Against Racial Inequality: The Berkeley High School Diversity Project. In Nina Hersch Gabelko (Ed.), *Toward a collective wisdom: Forging successful educational partnerships*. Berkeley, CA: Education through Collaboration and Outreach (ECO) Center, UC Berkeley.

Thomas, William H., Storms, Barbara A., Sheingold, Karen, Heller, Joan I., Paulukonis, Susan T., Nuñez, Athena M., and Wing, Jean Y. (1995). California Learning Assessment System Portfolio Assessment Research and Development Project: Final Report. Published by Educational Testing Service, Center for Performance Assessment.

### PAPERS, & PRESENTATIONS

April 2009 -- AERA

**The case of Oakland: Holding the District Accountable to the Community.** In symposium entitled, Successful Organizing Strategies for Transforming Public Schools.

April 2008 - AERA

**Application of the Rasch Model in Teaching and Learning.** In symposium entitled, Assessing the Fidelity of Structural and Instructional Model Implementation in New Small Schools: The Application of IRT Techniques. Co-author., non-presenter.

April 2006 - AERA

**Small schools and Systemic District Reform for Equity: Lessons from Oakland, California.** Organizer of invited session, Division G.

**“Two Schools under One Roof”: Confronting Resegregation and Racial Disparity**

**within an Integrated Public High School**, in symposium entitled, Closing the achievement gap in bimodal high schools.

**Small Schools and Systemic Reform for Equity: Lessons from Oakland, California.** Chair and convener of invited symposium, Division G, Section 4 (Social Contexts of Educational Policy, Politics, and Praxis).

April 2004 – AERA

**Integration across campus, segregation across classrooms: A close-up look at how privilege and school structure reproduce inequality.** In symposium entitled, Exploring Race and Class in Diverse High School Contexts.

February 2004 – National Council of Teachers of English Assembly for Research Midwinter Conference

**“When I Went Fishing”:** How a Cambodian boy in an African American community crosses cultural boundaries through digital storytelling.

April 2003 – AERA

**The Color Line and Student Achievement: How Can Small Learning Communities Make a Difference?** In symposium entitled, Critical Voices in School Reform: Diverse Students Living through Change.

March, 2003 – 23<sup>rd</sup> Annual Ethnography in Education Conference, University of Pennsylvania

**The Color Line and the Achievement Gap: How Can Small Learning Communities Make a Difference?** Symposium of selected chapters of edited book, *Critical Voices: Students Living School Reform*.

April 2002 - AERA

**Beyond the Class of 2000 Study: Building capacity to use data to drive equity reform** In symposium of entitled, The Berkeley High School Diversity Project: Valuing activist research in capacity building toward equitable schools.

Fall 2001

**What Skills, Beliefs, and Practices Enable Experienced Teachers to Promote Reflective Practice in Novice Teachers?** Lead author for this journal article on various aspects of BTSA/CFASST (California Formative Assessment and Support System for Teachers) and the development of a new generation of reflective practitioners in California. Co-author, Theresa Jinks, ETS. Published in *Issues in Teacher Education: A Journal of the California Council on Teacher Education*, Vol. 10, #2.

April 2001 – AERA

**What Enables Experienced Teachers to Promote Reflective Practice among Beginning Teachers?**

December 2001

**Report on the 2001 BTSA/CFASST Box Review**

Lead author for this report written for Educational Testing Service’s Research Division on Teaching and Learning.

March, 2001 – 22<sup>nd</sup> Annual Ethnography in Education Conference, University of Pennsylvania

**The Color Line and the Achievement Gap: Do Small Learning Communities Make a Difference?**

In symposium entitled, Equity and School Reform at a Desegregated Urban High School: The Student Perspective. All papers were based on ethnographic research conducted at the same high school. Discussant: Jean Lave.

*April 2000 — AERA Symposium and Roundtable*

**An Uneven Playing Field: The social structure of privilege, power, and disadvantage at an integrated urban high school.** In symposium entitled, Education and the Reproduction of Racial Inequality.

**Student Agency: From active resistance to responsibility for low achievement**

I am first-author for this paper, which is the basis for a round-table linking school achievement to student culture and student voice.

*June 1999*

**Berkeley High School Diversity Project: Project Report, June 1999**

I served as editor, chief writer, and producer of the Diversity Project's first official report, covering three years of work from Fall 1996 through June 1999.

*May 1999*

**Unexpected Rewards: "At-risk" high school students build social relationships through a cross-age literacy program.**

Unpublished paper based on qualitative research on the impact of a Buddy Reading program upon high school juniors in a career academy service learning project.

*April 1999—AERA*

**Profiling the Class of 2000: How race affects student experience in an urban high school.**

*April 1998 — AERA*

**Voices of the Class of 2000: Diversity from a student perspective.**

In symposium on the research and equity reform work of the Diversity Project. Chair: Pedro Noguera. Discussant: Amy Stuart Wells.

**The Model Minority Myth and the invisibility of Asian American students at Berkeley High School.**

In symposium on racial identity and school achievement. Discussant: Beverly Tatum.

*December 1996*

**Workplace Literacy: A high road for front-line workers in the new global economy?**

Unpublished paper.

*December 1995*

**California Learning Assessment System Portfolio Assessment Research and Development Project: Final Report. Published by Educational Testing Service, Center for Performance Assessment.**

William H. Thomas, Barbara A. Storms, Karen Sheingold, Joan I. Heller, Susan T. Paulukonis, Athena M. Nuñez, and Jean Y. Wing

#### **OTHER PRESENTATIONS—1997-PRESENT**

- Council of Great City Schools, Nashville, TN (October 2007)
- Berkeley Evaluation and Assessment Research Center (BEAR) invited seminar speaker, December 2003. An Evaluation of the Effectiveness of Oakland Unified School District's New Small Autonomous Schools Policy (2000-2003)
- UC Berkeley Graduate School of Education Research Day (2003)
- UC Berkeley Spencer Center for the Integration of Teaching and Learning (CISTL). Invited presenter for Writing and Publications workshop (2003)
- Invited testimony on my research for UC ACCORD at California State Senate Select Committee on College and University Admissions and Outreach (Senator Alarcon, chair), January 2002. Other panelists included Jeannie Oakes, Patricia Gandara, and Julie Mendoza.

- Bay Area Coalition of Essential Schools. regional meetings and national small schools conference (2001, 2002)
- California statewide meeting of BTSA Directors (February 2001)
- UC Berkeley Spencer Center for Urban Education (CUE) (1999, 2001, 2003)
- UC Berkeley Spencer Center for the Intersection of Teaching and Learning (CISTL) annual Research Day (1998)
- UC ACCORD Fall Conference, Lake Arrowhead (November 2001)
- UC ACCORD Fall Conference, Chaminade (December 2003)
- Guest research presenter at UC Graduate School of Education Alumni Association dinner (November 2001)
- Bay Area School Reform Collaborative
- Berkeley Alliance (1999, 2000)
- UC Berkeley Spencer Center for Research on Education and Work (CREW)
- Berkeley Unified School District, School Board meetings (1998, 1999, 2000, 2001)
- Berkeley High School Staff Development Days (1997, 1998, 1999, 2000)
- Berkeley Pledge symposium (1998)
- San Francisco Foundation (1997)