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By	TS



**OAKLAND UNIFIED SCHOOL DISTRICT**

*Community Schools, Thriving Students*

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

June 26, 2013

To: Board of Education  
From: Tony Smith, Superintendent

Subject: **District Submitting Grant Proposal**

**ACTION REQUESTED:**

Approval and support by the Board of Education of District applicant submitting grant proposal for for fiscal years 2013-2015 and 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 fiscal years 2013-2015 were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant proposal packet are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
13-1407	Yes	Grant	Oakland Unified School District	To capture and communicate Oakland's community schools' approach to interrupting the systemic inequities that are producing discipline disparities for African American students.	July 1, 2013 - June 30, 2015	Atlantic Philanthropies	\$400,000.00

**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: \$400,000.00

**RECOMMENDATION:**

Approval and support by the Board of Education of District applicant submitting a 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.

**ATTACHMENTS:**

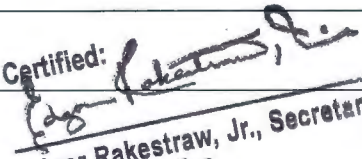
Grants Management Face Sheet

Grant Proposal: Atlantic Philanthropies School Discipline, Community Schools  
Case Studies and Dissemination

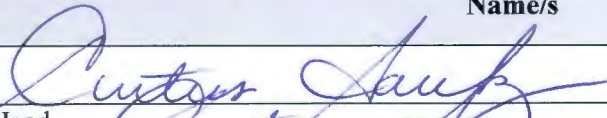
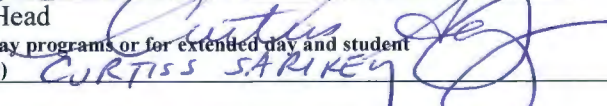
OUSD Grants Management Face Sheet 2012-13

<b>Title of Grant:</b> AAMA Case Studies and Dissemination	<b>Funding Cycle Dates:</b> June 1, 2013 – June 30, 2015
<b>Grant's Fiscal Agent:</b> Oakland Unified School District 746 Grand Avenue Oakland, CA 94610	<b>Grant Amount for Full Funding Cycle:</b> \$400,000.00
<b>Funding Agency:</b> Atlantic Philanthropies	<b>Grant Focus:</b> Case studies and communication
<b>List all School(s) or Department(s) to be Served:</b> All Oakland Unified Schools.	

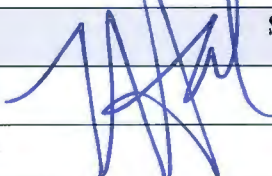

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The purpose of this grant is to capture and communicate Oakland's community schools' approach to interrupting the systemic inequities that are producing discipline disparities for African American students.
How will this grant be evaluated for impact upon student achievement?	Not applicable.
Does the grant require any resources from the school(s) or district? If so, describe.	No
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	No
Will the proposed program take students out of the classroom for any portion of the school day?	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Christopher Chatmon Executive Director African American Male Achievement 746 Grand Avenue Oakland, CA 94610 (510) 273-3214 christopher.chatmon@ousd.k12.ca.us

Certified:  
  
Edgar Rakestraw, Jr., Secretary  
Board of Education

**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal			6.6.13
Department Head (e.g. for school day programs or for extended day and student support activities)			6.6.13

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Tony Smith		6/14/13



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools,  
Thriving Students*

**African American Male Achievement Office  
Proposal to the Atlantic Philanthropies  
School Discipline, Community Schools:  
Case Studies and Dissemination**

**March 2013**

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## PURPOSE OF GRANT/PROJECT DESCRIPTION

The purpose of this grant is to capture and communicate Oakland's community schools' approach to interrupting the systemic inequities that are producing discipline disparities for African American students.

## PROJECT GOALS

1. To communicate Oakland community schools' approach to school discipline reform both internally and externally, both locally and nationally.
2. To support the creation of case studies and analyzing and documenting the intersection of the transformation of Oakland Unified School District into a Full Service Community School District with implementation of a comprehensive plan for reducing discipline disparities for African American students.
3. To support the creation of vehicles for sharing the lessons learned during the creation of the case studies and upon completion of the case studies, including specific products such as: a binder of best practices, a magazine-style summary, one-pagers, videos, web pages, technical details of the OUSD method for collecting school discipline data etc., presentations at conferences, webinars, submissions for publication in leading education journals, news conferences, placement of stories in the media.
4. To support the creation of a School Culture Transformation Handbook to communicate with all local stakeholders and to serve as a model for other school districts.
5. To integrate this work with the district's "development of a comprehensive communication strategy that combines an effective messaging strategy with structures for sustained community engagement"<sup>1</sup> "to help facilitate broad-based public support for and enactment of the OUSD's strategic plan."<sup>2</sup>

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<sup>1</sup> Unpublished **Concept Paper, Phase Two of Structural Racialization Assessments, Targeted Universalism Strategies (SRATUS)**, Presented to the Oakland Unified School District and The California Endowment by the SRATUS team, John A. Powell, Director, 2012-13, p. 2

<sup>2</sup> Ibid, p. 1

## **PROPOSAL NARRATIVE**

### **EXECUTIVE SUMMARY**

#### **Problem**

Oakland Unified School District is undertaking what we believe is a nationally significant approach to school discipline reform in the context of a transformation into a Full Service Community School District and a Voluntary Resolution Plan with the Office of Civil Rights to eliminate disparities for African American students who are over-represented in special education and exclusionary punishments—suspensions and expulsions.

Our work needs to be documented, reflected back to us, analyzed and publicized so that other communities can benefit from knowledge about what we have done, why we have done it, and where we are headed next.

#### **Activities and Deliverables**

We intend to create case studies capturing lessons learned, and to develop and implement a dissemination plan for sharing on a national scale. We will develop collateral along the way that collects input and supports local engagement in the very work that the case studies examine.

The School Discipline subgroup, led by Theresa Clincy, will create a School Culture Transformation Handbook that provides a new way of talking about school discipline and can be a model for other school districts. Funds from the grant will help with publishing and distributing the handbook.

The Superintendent, Executive Director of African American Male Achievement, and other staff will travel nationally and regionally to participate in collaborative groups and conferences and to make presentations of our work on an on-going basis.

The work will be iterative over a two-year period starting July 1, 2013 and ending June 30, 2015.

#### **Outcome**

Our primary outcome is successful communication as measured by pre-post surveys of audiences and frequency of downloads of our case studies and other collateral from the website.

We are targeting our own stakeholders in the district and the city, as well as national and regional audiences interested in replication of successful practice at the intersection between our approach to discipline and our becoming a Full Service Community School District.

We will achieve this outcome by accomplishing the following goals.

## Goals

1. To communicate Oakland community schools' approach to school discipline reform both internally and externally, both locally and nationally.
2. To support the creation of case studies and analyzing and documenting the intersection of the transformation of Oakland Unified School District into a Full Service Community School District with implementation of a comprehensive plan for reducing discipline disparities for African American students.
3. To support the creation of vehicles for sharing the lessons learned during the creation of the case studies and upon completion of the case studies, including specific products such as: a binder of best practices, a magazine-style summary, one-pagers, videos, web pages, technical details of the OUSD method for collecting school discipline data etc., presentations at conferences, webinars, submissions for publication in leading education journals, news conferences, placement of stories in the media.
4. To support the creation of a School Culture Transformation Handbook to communicate with all local stakeholders and to serve as a model for other school districts.
5. To integrate this work with the district's "development of a comprehensive communication strategy that combines an effective messaging strategy with structures for sustained community engagement"<sup>3</sup> "to help facilitate broad-based public support for and enactment of the OUSD's strategic plan."<sup>4</sup>

## ABOUT OUR ORGANIZATION: OAKLAND UNIFIED SCHOOL DISTRICT

### Vision

All students will graduate from high school. As a result, they are caring, competent, and critical

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<sup>3</sup> Unpublished **Concept Paper, Phase Two of Structural Racialization Assessments, Targeted Universalism Strategies (SRATUS)**, Presented to the Oakland Unified School District and The California Endowment by the SRATUS team, John A. Powell, Director, 2012-13, p. 2

<sup>4</sup> Ibid, p. 1



thinkers, fully informed, engaged and contributing citizens, and prepared to succeed in college and career.

### **Mission**

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

### **Organization Goals**

#### **GOAL AREA 1: SAFE, HEALTHY and SUPPORTIVE SCHOOLS**

Every student in the Oakland Unified School District will: Attend a safe, healthy, and supportive school, that collaborates with civic and community partners to reduce violence in the community and schools, thereby creating secure campuses where a culture of calm prevails.

#### **GOAL AREA 2: PREPARED FOR SUCCESS IN COLLEGE & CAREERS**

Every student in the Oakland Unified School District will: Learn the knowledge, skills, and abilities to be prepared for success in college and careers when they graduate from high school, to ensure that they can read, write, speak, think critically, and reason mathematically for post-secondary success.

#### **GOAL AREA 3: HIGH QUALITY & EFFECTIVE INSTRUCTION**

Every student in the Oakland Unified School District will: Have high quality and effective instruction with excellent teachers for every day of the school year.

#### **GOAL AREA 4: BUILDING THE FULL SERVICE COMMUNITY DISTRICT**

The Oakland Unified School District will: Become a full service community district that is in service of and fully supporting the success of community schools and thriving students.

#### **GOAL AREA 5: ACCOUNTABLE FOR QUALITY**

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

### **Legal Status**

Oakland Unified School District is a Local Education Agency (LEA), overseen by an elected Board of Education, the members of which represent seven separate geographic districts of the City of Oakland.

## Geographic Area

Oakland Unified School District (OUSD) serves the children, youth, and families of the City of Oakland, California. Our current student enrollment is 46,472 (includes students in charter schools). Most of the children OUSD serves live in neighborhoods challenged with high levels of persistent poverty, unemployment, homelessness, and byproducts of these, including crime, violence, and poor health. The city of Oakland faces a stubbornly high unemployment rate, especially among African American males, 18-25 years old. Eighty percent (80%) of OUSD students are socioeconomically disadvantaged, and approximately 25% of students live in public housing. Nearly one third of our students are English Language Learners, 74% of whom are native Spanish speakers. The seven elementary schools where fewer than 40% of students qualify for free and reduced price lunch are located in affluent neighborhoods in the Oakland Hills.

## Value base/philosophy

All children are filled with light, fire, and wonder. Every child needs nurturing and care for their light to brightly shine, their fire to passionately burn, and their wonder to continually expand. The joyful learning and laughter of children woven into focused performance and the achievement of meaningful outcomes must become our common expectation for each child in Oakland. Adults have to see, and expect to see, this from every child.

Our efforts in the Oakland Unified School District (OUSD) are clearly focused on serving all of our children in every neighborhood by providing high quality community schools---where children, adults, and community thrive; where we meet the unique needs of each child while creating caring school communities that link every Oakland neighborhood.

Racial equity demands a fierce insistence that we must stop doing the same thing and expecting different results for African American and Latino students. Currently our system is reproducing the inequity of opportunity that plagues American cities and deprives children of their right to a high quality education. We believe that every child in Oakland must be ready to succeed in college and to pursue careers that lead them to healthy and happy lives.

It's with these beliefs that we engage in creating a Full Service Community District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.



## Leadership and Board Membership: Impact of Their Race/Ethnicity/ Gender

### Staff Leadership, Race, Ethnicity, and Gender

Superintendent Tony Smith	White	Male
Deputy Superintendent of Instruction, Leadership, and Equity Mara Santos	Latina	Female
Deputy Superintendent of Finance and Operations, Vernon Hal	African American	Male
Associate Superintendent of Family, School, and Community Partnerships Curtiss Sarikey	Nonwhite	Male
Associate Superintendent of Leadership, Curriculum and Instruction, Kyla Johnson	African American	Female
Executive Director of African American Male Achievement, Chris Chatmon	African American	Male
Executive Director of Research Assessment and Data, Jean Wing	Asian	Female

The diversity in OUSD's leadership team reflects the diversity of our community, but we believe that diversity in our leadership team is no guarantee of racial equity in our school system. Conversations about race, privilege, and the role of individuals in perpetuating systemic racism are part of our vision for transforming the school district. Our superintendent regularly calls on his team and all members of the community to engage with integrity in the work of individual transformation, believing that the ways that we relate to one another are at the heart of the journey toward an equitable school district. Personal transformation is important. Again it is not enough. It must be backed up with analysis, strategies, will, skill, knowledge and power in order to achieve systemic change.

### Board Members and Their Ethnicity and Gender

President David Kakishiba	District 2	Asian Male	Male
Vice President Jumoke Hinton Hodge	District 3	African American	Female
Director Jody London	District 1	White	Female
Director Gary Yee	District 4	Asian	Male
Director Roseann Torres	District 5	Latina	Female
Director James Harris	District 7	African American	Male
Student Director Carmen Jimenez	All City	Latina	Female

The Oakland School board districts are drawn so as to ensure representation from each of the major ethnic communities in the city. Currently there is one white man, two Asian men, one white woman, one African American woman, one African American man, and one Latina. These last two were elected in November and replaced people of the same ethnicity. The current school board is indeed sensitive to the issues pertinent to their part of the city and/or to various

language and ethnic groups within the city. While diversity and cultural competence are very important in a democratically elected board, our board understands that "representation" is insufficient for transformational change.

### **Notable Accomplishments**

Oakland Unified has been the most improved large urban public school district in California between 2003 and 2012 as measured by the state's Academic Performance Index, raising the API 125 points. The district has taken the initiative to implement the new national Common Core standards in math and language and the New Generation Standards in science and is a member of a group of CA school districts developing assessments appropriate to the new standards.

We have created the first Office of American Male Achievement in the country, which developed a successful pilot Manhood Development program targeting African American males, which has raised student achievement and attendance and reduced student suspensions.

Our system-wide effort to reduce suspensions has also produced results. For the 2011-12 school year, all of the schools below reduced the rate of suspension incidents overall and reduced the suspension rate of African American males by at least 20% from prior school year.

#### **Elementary Schools**

- ▶ Martin Luther King Jr. Elementary - Overall 69%, AAM 62%
- ▶ Markham Elementary – Overall 91%, AAM 93%
- ▶ Encompass Academy – Overall 84%, AAM 87.5%
- ▶ Rise Community School – Overall 85%, Eliminated suspensions for AAM
- ▶ Brookfield Village Elementary – Overall 90%, , Eliminated Suspensions for AAM

#### **Middle Schools**

- ▶ Sankofa Academy – Overall 57%, AAM – 60%
- ▶ Fred T. Korematsu Discovery Academy – Eliminating All Suspensions
- ▶ Roosevelt Middle School – Overall 15%, AAM 39.5%
- ▶ West Oakland Middle School – Overall 86%, AAM 84%
- ▶ United For Success Academy – Overall 31%, AAM 32%
- ▶ Frick Middle School – Overall 29%, AAM 36%

#### **High Schools**

- ▶ Castlemont High School – Overall 38%, AAM 39%
- ▶ McClymonds High School – Overall 49%, AAM 60%
- ▶ Far West Academy – Overall 11%, AAM 24%
- ▶ Life Academy – Overall 25%, 86%
- ▶ Rudsdale Continuation High School – Eliminating All Suspensions
- ▶ Dewey Academy – Overall 15%, AAM 43%
- ▶ Ralph J. Bunche Academy – Overall 51%, AAM 78%
- ▶ Oakland International High School – Overall 47%

The district has created a groundbreaking agreement with the federal Office of Civil Rights to eliminate disparities in school discipline in order that more students will achieve, especially



African American males who are disproportionately suspended. As a group, African American males are more likely to perform below grade level in reading and math and are more likely to be chronically absent from school, i.e., 10 or more absences per year. The district leadership team selected the Executive Director of African American Male Achievement to lead the district-wide initiative to implement the agreement.

## **WHAT WE WILL ACHIEVE AS A RESULT OF THIS PROPOSAL**

Our primary achievement will be successful documentation and communication of the intersection of the transformation of Oakland Unified School District into a Full Service Community School District with implementation of a comprehensive plan for reducing discipline disparities for African American students. A key element in the transformation underway in Oakland is a systematic embrace of social emotional learning for students and adults. Explicit social and emotional learning weaves and reinforces the fabric of community and provides a common language for implementing restorative practices that “restore” breaks in the fabric and reinforce social and emotional connection.

### **The Problem: Racial Inequity in Educational Outcomes**

In recent years, the Oakland Unified School District (OUSD) underwent major transformations, from opening new small schools, to increasing learning opportunities after school and during the summer, to expanding health care offerings to students. Due to these changes OUSD became the most improved urban school district in the state of California. Important as these efforts and results have been for many students and families, we continue to under-serve a significant proportion of our youth, namely our African American, Latino, and English Language Learning students, as well as our students who live in poverty, as just a sampling of statistics show:

African American and Latinos graduate from OUSD high schools at rates of 54% and 56%, respectively, compared with 79% for Asian Americans and 75% for white students. According to California Standards Test data, only 30% of Oakland’s African American 3rd graders score proficient in English Language Arts. By the 8th grade, that rate is only 15%. On the California High School Exit Exam taken in 10th grade, only 24% of African American and 26% of Latino students passed the English Language Arts section in 2010, compared with 51% of Asian Americans and 78% of white students. On the same test in math, 17% of African Americans and 27% of Latinos passed, compared with 66% of Asian Americans and 73% of white students.

African American student achievement must be situated within the environmental context of Oakland. During the first year AAMA was established, 2010- 2011, 12 students died violent deaths; 58% of them were African American students. In the same year, 517 students had been arrested, and 75% of them were African American students.

Disparity persists on all levels for Oakland’s youth. The following data bring the picture into relief:

Compared with a White child in the Oakland Hills, an African American born in West Oakland is:

- 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
- 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.

In recognition of the need to intensify our efforts to close the opportunity gap for our students, the district's strategic vision — unanimously approved by Oakland's Board of Education — called for OUSD to become a Full Service Community Schools District.

We will accomplish the following goals:

### Goals and Outcomes

1. To communicate Oakland community schools' approach to school discipline reform both internally and externally, both locally and nationally.
2. To support the creation of case studies and analyzing and documenting the intersection of the transformation of Oakland Unified School District into a Full Service Community School District with implementation of a comprehensive plan for reducing discipline disparities for African American students.
3. To support the creation of vehicles for sharing the lessons learned during the creation of the case studies and upon completion of the case studies, including specific products such as: a binder of best practices, a magazine-style summary, one-pagers, videos, web pages, technical details of the OUSD method for collecting school discipline data etc., presentations at conferences, webinars, submissions for publication in leading education journals, news conferences, placement of stories in the media.
4. To support the creation of a School Culture Transformation Handbook to communicate with all local stakeholders and to serve as a model for other school districts.



5. To integrate this work with the district's "development of a comprehensive communication strategy that combines an effective messaging strategy with structures for sustained community engagement" <sup>5</sup> "to help facilitate broad-based public support for and enactment of the OUSD's strategic plan."<sup>6</sup>

### **Community Schools, Thriving Students: OUSD's Five Year Strategic Plan and the Voluntary Resolution Plan**

We have learned that although we conducted a comprehensive community engagement process in 2010-11 that resulted in a written Five Year Plan to become a Full Service Community School District, many in the community do not know what we are doing, why we have done it, and how they can become involved to help. We need more vehicles for sharing our progress and inspiring changes in adult behavior.

On September 27, our school board committed to a six year plan to address disparities in suspension and special education designations. This plan was developed in consultation with the Federal Office of Civil Rights in the context of a civil rights investigation into Oakland for unfair treatment of African American students. The district fully cooperated with the Office of Civil Rights and will be in close communication and benefit from on-going advice from the department regarding the implementation.

The Five Year Strategic Plan and the Voluntary Resolution Plan complement one another. The school discipline plan specifically calls for building upon strategies already underway in the district:

- To address inequitable outcomes for African American students; and
- To introduce alternatives to suspension or other harsh punishments that support safe, healthy school environments for all.

We intend to leverage the case studies proposed here to intensify community engagement of African American families and community members in school discipline reform in the context of building family capacity to contribute to and to benefit from Community Schools. A key element in eliminating inequity is to shift how white and non-white adults see and respond to African American youth, so that the dominant stereotypes in the media or bad prior experiences are replaced with multiple opportunities for youth and adults to build trust. The African American Male Achievement Office has an important role to play in ensuring that the lessons learned regarding African American males are universalized to ensure that African American females and Latinos, and all student groups are treated fairly.

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<sup>5</sup> Unpublished **Concept Paper, Phase Two of Structural Racialization Assessments, Targeted Universalism Strategies (SRATUS)**, Presented to the Oakland Unified School District and The California Endowment by the SRATUS team, John a. Powell, Director, 2012-13, p. 2

<sup>6</sup> Ibid, p. 1

All of our children need opportunities to share their gifts, build their confidence, learn new skills, and share what they have learned. We know them as gifted, brilliant, full of promise, and as a community we are committing to make sure that they receive what they need in order to reach their potential.

### Theory of Change

Under the leadership of Tony Smith, Oakland Unified School District is becoming a Full Service Community District eliminating disparities in outcomes for students of color creating schools that educate the whole child. The OUSD and Community Schools Model for Change & Action is captured in the graphic below:

1. Ensuring a high quality instructional core,
2. Developing social, emotional, and physical health, and
3. Creating equitable opportunities for learning.



### Communication and Documentation

As described in our Executive Summary above, Oakland Unified School District is undertaking what we believe is a nationally significant approach to school discipline reform in the context of a transformation into a Full Service Community School District and a Voluntary Resolution Plan with the Office of Civil Rights to eliminate disparities for African American students who are over-represented in special education and exclusionary punishments---suspensions and expulsions.

The team working on communications about the Voluntary Resolution Plan has landed on a succinct description of the purpose of the plan—

“The *Voluntary Resolution Plan* is an agreement between the District and the Office of Civil



Rights to reduce unequal punishment of our African American students so we can keep them in school and make sure they graduate. It is our goal to create a school system that makes our African American students feel they belong and matter to us. By listening to, and partnering with families and organizations, we are developing the culture, climate and conditions for success that will transform our discipline practices from punitive to restorative and nurturing.”

Our work needs to be documented, reflected back to us, analyzed and publicized so that other communities can benefit from knowledge about what we have done, why we have done it, and where we are headed next.

While communication alone will not solve the problem of inequitable application of school discipline it is a key aspect of the problem and a key aspect of the solution. Adults’ perceptions of African American students deeply affect the response to the actions of these students. Students are bombarded with negative images in the media and themselves experience daily, fearful responses from fellow citizens based on media images. In addition, African American students’ academic performance can be held back as the struggle with “stereotype threat” undermines confidence and achievement.

### **Activities and Deliverables**

#### **1. Case Studies**

We intend to create one or more case studies capturing lessons learned, and to develop and implement a dissemination plan for sharing on a national scale. We will develop collateral along the way that collects input and supports local engagement in the very work that the case studies examine.

#### **2. School Culture Transformation Handbook**

The Coordinator of Attendance and Discipline Support Services will be overseeing publication and dissemination of a School Culture Transformation Handbook. The purpose of the handbook is to engage and empower all stakeholders in implementing a new approach to school discipline: school culture transformation. An initial table of contents, subject to extensive revision, has recently been presented to the leadership team for the Voluntary Resolution Plan:

##### **Part A**

- 1. Discipline: A Cooperative Effort**
- 2. Early Intervention**
- 3. District Approved Positive School Culture Initiatives**
- 4. Preventative Discipline and Remediation Toolkit**
- 5. Restorative Justice Models**
- 6. Progressive Discipline Matrix**
- 7. Guidelines for Restorative Justice Response to Bullying Incidents**

## Part B

8. How to create accurate discipline Records in Aeries
9. The Disciplinary Process in OUSD
10. Forms
11. Resource Matrix

### 3. Teacher Training

The district is committed to providing teachers the training they need to prevent escalation of incidents, to provide alternatives to suspension and push out, and to define adult-student conflict in terms of a break in the community fabric that needs to be healed. The case studies as well as the handbook will be relevant to the curriculum for training teachers and principals in school culture transformation. The materials will also likely be integrated into annual training sessions in classroom management that are offered to all beginning teachers.

### 4. Dissemination

The Superintendent, Executive Director of African American Male Achievement, and other staff will travel nationally and regionally to participate in collaborative groups and conferences and to make presentations of our work on an ongoing basis.

### 5. Impact

The work proposed will extend over a two year period from July 1, 2013 to June 30, 2105, and will:

- Strengthen the knowledge base about effective approaches by documenting the strategies, tools and practices used in OUSD and making connections to related approaches in other districts.
- Promote learning and improvement efforts within Atlantic Philanthropies' networks and all the various national networks that strive to improve public school systems.
- Support the Team charged with implementation of the Voluntary Resolution Plan, helping them to manage internal and external communications about the VRP and establishing systems to evaluate successful of implementation of the Agreement.

The case studies will support learning and improvement within OUSD by:

- Strengthening institutional memory about our theory of change, objectives, implementation and evolution;

- Providing an objective analysis of the key successes and challenges related to the reforms; and
- Bolstering district-community efforts to reflect on and refine our strategy as we move forward and strive to increase whole-child student outcomes.

**Beneficiaries**

The whole school district will benefit from the proposal, as the case studies will inform the implementation of the Voluntary Resolution Plan (VRP) and the training for both adults and students in ways to prevent and resolve conflict, and in cultural competency. Likewise, other school districts will learn from our experience.

**Long Term Benefit**

The communications vehicles and the overall documentation process will contribute to the broader change toward greater equity in the areas of school discipline and ultimately student progress toward readiness for college and career.

**HOW WE PLAN TO ACHIEVE OUR GOALS - WORK PLAN AND TIME FRAME**

The work plan below provides approximate timeframes for achievement of each outcome. The VRP Leadership Team and the Cross-Functional Team will be important resources to the Executive Director of African American Male Achievement as he guides both the process of change in the school district and the documentation of the process. Urban Strategies Council will be providing assistance with research and evaluation.

Time Period	Activity	Purpose/Outcome
Prior to Grant Award		
November 2012-June 2013	Biweekly Meetings of the VRP Leadership Team and Monthly Meetings of all Six Working Groups (AAMA, Discipline, PBIS/RJ/SEL; Community Engagement, IT/Data); Working Groups Individual Meetings	Engagement of leaders at all levels of the system in taking ownership for and committing resources toward solving the issue of disproportionate outcomes for AAMs



<b>Time Period</b>	<b>Activity</b>	<b>Purpose/Outcome</b>
November-December 2012	All Oakland Administrators' Training in Voluntary Resolution Plan  Deliver First Report to the Office of Civil Rights	Principals, Vice Principals, and other School Leadership understand the requirement of the VRP and their role in it  Written Report and Binder
January 2013	Urban Strategies Council contracts with OUSD to implement and evaluation of Full Service Community Schools	Researchers in place to feed information to the Researcher later hired to conduct Case Studies
January – February 2013	OUSD Research Assessment and Data collaborate with Urban Strategies Council in developing the scope of work and vision for the type of researcher to be hired to implement the Case Studies	Criteria for hiring of Researcher is developed; first draft of scope of work begun
January – April 2013	VRP Working Group on IT/Data develop referral forms, classroom suspension forms and other discipline documentation tools as well as methods for aggregating, analyzing and using the data derived from new record keeping tools.	Methods for collecting data on suspensions determined
May-June 2013; August 2013	Training school sites on new methods for collecting data	School sites prepared to collect quantitative data
<b>Period After Grant Award</b>		
June-July 2013	Atlantic Philanthropies Awards grant to OUSD	Funding for the Case Studies and Collateral secured.
July 1, 2013	Executive Director of Research Assessment and Data contracts with Researcher to conduct study of the relationship between school discipline reform and the Community Schools Theory of Action; Family and Student Engagement unit; supervision of Executive Director	Researcher hired.
July – October 2013	Researcher reviews documentation from VRP Meetings, begins conducting interviews; affirm scope of work	Researcher lays the groundwork for the process of determining Inquiry Questions



<b>Time Period</b>	<b>Activity</b>	<b>Purpose/Outcome</b>
July – October 2013	Coordinator of Attendance and Discipline Support Services oversees publication and dissemination of a School Culture Transformation Handbook	Handbook will engage and empower all stakeholders in implementing a new approach to school discipline: school culture transformation
November - March	AAMA Family Engagement Liaison convenes families in focus groups where Researcher collects qualitative data	Data from Focus Groups
November - March	Facilitators from the Manhood Development Classes facilitate student participation in the research process	Data from Focus Groups
September 2013 – April 2014	School Quality Reviews conducted, with Researcher participating as possible to collect Best Practices inside OUSD	Best Practices in OUSD
Ongoing	AAMA Researcher collects information from student data system, transcripts and videos for the Researcher	Student data, shooting videos of best practices
May 2014	Researcher completes first draft of first case study	First draft of first case study
June 2014	VRP Leadership provides feedback on the first draft	Collaboration and feedback provided to Researcher
July-September 2014	Researcher collaborates with AAMA consultants and staff to edit and produce Best practice School Climate videos	Videos produced
October-December 2014	Exec. Dir. Of AAMA leads development and piloting of training curriculum to accompany videos, customized to constituencies: students, teachers, families, principals, community organizations, political leaders	Training curriculum developed
January – June 2014	OUSD staff conducts trainings for teachers	Teachers acquire understanding of best practices
<b>Year Two Activities</b>		
July 2014-June 2015	Refresher meetings to recommit students, parents, teachers, and principals every 2 months	Deepen understanding of best practices and capacity to implement
July 2014-November 2014	Develop web-based toolkit(s) and curriculum for sites to improve school climate, reduce suspensions, and leverage Full Service Community School Managers to increase school uptake of change processes	Web-based toolkit(s) and curriculum

Time Period	Activity	Purpose/Outcome
January-May 2015	OUSD Communications Staff and Staff from Family, Student, and Community Partnerships Office adapt information from case studies to insert into various vehicles planned or already in regular use in OUSD, 1) quarterly department newsletter, 2) FSCS insert in 2013-2014 Parent Guide, 3) adapt case studies to multiple audiences, and 4) Summer Resource Guide 5) other Materials for Families	Case study results and lessons learned accessed by families
National and regional dissemination Years One and Two		
July 1, 2013- June 30, 2015	Possible Meetings: Council of the Great City Schools, Convenings by Equity Project at Indiana University, Panasonic Foundation Districts, CASEL Districts, CORE Districts, CA Superintendents' Alliance Meeting, Full Service Community Schools Conference, Center for American Progress, Grantmakers for Education	Presentations made.
September 2014-June 2015	Distribution of Case Studies: compile distribution lists, submit proposals to major conferences, distribute via social media, distribute via other organizations' publications	Case Studies disseminated.

## ALIGNMENT WITH ATLANTIC PROGRAMME OBJECTIVES AND INTERESTS

### A. Every child has a right ...

The proposed case studies focus on the **community schools' approach**, which is grounded in the conviction embraced by the USA Programme for Children and Youth: *every child has a right to education, health, safety and a comprehensive set of services to help them reach their full potential.*

Full Service Community Schools are designed to equalize access to the services that families need to support their children to succeed. In the Full Service Community Schools model, the school is a hub that integrates the best educational practices with a wide range of vital in-house health and social services to ensure that children are physically, emotionally, and socially prepared to learn. Community schools also strengthen families and communities so they are better able to support student success. Full Service Community Schools work closely with



community partners to address non-academic barriers to learning and host other opportunities for children, families, and the community. Community schools provide what the National Coalition on Community Schools calls the Five Conditions of Learning:

1. The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectation for students.
2. Students are motivated and engaged in learning both in school and in community settings, during and after school.
3. The basic physical, mental and emotional health needs of young people and their families are recognized and addressed.
4. There is mutual respect and effective collaboration among parents, families and school staff.
5. Community engagement -- together with school efforts -- promotes a school climate that is safe, supportive and respectful and connects students to a broader learning community.

#### B. Alignment with Atlantic's agenda for School Discipline Reform

Collecting lessons learned and creating collateral will strengthen our local engagement of all Oakland constituencies in the work of implementing the Voluntary Resolution Plan to eliminate disproportionate suspension and expulsion of African American students.

OUSD participates in the research collaborative of Atlantic grantees, led by Richard Skiba. The proposed support for travel funds and for hosting visits from other school districts and Atlantic grantees will enable OUSD to continue to share what we are learning about creating successful community schools that eliminate disproportional suspension of students and rarely resort to exclusionary discipline practices of suspension and expulsion.

#### C. Building on the work of Elev8

Locally, through Elev8 Atlantic Philanthropies has made significant grants to establish school-based health centers for middle schools. The AAMA Manhood Development program which includes strengthening our boys' resistance to unhealthy choices aligns with the goals of the health centers while also reducing suspension.

Recent data collection and analysis confirms that OUSD's suspension rates are highest in our middle schools. The proposed case studies will provide the kernel for an array of powerful materials and tools for family engagement, leveraging the mental health and other resources in the School Based Health clinics and training teachers and principals in how to transform school culture using Positive Behavioral Interventions and Supports (PBIS) Restorative Justice, and other conflict resolution models.

### **WHAT SUCCESS WILL LOOK LIKE**

The Executive Director of Research, Assessment, and Data will monitor the work plan against schedule and measure our success in terms of timely completion of deliverables, quality of the products, and feedback from stakeholders on usefulness of the case studies, training, and



curriculum. The fundamental measure of success will be a decrease in disparities in suspension in OUSD and in other districts that adopt best practices.

The VRP calls for the district to conduct an annual survey of students, staff, community members and parents regarding discipline. These surveys will be developed in partnership with the Researcher to ensure that the goals of the case studies and associated curriculum are met.

## **COST**

Please see table at end of proposal for details of the budget, explaining and justifying the costs associated with the work proposed. The EXCEL spreadsheet presents the same information.

## **REFLECTIONS ON THE EXTERNAL ENVIRONMENT AND CHALLENGES**

Oakland Unified School District is attracting national attention for our work to increase African American male achievement, our commitment to full service community schools, and our innovative agreement with the Office of Civil Rights to reduce disproportionate suspensions of African American students.

We have partnerships with the Campaign for Black Male Achievement and the California Endowment's Boys and Men of Color Project. We have recently established a committee of experts called the Oakland Disproportionate Suspension Collaborative drawing upon local and national leaders in the field of educational equity.

We will be leveraging all the donors to African American Male Achievement in the overall effort to reduce suspensions. The Zellerbach Foundation has shown interest in the development of a Family Engagement Toolkit for families, teachers, principals, and community members, which will include a section on School Culture Transformation. To date, only Atlantic Philanthropies has focused funding on school discipline but all of our donors are supportive of the overall work of transforming school culture to be welcoming to African American families and their children.

## **PLANS FOR SUSTAINABILITY**

Some of our ongoing funding for African American Male Achievement calls for evaluation, and therefore, will include some opportunities for sustaining the lessons learned in the case studies and we anticipate using some of the research approaches developed in creating the case studies to create more effective evaluation of our work overall.

The Voluntary Resolution Plan continues for six years and is designed to have sustained systemic impact beyond the six years. In the next five years, the district will continue to build its capacity to measure the factors that lead to suspensions and expulsions and refine the curriculum used to train our teachers in techniques that will pre-empt these factors.

## CONCLUSION

We will communicate more effectively within the district about how to eliminate inequitable outcomes for students and inspire multiple constituencies to take the actions necessary to build authentic, daily partnerships in their own schools, families, or community context. The case studies will help us to create and sustain meaningful, collaborative, types of leadership structures that share responsibility and build capacity. The way we communicate/engage is itself the message.

We will also spread the understanding across the nation that it our shared responsibility to ensure that African American students are cared for and nurtured academically and socially. Our schools must take responsibility for creating a culture of calm within the school, but then extending that out, so that more and more children and their families are safe and well cared for, in the school and beyond the school.

## Attachments

1. Oakland Unified School District: Progress Report to the Office of Civil Rights (PDF)
2. OUSD Board Study Session on Suspensions 3-13-13
3. OUSD Board Study Session Data Packet 3-13-13



<b>African American Male Achievement Office: School Discipline Case Studies and Dissemination</b>		<b>Year One July 1, 2013- June 30, 2014</b>	<b>Year Two July 1, 2014- June 30, 2015</b>	<b>Total</b>
<b>Personnel</b>				
Deputy Superintendent of Leadership, Curriculum, and Equity-in-Action	Engagement of leaders at all levels of the system in taking ownership for and committing resources toward solving the issue of disproportionate outcomes for AAMs	In-Kind	In-Kind	
Associate Superintendent of Family, School, and Community Partnerships	5% Facilitating study of the relationship between school discipline reform and the Community Schools Theory of Action; Family and Student Engagement unit; supervision of Executive Director	In-Kind	In-Kind	
Executive Officer, Research Assessment and Data	10% In-Kind for shared oversight with AAMA E.D. of Case Study, Research & Data Collection and Analysis	In-Kind	In-Kind	
Executive Director, African American Male Achievement	15% (oversight of design of collateral, training of teachers, dissemination at conferences, design and implementation of focus groups)	In-Kind	In-Kind	
Coordinator, Attendance and Discipline Support Services	Oversight for writing and production of the School Culture Transformation Handbook	In-Kind	In-Kind	
Research Associate, African American Male Achievement	.12 FTE for School Discipline Data Analysis: supporting the Consultant Developing the Case Studies and Collateral, supplying information from the student-data-collection system; student and family meeting records; transcripts, videos) (Salary \$87,316.00; Benefits \$26,194.80)	\$13,621	\$13,621	<b>\$27,242</b>

<b>African American Male Achievement Office: School Discipline Case Studies and Dissemination</b>		<b>Year One July 1, 2013- June 30, 2014</b>	<b>Year Two July 1, 2014- June 30, 2015</b>	<b>Total</b>
Best Practices Research, African American Male Achievement	.10 FTE for supporting the Case Studies with Research into Best Practices inside the school district	\$11,351	\$11,351	<b>\$22,702</b>
AAMA Family Liaison	Position, funded by the Zellerbach Foundation is half time, will collaborate in collection of data, convening focus groups, documentation of student and family involvement for the Case Study	In Kind	In Kind	
<b>Consultants</b>				
<i>Research, Data Collection, and Data Analysis</i>				
Improved Data Collection	Upgrading OUSD methods for collecting data on suspensions	\$5,000		<b>\$5,000</b>
Training/communicating	Training school sites on new methods for collecting data	\$10,000		<b>\$10,000</b>
Participation in the Research	Facilitators from the Manhood Development Classes and Family Leaders (stipended by Zellerbach) will facilitate student and family participation in the research process	\$1,000	\$1,000	<b>\$2,000</b>
Food and refreshments for focus groups	Food for focus groups with students, families	\$1,000	\$1,000	<b>\$2,000</b>
<i>Documentation</i>				
Case Studies Researcher	Researcher(s) to develop and write case studies under supervision of Jean Wing	\$25,000	\$75,000	<b>\$100,000</b>

<b>African American Male Achievement Office: School Discipline Case Studies and Dissemination</b>		<b>Year One July 1, 2013- June 30, 2014</b>	<b>Year Two July 1, 2014- June 30, 2015</b>	<b>Total</b>
Videos	Best practice School Climate videos \$5,000 per video, shooting and editing	\$30,000	\$20,000	<b>\$50,000</b>
Presentation Format for PD, other collateral	Training curriculum to accompany videos, customized to constituencies: students, teachers, families, principals, community organizations, political leaders	\$3,000	\$2,000	<b>\$5,000</b>
<b>Local Engagement</b>				
Co-construction of Communications Strategies with Constituents	Engage students, families, and community around developing common language for communications about School Climate and Community Schools Transformation through a series of planning sessions in spring 2013; Atlantic to fund food and supplies for refresher meetings to recommit every 6 mos	\$4,000		<b>\$4,000</b>
School Culture Transformation Handbook	Family, student, community handbook on school climate transformation (VRP calls this a Discipline Handbook)	\$30,000	\$5,000	<b>\$35,000</b>
Collect and package: tools, products and documents	Web-based toolkit(s) and curriculum for sites to improve school climate, reduce suspensions, based on information from the Case Study and other sources	\$3,500	\$3,500	<b>\$7,000</b>
Design and printing costs	Design and printing costs	\$5,000	\$22,000	<b>\$27,000</b>



<b>African American Male Achievement Office: School Discipline Case Studies and Dissemination</b>		<b>Year One July 1, 2013- June 30, 2014</b>	<b>Year Two July 1, 2014- June 30, 2015</b>	<b>Total</b>
One-page inserts	Adapt information from case studies to insert into various vehicles planned or already in regular use in OUSD, 1) quarterly department newsletter, 2) FSCS insert in 2012-2013 Parent Guide, 3) adapt case studies to multiple audiences, and 4) Summer Resource Guide 5) other Materials for Families	\$3,219	\$2,219	<b>\$5,438</b>
<b>National, Regional, and Local Dissemination</b>	Possible Travel: Council of the Great City Schools, Convenings by Equity Project at Indiana University, Panasonic Foundation Districts, CASEL Districts, CORE Districts, CA Superintendents' Alliance Meeting, Full Service Community Schools Conference, Center for American Progress, Grantmakers for Education			
Design, printing, distribution	Distribution of Case Studies: consultant hours to compile distribution lists, submit proposals to major conferences, distribute via social media, distribute via other organizations' publications	\$14,000	\$3,000	<b>\$17,000</b>
Travel	2 presenters maximum, 2 in-state flights (\$300 per flight); 3 cross country(\$1500 per flight )	\$12,000	\$12,000	<b>\$24,000</b>
Hotel	2 presenters 2 one-night stays per year(\$100 per night); 3 two-night stays per year (\$200 per night)	\$2,800	\$2,800	<b>\$5,600</b>
Conference Fees	2 presenters, up to five conferences	\$2,675	\$2,675	<b>\$5,350</b>
Copying/printing	6 events, \$500 per event	\$3,000	\$3,000	<b>\$6,000</b>

<b>African American Male Achievement Office: School Discipline Case Studies and Dissemination</b>		<b>Year One July 1, 2013- June 30, 2014</b>	<b>Year Two July 1, 2014- June 30, 2015</b>	<b>Total</b>
Food per deim	2 presenters maximum, 2 events* 1.5 days \$70per deim; 3 events * 3 days* \$70	\$1,050	\$1,050	<b>\$2,100</b>
Local transportation	2 presenters, 6 trips, \$50 local transportation to/from airport	\$600	\$600	<b>\$1,200</b>
<b>Hosting 3 meetings per year</b>				
Food for visitors and hosts	3 meetings/visits; 10-20 people; 2 days of breakfast (\$8 per person) and lunch (\$12 per person)	\$2,400	\$2,400	<b>\$4,800</b>
Van rental for transporting groups to school sites	3 meetings/visits; maximum of 2 vans for 2 days, \$200 per van per day	\$2,400	\$2,400	<b>\$4,800</b>
Copying/printing	3 meetings/visits; \$100 per visit	\$300	\$300	<b>\$600</b>
<b>Subtotal</b>		<b>\$186,916</b>	<b>\$186,916</b>	<b>\$373,832</b>
	<b>Fees total 7%</b>	\$13,084	\$13,084	<b>\$26,168</b>
	Grants Management 2.43%			
	Indirect 4.57%			
<b>TOTAL</b>		<b>\$200,000</b>	<b>\$200,000</b>	<b>\$400,000</b>

The  
**A T L A N T I C**  
Philanthropies

**Regions** United States



While the United States tries to get its economy back on track, policy and budget decisions are putting children, people of colour and low-income older adults at even greater risk. Concerns about rising deficits threaten essential health and income security programmes such as Social Security and Medicare that keep many people out of poverty. Heightened anxieties over immigration and a focus on harsh punishment as the first resort in school discipline unfairly marginalise many people.

Atlantic and our grantees are committed to support advocacy by and for people of all ages who are most in need, and to help build a vibrant, engaged constituency to deliver outcomes for disadvantaged communities.

As a limited life foundation, we are investing in areas where we believe Atlantic can achieve significant progress in the relatively short time we have remaining.

**Our Focus As We Conclude Our Grantmaking**



**Ageing**

Our grantmaking focuses on improving chronic care delivery systems for low-income elders in order to improve their well-being and reduce costs. Grantees also work to enhance and protect economic support for low-income older adults.

[Learn More >](#)



**Children & Youth**

Atlantic supports efforts to improve access to health care for children and reduce zero-tolerance school discipline policies, which often call for mandatory school expulsion or police involvement to address even minor behavioural problems. Atlantic also funds the Elev8 community schools model, which takes a holistic approach by offering education supports and school-based health care in economically depressed communities to ensure that students succeed in school and in life.

[Learn More >](#)



**Reconciliation & Human Rights**

Grantees seek to abolish the death penalty, protect the rights of immigrants and address deep racial inequalities in the United States. Atlantic's funding of racial justice focuses on addressing disparities in the criminal justice system. We also support key civil liberties organisations to help them continue to advance their work over the long term.

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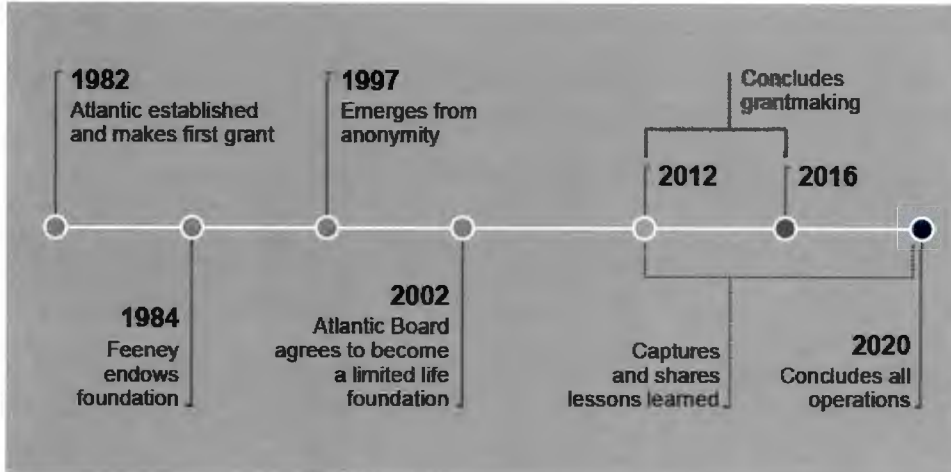
**Report: Ageing in Place with Dignity**

**The Atlantic Philanthropies To Support Cornell University's New Tech Campus in New York City**



# The ATLANTIC Philanthropies

## About Atlantic



### Mission

The Atlantic Philanthropies are dedicated to bringing about lasting changes in the lives of disadvantaged and vulnerable people.

### Lasting Changes

For 30 years, Atlantic has made grants to advance opportunity and lasting change for those who are unfairly disadvantaged or vulnerable to life's circumstances.

As a limited life foundation, we make grants through our Ageing, Children & Youth, Population Health, Reconciliation & Human Rights, and Founding Chairman Programmes.

We are active in Bermuda, Northern Ireland, the Republic of Ireland, South Africa, the United States and Viet Nam. We made our final grants in Australia in 2011.

# \$6.1

We have made grants totalling more than \$6.1 billion as of the end of 2011.

#### Ageing

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### What We Believe

At the heart of our work is the belief that all people have the right to opportunity, equity and dignity.

We are committed to achieving these outcomes by supporting exceptional leaders and organisations to make lasting improvements in the lives of people who have been denied these opportunities and rights. [More >](#)

### What We Believe

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### Giving While Living

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The Journey to Lasting Impact  
February 2013

### Stories of Impact



Read how Founding Chairman grants have helped bring lasting change around the world

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Report: Winding Down the Atlantic Philanthropies: 2009 - 2010: Beginning the End Game

Report: Winding Down the Atlantic Philanthropies: The First Eight Years: 2001-2009

### Atlantic Reports

Turning Passion Into Action: Giving While Living

This publication explores the practice



In keeping with the Giving While Living philosophy of our founder, Charles "Chuck" Feeney, we believe in making large investments to capitalise on significant opportunities to solve urgent problems now, so they are less likely to become larger, more entrenched and more expensive challenges later.

We also seek to encourage others of significant wealth to engage in major philanthropic pursuits in their lifetime. To these ends, we will become the largest foundation in history to conclude our grantmaking in our donor's lifetime. We will distribute our entire endowment and close our doors by 2020. More >

## **Giving While Living**

More>

of Giving While Living as exemplified by our Founder Chuck Feeney.

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## Grants Funding Policy

Atlantic considers proposals by invitation only, primarily from organisations in Australia, Bermuda, Northern Ireland, the Republic of Ireland, South Africa, the United States and Viet Nam. We search for institutions that demonstrate strong organisational leadership, evidence of past and current impact, financial soundness and the capacity to implement initiatives and evaluate their success.

We recognise that our policy not to consider unsolicited requests places a heavy obligation on our staff to consult widely and remain apprised of significant developments and work being done in the fields we have identified for emphasis.

Before we give a grant, we work with organisations to achieve a joint understanding of how success will be measured, understanding that some setbacks are a necessary consequence of taking appropriate risks. We strive to support the organisations we work with by offering technical assistance in such areas as communications, finance and organisational development.

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