



Board Office Use: Legislative File Info.	
File ID Number	23-2568
Introduction Date	1/10/24
Enactment Number	24-0015
Enactment Date	1/10/2024 CJH

Board Cover Memorandum

To Board of Education

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

Meeting Date January 10, 2024

Subject Grant Agreement – The Kaiser Foundation Hospital Fund for Community Benefit Programs at The East Bay Community Foundation – Thriving Students, Thriving Communities – Community Schools and Student Services Department

Ask of the Board Approval and acceptance by the Board of Education of The East Bay Community Foundation Grant Agreement in the amount of \$9,000,000.00 to support the District's Thriving Students, Thriving Communities initiative.

Background The Oakland Unified School District's mission is to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day. Our vision and commitment, as outlined in our strategic plan, "to provide every student with access to a high-quality school and ensure each student is prepared for college, career, and community success" is in direct alignment with Kaiser's Thriving Schools strategy to supporting comprehensive approaches to school health, including physical, mental, and social health, and building equity and access in schools. Due to Kaiser's investment over the past 13 years, OUSD's Thriving Schools Initiative has grown deep roots at school sites, created districtwide infrastructure and systems, and leveraged other investments to support the whole child and, most importantly, improved outcomes for all of Oakland's children and families.

Despite this steady growth in quality community schools and academic achievement, the COVID-19 pandemic stressed our system and community, mirroring the challenges felt in similar districts nationwide, and we have unfortunately seen declines in areas where we have invested resources and significant effort to improve outcomes for our students. The impact of the pandemic on historically marginalized

students and their families, coupled with systemic racism and racial injustice has exacerbated the crises of mental health, community violence, and safety for our students. As a full service community school district, we are doubling down on our efforts to establish equitable learning environments and coordinating multi-tiered systems of support across classrooms, schools, families, and communities in order to enhance all students' academic, physical, social, and emotional wellbeing.

In support of these goals, District staff completed a grant proposal to the Kaiser Foundation Hospital Fund For Community Benefit Programs at The East Bay Community Foundation for \$9,000,000.00 for the period July 1, 2024 through June 30, 2027 for the Thriving Students, Thriving Communities initiative.

Discussion

Approval and acceptance by the Board of Education of The East Bay Community Foundation Grant Agreement will help build on our strengths and successes to further improve our central infrastructure, training, coaching, evaluation, communication, and dissemination of learning and best practices across the district and beyond. We will continue to invest in four key areas to address our current needs: Health, Wellness, and Community Schools; Social and Emotional Learning; Equity and African-American Male Achievement; and Strategic Planning.

Fiscal Impact

Grants for OUSD in an amount not to exceed \$9,000,000.00

Attachment(s)

- Grants Management Face Sheet
- The East Bay Community Foundation Grant Agreement
- Grant Proposal

OUSD Grants Management Face Sheet

Title of Grant: Kaiser Foundation Community Benefit	Funding Cycle Dates: July 1, 2024 - June 30, 2027
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Laura Choe East Bay Community Foundation 200 Frank H. Ogawa Plaza Oakland, CA 94612 510-836-3223 info@eastbaycf.org	Grant Amount for Full Funding Cycle: \$9,000,000
Funding Agency: Kaiser	Grant Focus: Community Schools, Health & Wellness,
List all School(s) or Department(s) to be Served: Community Schools Student Services / All Schools Pk-12	

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

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Andrea Bustamante	<small>DocuSigned by:</small> <i>Andrea Bustamante</i> <small>-808EC2B9F1FE4AB</small>	12/15/2023
Chief Academic Officer	Sondra Aguilera	<small>DocuSigned by:</small> <i>Sondra Aguilera</i> <small>-B072CB8033AD406</small>	12/15/2023

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Superintendent	Kyla Johnson-Trammell	<i>Kyla Johnson-Trammell</i>	1/11/2024

Approved as to form by:

Roxanne De La Rocha

 Roxanne De La Rocha
 OUSD Staff Counsel

12/15/2023
 Date

Name: Benjamin Davis
 Position: President, Board of Education

Sign: *Benjamin Davis* Date: 1/11/2024

**EBCF Grant Agreement
Grant #G-0454**



**THE EAST BAY COMMUNITY FOUNDATION
GRANT AGREEMENT**

Between The East Bay Community Foundation (the "Foundation") and:

Grantee: Oakland Unified School District
Address: 1011 Union Street
Oakland, California 94607
Contact Person: Curtiss Sarikey
Foundation Contact: <mailto:grantsmanagement@eastbaycf.org>
Grant Number: #G-0454

Purpose and Conditions of the Grant

This grant is made for the purpose listed below with required reporting.

- 1. Grant Purpose:** Thriving Students, Thriving Communities
- 2. Grant Goals:** As stated in your proposal
Use of Grant funds to carry out the Grant Goals is subject to the prohibitions on lobbying as stated in Paragraph 11 below.
- 3. Grant Period:** 7/1/2024 - 6/30/2027
- 4. Grant Amount:** \$9,000,000.00
- 5. Payment Schedule*:** 11/3/2023* \$9,000,000.00
*Schedule is contingent upon return of signed Agreement
- 6. Reporting Schedule:** Progress report(s) must be provided annually, or by the following dates:
7/1/2025 & 7/1/2026
Final report should be provided at the end of the Grant period, but no later than: 7/31/2027

EBCF Grant Agreement
Grant #G-0454



7. Hold Harmless Agreement

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

8. Public Acknowledgment

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

9. Nondiscrimination

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

10. Project Objectives, Budget, and Use of Funds

Grant funds must be used by the Grantee strictly in accordance with the terms of this Agreement, including solely for the Grant Purposes set forth in Paragraph 1, and the Project Objectives and Project Budget set out in Grantee's Proposal, except the Grantee may, without prior Foundation approval, make adjustments of up to 10% of the agreed grant allocations within personnel line items or within nonpersonnel line items, but not between personnel and nonpersonnel line items. For the avoidance of doubt: (a) no such permitted adjustments shall entitle the Grantee to, or obligate the Foundation to fund, more than the total Grant Amount listed in section 4 above, and (b) no part of the Grant funds shall be used for lobbying or political activities. Generally, lobbying is defined as communications with a legislator or an employee of a legislative body for the purpose of influencing legislation, and the communication refers to a specific piece of legislation and expresses a view on that legislation. Lobbying is further defined as any attempt to influence specific legislation by encouraging the public to contact legislators about that legislation. See Treasury Regulations § 56.4911-2. Political activities are defined as participating or intervening in any political campaign on behalf of (or in opposition to) any candidate for public office. See Internal Revenue Code Section 501(c)(3).

11. Notification

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

12. Access to and Use of Project Information

The Grantee and the Foundation agree that all work product produced using Grant funds, including, without limitation, all notes, designs, specifications, technical information, ideas, processes, methods, programming aids, reports, audio-visual programs, manuals, tapes, listings, source code, object code or other software, flow charts, systems or improvements, enhancements or modifications, web materials, or

EBCF Grant Agreement
Grant #G-0454



other data relating to the Grant project, and all patent, copyright, trade secret or other proprietary or intellectual property rights with respect to the work product (collectively, "Work Product"), is solely and exclusively the property of the Grantee. The Grantee hereby grants to the Foundation a perpetual, worldwide, royalty-free, fully-paid up, non-exclusive and irrevocable license to use the Work Product and the Grantee's name in activities undertaken in the exercise or performance of the Foundation's exempt purposes.

13. Project Review and Evaluation

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

14. Reports and Audits

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

15. Payments

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

16. Reversion

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

EBCF Grant Agreement
Grant #G-0454



17. Modifications and Termination

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

18. Fund Restriction

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

19. Limit of Commitment

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

**EBCF Grant Agreement
Grant #G-0454**



Because this Grant is from a donor advised fund, we must remind you that the Grant must be used exclusively for charitable purposes, and that this Grant may not result in a more than incidental benefit to the donor, donor-appointed advisor, or related parties or businesses.

By accepting this Grant, Your organization agrees to the following:

- I. That this Grant will not be used by you to satisfy the payment of any pledge or other personal financial obligation on behalf of the donors of the above listed fund;
- II. That you will maintain the Grant funds in a separate fund so that charitable funds are segregated from non-charitable funds.

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

Grantee Organization:

By: Authorized Officer of Grantee

Name: Kyla Johnson-Trammell Signature: 

Date: 1/11/2024

Name: Benjamin Davis
Position: President, Board of Education

Sign:  Date: 1/11/2024

The East Bay Community Foundation:



Brandi Howard
President & Chief Executive Officer
The East Bay Community Foundation

**EBCF Grant Agreement
Grant #G-0454**



**The East Bay Community Foundation
REPORTING REQUIREMENTS**

Grantee must complete the below reporting requirements and submit a complete report to the Foundation per the report due date(s). Please read these requirements carefully at the start of your grant period to better address the points below at the grant's conclusion.

Please submit a narrative report addressing the following:

A. Progress Report: *Provide written answers to the following questions as an attachment:*

1. Discuss the rationale for any changes to the project objectives stated in your grant proposal.
2. Describe any events that have occurred or issues that may alter your time-frame for completion.
3. Describe any unanticipated outcomes as a result of your Grant.
4. Describe any evaluation findings to date.
5. Attach any product or publicity related to this Grant, or provide a description if not available.
6. If there are delays or modifications related to the implementation of the budget, please explain.

B. Final Report: *Provide written answers to the following questions as an attachment:*

1. Discuss the rationale for any changes to the project objectives stated in your grant proposal.
2. Describe any unanticipated outcomes as a result of your Grant.
3. Describe any evaluation findings.
4. How did you use your evaluation findings for program improvement?
5. What elements of your work will be sustained, and how?
6. If there are delays or modifications related to the implementation of the budget, please explain.
7. Attach any product or publicity related to this Grant, or provide a description if not available.

C. Progress and Final Reports: *In Excel format, attach a project budget, itemizing expenses for the reporting period, expenses to date and unexpended balance.*

Please submit this report electronically to grantsmanagement@eastbaycf.org and include the grant number in the subject line of your email and body of the document.



**EAST BAY COMMUNITY FOUNDATION
PROGRESS AND FINAL REPORT TEMPLATE
Grant #G-0454**

Organization Name: _____
 Project Name: _____
 Contact Name: _____ Contact Email: _____

Please use the table below to report on your progress to date on each Goal and Objective related to this grant. The first row provides definitions for each of the columns. You may copy & paste additional rows as needed. This table should be used for both Interim and Final Reports.

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



EAST BAY COMMUNITY FOUNDATION PROGRESS AND FINAL REPORT TEMPLATE

Grant #: G-0454

Please provide the information requested in the chart below.

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

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



GRANTEE WIRE TRANSFER INSTRUCTIONS

Grantee Name: Oakland Unified School District

Organization's EIN: 946000385

Grant Amount: \$9,000,000.00

Bank Name: U.S. Bank

Bank Address: 800 Nicollet Mall, Minneapolis, MN 55402
 (please include address, city, state and zip code)

Bank Phone No.: 909-758-6509

Account No.: 158300242878

Account Name: Alameda County - Treasurer Tax Collector

Routing No. for Wire Transfer*: 122235821
 *Not ACH transfer

By: Executive Director or Designee

Signature: *[Handwritten Signature]* Date: 1/11/2024

Name: Kyla Johnson-Trammell Title: Superintendent and Secretary, Board of Education

By: Controller/Finance or Designee

Signature: _____ Date: _____

Name: Ryannhon Nguyen Title: Controller

Please note that confirming wire instructions with your bank will help avoid the delay of your grant payment. Two signatures are required to endorse wire instructions.

Thriving Students, Thriving Communities

Status: Not Completed

Date:

Organization Information

**Your Proposal ID is 155225.
Please make a note of it for
future reference.**

Organization Legal Name	Oakland Unified School District
Federal Tax ID or Employer Identification Number	94-6000385
(IRS): Classification	
(IRS): Affiliation	
(IRS): Foundation Code	
(IRS): Assets	
(IRS): Income	
(IRS): NTEE Code	
(IRS): NTEE Activity	
Tax Status	Schools or universities
Upload Your Organization's W9 Form	OUSD Tax Exempt Letter and W-9 Form 2022-23.pdf
Organization Website	http://www.ousd.org
What year was your organization founded?	1865
What is your organization's mission statement?	OUSD will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.
Please provide a brief overview of your organization's history.	In 2010, OUSD launched a community informed Strategic Plan to achieve our goal that all students graduate college & career ready. With Kaiser's generous and long-term investment and support, we became the first district nationwide to adopt a districtwide vision for Full-Service Community Schools. Today, OUSD is integrating a strong academic program with a holistic view of whole child health, embedding multi-tiered systems of academic, social, physical, emotional, and other supports that address all of our student and family needs, and moving closer to our goal: to disrupt the predictive power of race and demographics on student achievement.
Does your organization have a Board of Directors?	Yes
Upload a document that lists your organization's current Board of Directors with employment affiliation for each.	OUSD Board List 2023.pdf
Upload a listing of your Executive Officers or Leadership Team	OUSD Leadership Team 2023-24.pdf
Organization Primary Address (line 1)	1011 Union Street
Organization Primary Address (line 2)	
Organization City	Oakland
Organization State	California
Organization Zip Code	94607

Contact Information

Organization Mailing Address (line 1)	1011 Union Street
Organization Mailing Address (line 2)	
Organization Mailing City	Oakland
Organization Mailing State	California
Organization Mailing Zip Code	94607
Organization CEO/Executive Director Contact Prefix	Ms.
Organization CEO/Executive Director Contact First Name	Kyla
Organization CEO/Executive Director Contact Last Name	Johnson-Trammell
Organization CEO/Executive Director Contact Title	Superintendent
Organization CEO/Executive Director Contact Phone Number	510-879-8200
Organization CEO/Executive Director Contact Email	kyla.johnson@ousd.org
Is the individual listed as CEO/Executive Director the correct signatory for grant agreements?	Yes

Fiscal Sponsor Information

Does your application include a fiscal sponsor? No



KP Involvement

Is your organization engaged in one or more active contractual agreements for supplier/vendor or member services with Kaiser Permanente?	No
Does Kaiser Permanente currently provide a significant amount of technical assistance, supplies, equipment, or other resources to support this organization and/or project?	Yes
If yes, please describe.	Kaiser's investment has provided key leverage for OUSD's Strategic Plan, including groundbreaking work in African-American Male Achievement, community schools, health & wellness, Social & Emotional Learning, strategic planning, and organizational systems and improvement. As our top health plan, Kaiser supports employee wellness programming, and partnership with Generation Thrive.
Do any Kaiser Permanente employees or physicians serve as a Board member or employee of the organization?	No

Request Overview

Project Contact Prefix	Mr.
Project Contact First Name	Curtiss
Project Contact Last Name	Sarikey
Project Contact Title	Chief of Staff

Project Contact Phone	415-806-5287		
Project Contact Email	curtiss.sarikey@ousd.org		
Please select the Kaiser Permanente Region in which your request will take place.	Northern California		
Please select the Kaiser Permanente Service Area where the activity to be funded will occur.	Northern CA - East Bay		
Please select the Community Health Need which your project will address.	Other		
Enter the exact grant amount requested from Kaiser Permanente.	9,000,000.00		
Grant Term	Proposed start date of grant term	Proposed end date of grant term	Duration of grant term in months
Enter Info	7/1/2024	6/30/2027	36
Please select the city or cities within the Kaiser Permanente service area where your project activities will take place.	City	County	Region
	Oakland	Alameda	NCAL
What is the total cost of the project for which you are requesting support?	34,900,356.00		
Please attach the Project Budget	OUSD NCAL Kaiser Budget 2024-27.pdf		
Grant Range	Tier 3		

Program Information

Project Title	Thriving Students, Thriving Communities
How many people will be directly served by this funding?	41,051
Please describe how you engage community constituents in your organization's planning, goal-setting, or other activities that help determine the organization's overall direction.	OUSD engages key community partners, students, families, and staff through a number of formal internal and external leadership bodies, including All City Council, LCAP Advisory Committees, Oakland Thrives Leadership Council, District Wellness Council, the Racial Justice, Equity, and Healing Taskforce, Black Reparations Steering Committee, and a new Community Schools Steering Committee.
Please provide a 1-2 sentence executive summary of your project, including your organization's full name, the project title, goal(s), and target population and communities.	With Kaiser's continued investment for the Oakland Unified School District's Thriving Students, Thriving Communities Initiative, we will leverage infrastructure that has been developed, build on our strong partnerships, and help fulfill our overall mission as a Full Service Community School District -- integrating key supports to ensure that every student thrives academically, physically, socially, and emotionally. Ultimately, this grant will accelerate our progress in creating a sustainable and innovative model that supports whole child health -- impacting thousands of children, families, teachers, and schools across our city, while also helping advance equitable health and education policy at a state and national level.
Please provide an overview of the project activities and explain how the project will address the identified Community Health Need.	The Oakland Unified School District's mission is to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day. Our vision and commitment, as outlined in our strategic plan, "to provide every student with access to a high-quality school and ensure each student is prepared for college, career, and community success" is in direct alignment with Kaiser's Thriving Schools strategy to supporting comprehensive approaches to school health, including physical, mental, and social health, and building equity and access in schools.

Due to Kaiser's investment over the past 13 years, OUSD's Thriving

Schools Initiative has grown deep roots at school sites, created district-wide infrastructure and systems, and leveraged other investments to support the whole child and, most importantly, improved outcomes for all of Oakland's children and families:

- Grown from five Community School Managers in 2010 to the 68 site-funded Community School Managers we have today.

- Because of our systems approach and quality infrastructure, OUSD landed the largest CCSP statewide community schools grant allowing expanded investments at the school site level.

- Successfully scaled community school central infrastructure with 100% of schools now implementing COST with coordination, referral, and triage systems in place to connect students to critical academic, physical, and emotional supports. In partnership with Salesforce, we have built a much-improved system called OUSD Force for tracking COST referrals and progress.

- Increased focus on daily attendance at all schools utilizing attendance teams and community schools-developed partnerships and resources to support student and family needs.

- Established a Central Family Resource Center in 2014, in partnership with Alameda County Health Care Services Agency and East Bay Agency for Children, to serve families across Oakland, and to-date we have enrolled thousands of families in health insurance programs, CalFRESH, and other social services programs.

- More than doubled the number of school-based health centers, from 7 in 2010 to 16 thriving clinics serving OUSD students across the city. In addition to medical services, school-based health centers have significantly expanded mental health and dental services to meet the needs of students.

- At the district-level, OUSD designed the Community Schools and Student Services Department (CSSS), Office of Equity, and Multi-Tiered System of Support unit bringing together district and community leaders to support school site implementation.

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

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

- Enhanced the coordination of social emotional learning (SEL), health education, school climate, and mental health supports such as

Restorative Justice, MTSS, counseling, and mentoring at target sites.

- Since 2011, increased graduation cohort rates district-wide by 15.5% (59.3% to 74.8%), with significantly higher rate increases for sub-groups including Black students by 28.1% (53.6% to 81.7%) and Black male students by 27% (51.3% to 78.3%).

Despite this steady growth in quality community schools and academic achievement, the COVID-19 pandemic stressed our system and community, mirroring the challenges felt in similar districts nationwide, and we have unfortunately seen declines in areas where we have invested resources and significant effort to improve outcomes for our students. The impact of the pandemic on historically marginalized students and their families, coupled with systemic racism and racial injustice has exacerbated the crises of mental health, community violence, and safety for our students. As a full service community school district, we are doubling down on our efforts to establish equitable learning environments and coordinating multi-tiered systems of support across classrooms, schools, families, and communities in order to enhance all students' academic, physical, social, and emotional well-being.

With this renewed Kaiser grant award, we will build on our strengths and successes to further improve our central infrastructure, training, coaching, evaluation, communication, and dissemination of learning and best practices across the district and beyond. We will continue to invest in four key areas to address our current needs:

1-Health, Wellness, and Community Schools

2-Social and Emotional Learning

3-Equity and African-American Male Achievement

4-Strategic Planning

HEALTH, WELLNESS, AND COMMUNITY SCHOOLS

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

National data further supports the effectiveness of the community school model (Oakes, Meier, Daniel, Lim, 2017) and increasing access to health and wellness through schools as methods for improving health and education outcomes for students and their families. CDC reports confirm that healthy students perform better on all levels of academic achievement: academic performance, education behavior, and cognitive skills and attitudes. Moreover, community schools have been lifted up in

the research as a key strategy for closing the achievement gap, particularly for students of color, English language learners, low income students, and students with disabilities (Darling-Hammond, 2018. Community Schools: A Powerful Strategy to Disrupt Inequitable Systems).

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

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

Health Access: School-Based Health Centers serve as one of our foundational health and wellness initiatives, integrating medical, dental, mental health, and health education into the fabric of the school communities they serve, as well as broadening their reach to siblings, students at feeder or neighboring schools, and youth living in the neighborhood. School health centers are focused on providing physicals, dental care, vaccines, mental health services, and many other important preventive and intervention services for many young people who had limited access to healthcare during the pandemic. Additionally, School-Based Health Centers leverage relationships with students and the community to reconnect them to their health homes for primary care, so that care does not become fragmented and students' holistic healthcare needs are met. Centrally, we are also focused on expanding partnerships and shoring up systems of care to respond to the increased student mental health needs and crises that have been on the rise over the past few years.

Family support services: OUSD's Central Family Resource Center (CFRC) connects families to health and social services including: health insurance, CalWorks, CalFRESH, emergency food, referral to food access programs, family navigation services, case management, and other targeted individualized or small-group supports for high-need families. These priority populations include: newcomer families, families experiencing homelessness, and foster families and youth. These services have become more critical as many of our families lost jobs, housing, and healthcare through the pandemic. Through the CFRC and County partnerships, OUSD is focused on outreach regarding Medi-Cal re-determinations and supporting families with applications to ensure they have continuous coverage. The CFRC engages OUSD families in leadership and professional development through the Family Health Advocate Program. Family Health Advocates help ensure that the

programs of the CFRC are designed with families in mind and meet all identified needs. Centrally, we are developing outreach and communications strategies including family facing webinars and communications materials. These will cover a variety of physical, and social and emotional health topics (mental health for young children/adolescents, access to health and social services, and alcohol, tobacco, and other drug use prevention).

Comprehensive Health Education: OUSD is committed to growing classroom-based opportunities for comprehensive, sequential, medically accurate, inclusive, skills-based health education. Through funding from the Centers for Disease Control and Prevention, we have grown the Healthy Oakland Kids & Teens program and scaled comprehensive sexual health and puberty education across elementary, middle, and high schools. This program is highly regarded and has been sought out by other districts as a model curriculum. We are now expanding Healthy Oakland Kids & Teens to include a wider range of health education content areas and lessons, in alignment with California's Health Education Framework.

Staff and Organizational Wellness: Under Initiative #4 of OUSD's Strategic Plan, which is aimed at growing a diverse and stable staff, we will co-design and lead strategies to improve the health and wellness of OUSD staff. By improving staff retention and effectiveness, we can ultimately improve student achievement, and increase equity district wide. We believe, and research supports, that the well-being of adults in our system is necessary for our students to thrive. We also know that vicarious and secondary trauma impacts staff wellness and sustainability; teaching and supporting students and families through the COVID pandemic only increased the felt experience of vicarious trauma. Together, these factors contribute to high absenteeism and high turnover, as well as decreased effectiveness. Without the social networks that create resilience for educators, schools are struggling. As an organization, we are exploring how we recruit the best people, invest in them, and make our organization and our school communities desirable and conducive environments, in which educators and support staff can and want to stay long-term. Key strategies that we are building include: the Staff Wellness Champion Program, which stipends teachers and site staff to lead staff wellness activities at their schools and connect their colleagues to wellness resources, as well as engagement in centralized trauma-informed personal, professional, and leadership development programs. These strategies will be co-led by a cross-departmental team including: Health & Wellness, Talent/HR, and the Office of Equity. Kaiser's Generation Thrive is an essential partner in our work to support and retain educators, providing holistic resources, programming, thought partnership, and physical space for programming. Other key partners and service providers include The Teaching Well and Spearitwurx.

SOCIAL AND EMOTIONAL LEARNING

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

social and emotional dimensions of leading, teaching, and learning. SEL continues to have an increasingly positive impact on instructional practices and student learning.

According to research published in *Child Development* in 2017, "Social and emotional learning teaches children to recognize and understand their emotions, feel empathy, make decisions, and build and maintain relationships. A widely cited 2011 meta-analysis previously showed that SEL programs immediately improve mental health, social skills, and academic achievement. The current study shows that school-based SEL interventions continue to benefit students for months and even years to come." Furthermore, academic performance of students exposed to SEL programs was shown to be an average 13 percentile points higher than their non-SEL peers, and researchers demonstrated a 6% increase in high school graduation rates, and an 11% increase in college graduation rates.

SOCIAL AND EMOTIONAL LEARNING GRANT ACTIVITIES: With continued investment from Kaiser, we will build on what we have learned about school-wide implementation to expand equity-centered SEL practices and curriculum implementation across all school levels. The SEL Team will continue to partner with departments such as the new MTSS team, Office of Equity/ AAMA, ELLMA (English Language Learner and Multilingual Achievement), Academics, and Behavioral Health teams to articulate the relationship between SEL and district priorities, and increase alignment and coherence to ensure that SEL principles and practices are embedded in adult professional and leadership development under the district's staff wellness theory of action and strategic plan. SEL is focused on implementation of Tier 1 Caring School Community curriculum at elementary schools and rolling out the Sown to Grow universal SEL and Mental Health Screener across all school-levels.

EQUITY & AFRICAN AMERICAN MALE ACHIEVEMENT

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

EQUITY AND AFRICAN AMERICAN MALE ACHIEVEMENT GRANT ACTIVITIES: Over the next three years, with continued investment from Kaiser, OUSD will achieve our objective to implement effective programs, systems and policies, and improve culture, conditions, and staff competencies to continue to work towards our goal of eliminating inequitable achievement and life outcomes for students situated farthest from opportunity, with a focus on African American Male students. This grant will support activities designed to improve school climate and reduce disproportionate discipline for African American male students district-wide and to continue to implement the discipline matrix and universal referral process. We will also continue to develop student

leadership and motivational programs (African American Student Leadership Council, peer academic support, cascading mentorship at high schools, ManUp conferences, and expanded celebrations of student achievement). We will also build the Equity Professional Learning Community for staff, and increase character development and academic support for African American males participating in the Manhood Development Program.

ADDITIONAL STRATEGIC and ORGANIZATIONAL GRANT ACTIVITIES: With continued grant investment in Systems and Organizational Improvement, we will continue to support the implementation of the Thriving Students, Thriving Communities Strategic Plan that will guide the district through 2024, and engage community in creating an extended iteration of the plan through 2026-27. Our strategic plan maintains our same, relevant, and powerful vision and mission. It maintains focus on four essential student-centered key initiatives: Ensuring Strong Readers by the Third Grade, Supporting Empowered Graduates, Creating Joyful Schools, and Growing a Diverse and Stable Staff. With grant funding, we will invest in staffing, strategy design, and communications in support of advancing our strategic goals.

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

Oakland's success is rooted in our long-term partnerships with local government and community stakeholders - helping build critical capacity to align resources and programs towards collective impact. Oakland's full service community school mission and strategy is strongly aligned with Kaiser Permanente's Total Health Framework, the Youth Ventures Joint Powers Authority (JPA), and Oakland Thrives Leadership Council's (OTLC) areas of impact aimed at improving the health of individuals, families, and communities by addressing the social, economic, and environmental determinants (see appendix). As co-chairs with Kaiser of the Oakland Thrives Leadership Council (OTLC) we are fully committed to the OTLC RiseEast initiative, a place-based, collective impact initiative in partnership with Blue Meridian Partners. Investment in this project will reach at least \$100M over the next five years to address education, health, wealth, safety, and housing in a 40x40 block area of East Oakland that is home to over 30,000 people of African descent. Educational components of the plan are consistent with OUSD's strategic plan, and focus on: (1) strengthening Black youth development programming; (2) expanding high quality early literacy programs and supports; (3) improving career pathways; and (4) accelerating Black educator pipelines. We will work arm-in-arm with the RiseEast community leaders and the OTLC executive team to accomplish the outcomes and results of this major investment.

We are a key partner with The Warriors and Kaiser Permanente's Generation Thrive Initiative to support our educators and youth development CBO partners to advance the health, well-being, and life success of our students. Other key partners and service providers include The Teaching Well, Spearitwurx, and Hope Reimagined, who are contracted to lead wellness activities, professional development, and trauma-informed/healing-centered programming for educators.

CASEL is another national partner, supporting OUSD's Social and Emotional Learning Initiative over the past dozen years. OUSD also contracts with Lead by Learning to provide professional development for a cohort of 20 educators.

We are also the key partner with the City of Oakland Mayor's Office, and a number of community and higher education institutions in the Oakland

Promise. The large number of students and families we serve and staff we employ, combined with the core strategies being implemented to improve educational outcomes as social determinants for lifelong health, uniquely positions the District to successfully scale initiatives aligned to the Kaiser Total Health Framework, the JPA, and OTLC to achieve broad and long-term impact. We believe that the broad and long-term impact on our students and families is not only a moral imperative, but also an economic necessity for our city as a whole. Oakland cannot afford to continue to leave so many students behind if we hope to achieve sustainable growth, health, and prosperity for all of Oakland's citizens.

OUSD also has established active MOUs with the Oakland Housing Authority, the Trust for Public Land and Kaboom! related to our green/living schoolyard initiative, and the Eat.Learn.Play. Foundation, Center for Ecoliteracy, The Office of Kat Taylor, and No Kid Hungry to support the district and nutrition services department to implement the Central Kitchen operation and educational program. In addition to their investments, these partners act as strategic advisors, planning and problem solving partners and project champions. Additionally, OUSD has an active five-year master MOU with Alameda County Health Care Services Agency.

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

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

OUSD is a high-need urban district with approximately 34,000 K-12 students in 78 district-run schools. Nearly eight of every 10 students are identified as low-income (qualifying for free and reduced lunch), and the majority would be the first in their families to go to college. Approximately 90% are students of color (Latinos 46% & African-Americans 21%), and 49% speak a second language at home. BIPOC are two to three times more likely to experience poverty in Oakland than whites, and the pandemic exacerbated these conditions and has widened opportunity gaps. Black youth are facing a multitude of challenges, and are disproportionately represented among children in foster care, with disabilities, and those sexually exploited, housing insecure, chronically absent, and those facing school suspension.

Is your project intended to benefit a particular racial or ethnic group?

No

Is your project intended to benefit a particular age group?

Yes

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

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

Measurable Objectives: List up to 5 concise

List of Activities Timeline  Outcomes Measureme

"SMART" objectives for the proposed request.

	Objectives				
Objective 1	<p>HEALTH, WELLNESS, & COMMUNITY SCHOOLS:</p> <p>By June 2027, expand and sustain the full service community school model and infrastructure to ensure staff, students, and families have access to health and social services, safe and healthy school environments, staff wellness, health education and other learning supports.</p>	<p>1) Increase access to health and social services to remove barriers to learning.</p> <ul style="list-style-type: none"> - Sustain and expand comprehensive health and wellness services through 16 school-based health centers. - Sustain and expand health insurance outreach, enrollment, and family case management and support services through the Central Family Resource Center. - Train staff and students in Mental Health First Aid. - Streamline and coordinate crisis prevention and response tools and systems. - Expand Peer Wellness & Mentorship Programs. - Coordinate access to vaccine, dental, and vision services. 	<p>This work will be conducted over the 36-month grant period and completed by June 2027 (or otherwise noted).</p>	<ul style="list-style-type: none"> -Increased # of clients/visits by race, ethnicity, gender and visit type (medical, mental health, dental) -Increased school connectedness and % students served -Improved sexual health knowledge and behaviors, including STI screening, contraceptive/ condom use -Increase number of children and families enrolled in health coverage -Improved health knowledge and behaviors - Increased awareness of health resources -Increased staff connectedness and retention -Increased # of students connected to support services through COST -Increased # partners by element/serv 	<ul style="list-style-type: none"> -School-Based Health Center Evaluation Conducted by UCSF -California Healthy Kids Survey -Youth Risk Behavior Survey -Pre-Post Surveys -OUSD Staff Retention Survey and Dashboard -Community School Evaluation Conducted by The Gardner Center at Stanford University -OUSDForce COST and Partnership Databases

<p>2) Expand access to comprehensive, sequential, medically accurate, inclusive, skills-based health education.</p>	<p>ice type</p> <p>-Increase # of students connected to non-mental health support services through COST</p>
<p>-Expand scope and sequence for Health Education Programming, K-12.</p>	<p>-Increased # of students identified on early warning indicator lists pro-actively referred to COST</p>
<p>- Coordinate implementation of Healthy Oakland Kids & Teens curriculum.</p>	<p>-Increase student attendance and school-wide systems to support students attending school</p>
<p>- Design and pilot new Healthy Oakland Kids & Teens lessons to expand content areas in partnership with OUSD teachers and students.</p>	<p>-Increase # of Attendance Teams district-wide using data dashboards and tools as measured by Attendance Rubric</p>
<p>- Engage stakeholders including key departments, health academies, CBO partners.</p>	<p>-Improved partner infrastructure expanded including tools and materials to support partnerships - database, data partnership assessments, orientation</p>
<p>- Provide central professional development to teachers to implement Healthy Oakland Kids & Teens curriculum and create healthy classroom culture.</p>	<p>-All CBOs participate in annual orientation and annual registration process with MOUs</p>
<p>3) Expand and embed staff wellness programming</p>	

g to increase support for sites and central staff and leaders, with a focus on mental health and trauma informed care.

- Integrate staff wellness strategies into New Teacher Development and Support, Office of Equity, and other affinity and professional development spaces to improve retention and foster healthy school environments.

- Continue to implement district-wide wellness champion program to have a champion at every school site to foster staff wellness, connect site staff to mental health and other resources, and promote district-wide wellness events (Wellness Wednesdays, staff health and wellness fair, and wellness challenges).

- Promote Wellness Wednesdays through

newsletters
and site and
central
wellness
activities.

- Implement
staff health
and wellness
fair and
seasonal
wellness
challenges in
partnership
with Health
Benefits
Governing
Board and
Kaiser
Member
Services.

- Convene
staff
wellness
committee
and conduct
ongoing
needs
assessment
to
understand
staff health
needs.

- Identify job
classification
s that are
under-
supported
and develop
staff
wellness
outreach and
programmin
g to address
their needs.

- Develop
professional
development
and
resources for
managers to
better
support
individuals
and teams.

- Develop
plan to
prevent and
address
adult conflict,
including
partnerships,
tools and
resources.

4) Sustain
and
strengthen
Community
School
infrastructure

- Facilitate
monthly
Professional
Learning
Community
for
Community
School
Managers to
address
Community
School
Priorities and
increase
alignment
with district
focus areas.

- Community
School
Managers
will create
work plans
that define
their role and
other key
leaders in
implementin
g the
Community
School
Priorities.

- Increase
student
attendance
resources
and training
district-wide
(e.g.
Attendance
Team
workshops,
data
protocols,
and data
systems) to
address
chronic
absence
through a
community
school
approach to
understand
holistic
needs and
address
barriers to
coming to
school.

-
Implementati
on and
development
of fully
functional
and
supported
Salesforce
Partnership
database,
develop new
procedures
(workflow,
follow up
systems,
public lists);
Continue to
develop
central tools
and systems
to strengthen
site-based
community
partnerships.

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

- Host
Community
School
awareness
events
annually with
district staff
and
community
partners.
Events may
include: site
visits, open
houses,
speaker
series and
professional
development
. Potential
subjects:
trauma
informed,
attendance
teams, SEL,
literacy
partnerships,
data
protocols,
and
Restorative
Justice.

- Identify key performance indicators and develop and share out data dashboards for all areas under Community Schools and Student Services (Health and Wellness, Behavioral Health, Safety and Support Services, Restorative Justice, Expanded Learning).

Objective 2

SOCIAL & EMOTIONAL LEARNING: By June 2027, OUSD will increase the engagement, belonging, and learning of all students through intentional Social and Emotional Learning (SEL) instruction and districtwide implementation of Sown to Grow universal SEL and Mental Health Screener.

- Implement universal SEL and Mental Health Screener at all school-levels.
- Train school staff on Sown to Grow universal SEL and Mental Health Screener.
- Partner with the Behavioral Health Team to ensure screening protocols are in place for students flagged for follow-up in Sown to Grow screener.
- Implement Caring School Community curriculum in all elementary schools.
- Partner

This work will be conducted over the 36-month grant period and completed by June 2027 (or otherwise noted).

- Increased school connectedness
- Decreased chronic absenteeism rate
- Decreased discipline incidence
- Increased # of teachers implementing evidence-based SEL curriculum
- Sown to Grow screening protocols
- Increased # of teachers integrating SEL strategies and practices with academic instruction
- Resources and tools to support understanding and practice
- Sown to Grow screening and referral data
- OUSD Data Dashboards
- California Healthy Kids Survey
- Universal student screener
- Indicators of Schoolwide SEL Walkthrough
- SEL in the Classroom Survey
- Pre-Post participant surveys
- Attendance at professional learning sessions
- OUSD Staff Retention Survey and Dashboard

with Middle and High school leaders and networks to develop and implement an advisory structure that includes SEL as a key component.

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

Objective 3

EQUITY & AFRICAN AMERICAN MALE ACHIEVEMENT: By June 2027, OUSD will implement effective programs, systems, and policies, and improve culture, conditions, and staff competencies to eliminate

-Improve school climate and reduce disproportionate discipline for African-American Male students district-wide.
-Develop student leadership and motivational programs such as: African

This work will be conducted over the 36-month grant period and completed by June 2027 (or otherwise noted).

-Increased cohort graduation rate
-Decreased cohort dropout rate
-Increased % 3rd, 6th, and 9th grade students reading at or above grade
-Decreased chronic absence rate

-OUSD Data Dashboards/
Balanced Scorecard

<p>inequitable achievement and life outcomes for students situated farthest from opportunity, with a focus on African American Male students.</p>	<p>American Student Leadership Council, peer academic support, cascading mentorship at high schools, ManUp conferences, and expanded celebrations of student achievement .</p>	<p>-Decrease suspension rate</p> <p>-Reduce participant discipline incidence by 25%</p> <p>-Reduce participant chronic absenteeism by 75%</p>
	<p>-Provide foundational anti-racist learning to staff across the system (PD Days, Fall Series, Spring Series, and Cohorts).</p>	<p>-80% of participants will show an increase in GPA</p> <p>-90% of students will read at or above grade level reading</p>
	<p>-Implement Professional Learning Community for staff (Community of Practice).</p>	
	<p>-Increase character development and academic support for African-American Males participating in the Manhood Development Program in at least 15 schools PK-12.</p>	
	<p>- Partner with the Health and Wellness Unit to embed wellness in Racial Justice, Equity, and Healing programmin</p>	

Objective 4

<p>SYSTEMS & ORGANIZATIONAL IMPROVEMENT: By June 2027, continue to build a sustainable high quality school district through implementation of the updated Strategic Plan.</p>	<p>g.</p> <p>-Continue to develop and implement updated Superintendent's priorities and Strategic Plan. We will continue to deepen and execute on our equity-focused Full Service Community School district mission and vision.</p> <p>-Foster key public and private partnerships and alignment, including engagement with The Mayor's Office, OTLC, Generation Thrive, Harvard BAM, and Eat, Learn, Play Foundation.</p> <p>-Facilitation of Senior Leadership Team and Central Leadership Team to ensure dissemination of information and alignment of strategic priorities across the system.</p> <p>- Provide strategic support for continued development of The Central Kitchen, Farm, and</p>	<p>This work will be conducted over the 36-month grant period and completed by June 2027 (or otherwise noted).</p>	<p>- Communications Plan implemented</p> <p>-Newly updated OUSD Strategic Plan will be implemented</p>	<p>- Superintendent's Strategic Plan communications</p> <p>-Community stakeholder engagement numbers and feedback</p> <p>-Feedback from leadership staff</p> <p>- Communication materials developed</p> <p>-Web, social media, and other communications analytics on usage and impact</p>
---	--	--	--	---

Educational Center

-Bolster communications and engagement capacity through contracts or consultants in the areas of communications planning, web design, and graphic design.

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

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

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

OUSD's primary goal is to ensure quality community schools in every neighborhood. And for us to reach our vision, our mission must be to eliminate inequities and barriers to learning by creating safe, healthy and welcoming schools, and partnering with families and communities to create the education our students deserve.

In 2021, the OUSD School Board adopted a new strategic plan: Thriving Students, Thriving Communities, 2021-24. This strategic plan carries forth our powerful vision and mission, while focusing on four student-centered initiatives that are critical to implementation. These data-driven areas of work will support our overarching goal to graduate all students college, career, and community ready. It is unapologetically about Black and Brown excellence and centers community-wide voice and support for all of our students and our schools.

In the coming year, we will engage in a process to extend and refine our current strategic plan for another two to three years. The goal will be to continue doubling down on the four key initiative areas, but with increased focus on targeted activities that need ongoing investment and effort to produce the desired results for our students. Still the only full service community district in the country, our approach will continue to be grounded in our theory of change -- how we address equity, whole child education, and preparing powerful graduates for college, career, and community success. Community schools are about operationalizing equity, not just talking about it. The below is an overview of the Strategic Plan update.

(Currently through 2023-24, and a planning process will happen to extend this plan and respective key initiatives through 2026-27).

INITIATIVE #1

Ensuring Strong Readers by the Third Grade

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

INITIATIVE #2

Supporting Empowered Graduates

Powerful graduates are those empowered with skills, knowledge, and opportunities, along with a clear vision for themselves after high school. Students will engage in integrated, interdisciplinary, relevant work with peers and industry partners, and deepen career, technical, academic, and applied skills and knowledge and will thus graduate with employable technical skills and college eligibility. Middle School success/high school readiness is an important part of this initiative.

INITIATIVE #3

Creating Joyful Schools

To be successful, students must feel safe, welcomed, and liberated in their daily environments — at home, in school, and in the community. Collectively we will ensure students have the opportunities and resources to build on and affirm their unique identities and to define their own visions for a joyful, inclusive learning experience. We will prioritize deliberate investment in Black and Brown students who have historically been most marginalized and continue to face disparities. Joyful schools extend to beautiful and modern facilities, including outdoor spaces.

INITIATIVE #4

Growing a Diverse and Stable Staff

Data shows how critical it is that students' diverse and rich backgrounds are reflected in the adults in schools, especially for Black, Brown, and multilingual students. We envision building and maintaining accessible pathways into teaching and leading Oakland schools grounded in the core belief that the future educators of Oakland Unified are the children and young adults in our communities.

Over the past 13 years, OUSD has successfully managed, implemented, and demonstrated success with Kaiser's investments. We have also leveraged Kaiser's investment to expand and improve quality across all components of the grant through periods of significant budget reductions and uncertainty. From the beginning, the strength of this work resides with the ownership and commitment to community schools, health and wellness, and equity -- from our students, families, community partners and a host of other local, state, and national partners in the work. This level of active support for the components of the Kaiser grant projects are key in achieving our district wide vision and mission of Thriving

<p>If there are any significant challenges or risks which could affect the success of the project, please describe and explain how you will mitigate those risks. What organizational or community assets will help you ensure success for the project?</p>	<p>The primary challenge will be recruiting qualified staff and ensuring successful program implementation. Other challenges are: managing vast complex partnerships, avoiding duplication, and effectively supporting our advisory groups, reparations efforts, and the central kitchen. To combat these challenges, we will elevate student, family, and community voices--maintaining shared purpose and vision.</p>
---	---

Financial Information

<p>Indicate the start and end of your organization's fiscal year.</p>	<p>Start</p>	<p>End</p>
<p>Fiscal Year start/end</p>	<p>July</p>	<p>June</p>
<p>Did your organization have an operating surplus or an operating deficit on your income statement for the previous fiscal year?</p>	<p>Operating Surplus</p>	
<p>Enter the dollar amount of the surplus for the previous fiscal year, using only numbers, no currency symbols.</p>	<p>41,090,541.00</p>	
<p>What is the amount of your organization's total operating expenses for the current and previous fiscal year?</p>	<p>Current</p>	<p>Previous</p>
<p>Enter Info</p>	<p>873,122,755.00</p>	<p>703,799,569.00</p>
<p>From your balance sheet, what are your organization's current assets?</p>	<p>255,304,386.00</p>	
<p>From your balance sheet, what are your organization's current liabilities?</p>	<p>12,395,412.00</p>	
<p>From your balance sheet, what was your organization's total cash at the end of your previous fiscal year?</p>	<p>132,904,241.00</p>	

Attestation

<p>Non-Discrimination Policy - Applicant: Does the applicant organization have a documented policy which prohibits discrimination in its programs, services, policies, hiring practices and administration on the basis of race, color, ethnicity, ancestry, national origin, age, gender, gender identity or expression, sexual orientation, marital status, or physical or mental disability?</p>	<p>Yes</p>
<p>Non-Proselytizing Policy - Applicant: If the applicant organization is a religious or faith-based organization, will any portion of the grant be used to support general operations, services and programs of the congregation/membership/students, or to advance religious doctrine or philosophy?</p>	<p>N/A - not a religious or faith-based organization</p>
<p>Non-political activity policy: Will any portion of the grant be used for political advocacy, partisan activities, gifts to or on behalf of state and federal government officials, lobbying, election campaigns, or participation in fundraising events for the purpose of supporting a political action committee (PAC) or committee on political education (COPE)?</p>	<p>No</p>

would like Kaiser Permanente to consider
(annual report, strategic plan, relevant media
coverage, success stories, etc.)
