

File ID Number	14-2025
Introduction Date	10-22-14
Enactment Number	14-1815
Enactment Date	10/22/14
By	AW



**OAKLAND UNIFIED SCHOOL DISTRICT**  
Community Schools, Thriving Students

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

To: Board of Education

From: Antwan Wilson, Superintendent

Subject: **District Submitting Grant Proposal**

**ACTION REQUESTED:**

Approval by the Board of Education of District of an application to the Stuart Foundation, seeking a renewal of the grant for Quality Community Schools Development, 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 years, if any.

**BACKGROUND:**

Grant proposal for OUSD schools for the 2014-2015 fiscal year was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant	Oakland Unified School District	To support the department of Quality, Accountability and Analytics	July 1, 2014 to June 30, 2015	Stuart Foundation	\$180,000.00

**DISCUSSION:**

The district created a Grant Face sheet process to:

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

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

**FISCAL IMPACT:**

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

- Grants valued at: \$180,000.00

**RECOMMENDATION:**

Approval by the Board of Education of District application grant proposal for Quality Community Schools Development, 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 years, if any.

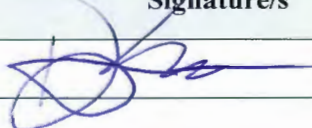
**ATTACHMENTS:** Grant Face Sheet, Abstract, Narrative, Budget Narrative

OUSD Grants Management Face Sheet 2014-15

<b>Title of Grant:</b> Quality Accountability and Analytics	<b>Funding Cycle Dates:</b> July 1, 2014 – June 30, 2015
<b>Grant's Fiscal Agent:</b>	<b>Grant Amount for Full Funding Cycle:</b> \$180,000
<b>Funding Agency:</b> Stuart Foundation	<b>Grant Focus:</b> Quality Accountability and Analytics
<b>List all School(s) or Department(s) to be Served:</b> All Students in All Schools	



Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will strengthen QAA's impact on every school in the district as we apply the district's quality standards to the whole portfolio of schools, including charter schools, and support schools to make data-informed decisions.
How will this grant be evaluated for impact upon student achievement?  (Customized data design and technical support are provided at 1% of the grant award over and above the indirect rate.)	QAA will design and implement the evaluation of the project. The evaluation will include both quantitative and qualitative assessments of the impact of the individual School Quality Reviews as well as verifying that a comprehensive system of review has been established.
Does the grant require any resources from the school(s) or district? If so, describe.	No.
Have you included the required 5.17% for indirect costs i.e. administrative support, evaluation data, financial reporting, and indirect services?	Yes
Will the proposed program take students out of the classroom for any portion of the school day?	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Jean Wing and David Montes de Oca 4551 Steele St Oakland, CA 94619 (510) 336-7570 jean.wing@ousd.k12.ca.us david.montes@ousd.k12.ca.us

**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal	David Montes		8/6/2014

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

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		8/27/18
Superintendent	Antwan Wilson		9/3/14

# STUART FOUNDATION

INVESTING IN CHILDREN & YOUTH TO CREATE LIFELONG IMPACT

## Proposal Information Form

ABOUT YOUR ORGANIZATION			
Organization Name:	Oakland Unified School District		
EIN (if applicable):	94-68000385		
Organization Address:	1000 Broadway, Suite 680 Oakland, CA 94607		
Organization Phone:	510-234-3214	Organization Fax:	
Website:	www.ousd.k12.ca.us		
Type <i>choose one</i>	<input type="checkbox"/> 501(c)(3) public charity	<input type="checkbox"/> For Profit	
	<input checked="" type="checkbox"/> Government Entity	<input type="checkbox"/> Other (please specify)	
Organization Mission:	<p>VISION</p> <p>All students will graduate from high school. As a result, they are caring, competent, and critical thinkers, fully informed, engaged and contributing citizens, and prepared to succeed in college and career.</p> <p>MISSION</p> <p>To create a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.</p>		
<p>Core Programs:</p> <p><i>Provide a succinct, bulleted, list of the organization's core programs and a one to two sentence description of each. Alternatively:</i></p> <ul style="list-style-type: none"> <li>• Provide a web URL to the same information on your website, or</li> <li>• Attach any relevant communication materials.</li> </ul>	PreK to 12 <sup>th</sup> Grade Pubic School District		

### INFORMATION ABOUT YOUR GRANT REQUEST



Request Reference #:	2013-0775.1	Date Submitted:	3-14-14
Project Name:	Quality Community Schools Development		
Duration of Project: (mm/dd/yy) to (mm/dd/yy)	07/01/14 to 06/30/15		
Grant Request: (Total Amount/Total Years)	\$180,000		
Stuart Foundation Program Area (see program areas and strategies at: <a href="http://www.stuartfoundation.org/OurStrategy">www.stuartfoundation.org/OurStrategy</a> )	Effective Education Systems		

## CONTACTS

<b>CHIEF EXECUTIVE/HEAD OF ORGANIZATION:</b> This is typically your Executive Director, CEO, Public Agency Director, or the Dean of a specific school at a university. The Foundation also typically expects that this is the person who would be the signatory for a Grant Agreement unless another signatory is specified below.					
Full Name:	Antwan Wilson				
Title:	Superintendent				
Address:	1000 Broadway, Suite 680 Oakland, CA 94607				
Organization Phone:	510-234-3214	Ext:			
Direct Phone:	510-234-3214	Ext:		Direct Fax:	
Email:	Antwan.wilson@ousd.k12.ca.us				
<b>GRANT AGREEMENT SIGNATORY (if different from contact above):</b> This is the person responsible for signing grant agreements if the signatory is someone other than the Chief Executive/Head of Organization.					
Full Name:					
Title:					
Address:					
Organization Phone:		Ext:			
Direct Phone:		Ext:		Direct Fax:	
Email:					
<b>PROJECT LEAD (if this person has already been listed, only their full name is needed):</b> This person is the primary contact for this project and must work for the prospective grantee organization. This is the person who will be responsible for the execution of project objectives, and will work with Foundation staff on grant implementation, receive correspondence, and handle grant reporting and monitoring.					
Full Name:	David Montes de Oca				
Title:	Associate Superintendent: Quality, Accountability, and Analytics (QAA)				
Address:	4551 Steele Street Oakland, CA 94619-2743				
Organization Phone:	510-336-7570	Ext:			
Direct Phone:	510-757-4896	Ext:		Direct Fax:	
Email:	david.montes@ousd.k12.ca.us				
<b>REPORTING CONTACT (if this person has already been listed, only their full name is needed):</b> This person is typically the same as one of the contacts above. However, in the event your organization has another contact responsible for ensuring completion of grant reports, please include that person here.					
Full Name:	Madeleine Clarke				
Title:	Grant Writer				
Address:	Oakland Unified School District: Lakeview 746 Grand Avenue, Rm 12 Oakland, CA 94610				
Organization Phone:	510-434-7790	Ext:			

Direct Phone:	510-334-1859	Ext:		Direct Fax:	
Email:	madeleine.clarke@ousd.k12.ca.us				
<b>PAYMENT CONTACT (if this person has already been listed, only their full name is needed):</b> This person is responsible for receiving the grant payment.					
Full Name:	Antwan Wilson				
Title:					
Name of Department:					
Address:					
Organization Phone:		Ext:			
Direct Phone:		Ext:		Direct Fax:	
Email:					
<b>ADDITIONAL GRANT CONTACTS (if applicable):</b> Use this section to indicate other grant related contacts (not indicated above) who have roles in the proposed grant. This could include other key staff and/or project consultants.					
Full Name:	Jean Wing				
Title:	Executive Director: Quality, Accountability, and Analytics (QAA)				
Address:	4551 Steele Street Oakland, CA 94619-2743				
Organization Phone:	510-336-7535	Ext:			
Direct Phone:	510-459-6824	Ext:		Direct Fax:	
Email:	jean.wing@ousd.k12.ca.us				
Full Name:					
Title:					
Address:					
Organization Phone:		Ext:			
Direct Phone:		Ext:		Direct Fax:	
Email:					
Full Name:					
Title:					
Address:					
Organization Phone:		Ext:			
Direct Phone:		Ext:		Direct Fax:	
Email:					
<b>GRANT PROCESSING &amp; APPROVAL</b>					

1. What entity will be responsible for approving/accepting this grant? (e.g., Organization's Board of Directors, County Board of Supervisors, Board of Education, Sponsored Projects Office).	Oakland Board of Education
2. Timeline for Agency/Board Approval.	Maximum time: 2 months after award letter

**REFERENCES:** Please provide up to three contacts who can serve as references for your project. References should be other public/philanthropic funders or partnering organizations.

Organization Name:	Irene A. Scully Foundation
Full Name:	Kathleen Maloney
Title:	Director of Programs
Relationship to Project:	Funder
Phone:	(415) 925-4340
Email:	kathleen@irenescullyfoundation.org
Organization Name:	N/A
Full Name:	
Title:	
Relationship to Project:	
Phone:	
Email:	
Organization Name:	N/A
Full Name:	
Title:	
Contact Name/Title:	
Phone:	
Email:	



**Oakland Unified School District**  
**Quality, Accountability, and Analytics**  
**Grant # 2013-0775.1**

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**Introduction**

Oakland Unified School District appreciates this opportunity to apply for a grant of \$180,000 for the fiscal year July 1, 2014-June 30, 2015 in support of the department of Quality, Accountability and Analytics. This is a renewal proposal for Grant 2013-0775.1

The circumstances of our work have changed significantly since our original proposal as our district has joined a consortium of districts creating an innovative School Quality Improvement System through a waiver from the penalties and other legislation in *No Child Left Behind*.

***Waiver from No child Left Behind:  
Development of the School Quality Improvement System***

Originally Oakland Unified School District's (OUSD) Five Year Goal was to demonstrate, using the School Quality Review (SQR) process, that at least half of all district schools perform at the highest levels of development after two years on the community school development path. *We have clarified the quantitative elements of the SQR and captured them in a School Quality Scorecard (see attachment and Interim Report for more information). In addition, we have a districtwide District Quality Scorecard with cascading metrics down to the school level.*

The SQR process was designed to produce actionable quantitative and qualitative data about each school's strengths, challenges and actual performance and starting 2013-14, *priorities from the SQR are now being integrated with each schools site's annual plan: Community Schools Strategic Site Plan.*

Last year, we reiterated, "at least half of all district schools perform at the highest levels of development after two years on the community school development path." This target was based on using the School Quality Review as the primary measure of progress. We are continuing making progress toward our overall goal of creating and sustaining a portfolio of high quality full service community schools using an equitable, data-based decision-making process. However, we now have the opportunity to create a new more equitable approach to measuring progress at school level and districtwide. The concept of "levels of development" is still important in the context of the School Quality Review but going forward our targets need to align to a new School Quality Improvement System, now under development.

In 2011, Oakland joined a consortium of California districts organized by the California Office of Reform of Education. In 2013, the consortium formally applied to the US Department of Education for a waiver from some of the rules of the No Child Left Behind legislation. The



waiver application reflects many lessons learned in the course of implementing the School Quality Reviews and developing the OUSD school and district scorecards (see Attachment for the full application).

Previously only states had applied and the state of California had chosen not to apply. The districts sought the waiver as a way to increase equity of opportunity for high quality instruction through a series of initiatives, including an innovative assessment strategy expanding to measure a complex of factors that contribute to overall school quality vs. isolated results from standardized tests.

On August 6, 2013, a one-year waiver was granted (see Attachment: Press Release ), and *QAA has taken a leadership role in developing the School Quality Improvement System, and ensuring alignment to the Local Control Funding Formula and the implementation of the Common Core Standards*. OUSD is also deeply involved in the Smarter Balanced Assessment Consortium. Deputy Superintendent Maria Santos was a member of the SBAC English Learners Advisory Committee which provided guidance so that assessments meet the needs of English Learners. QAA is also responsible for the implementation of the Smarter Balanced Assessments. Finally QAA will lead the preparation of reports that will lead to an annual reauthorization of the waiver. (Each waiver is granted for only for one year.)

The consortium of districts will work together to classify our schools as: 1) School of Distinction (**high-performing and high-progress reward schools**, 2) *priority schools* or 3) *focus schools* and to provide appropriate rewards and supports to ensure that all of our schools are improving in reaching four “foundational goals.”

***Excerpt, School Quality Improvement System Executive Summary, August 6, 2013***

“The School Quality Improvement System is built upon four foundational goals that align to, and extend beyond the three principles of the federal waiver guidelines:

College and career ready expectations for all students.

- A focus on collective responsibility, accountability, and action that emphasizes capacity-building over accountability.
- The development of intrinsic motivation for change through differentiated recognition, accountability, and support for schools.
- Focused capacity-building for effective instruction and leadership.

In addition, the School Quality Improvement System aligns tightly with California’s new Local Control Funding Formula (LCFF). Both emphasize support for student subgroups such as English learners and economically disadvantaged students. They also both increase flexibility and accountability at the local level, and have corresponding accountability metrics, including implementation of the Common Core State Standards, improvement in student achievement and graduation rates, and opportunities for parent involvement.

***By 2015-16, we will have fully implemented a School Quality Improvement Index: Academic 60% Social Emotional Learning 20% Culture-Climate 20%***

When fully implemented during the 2015-16 school year, the School Quality Improvement Index will include points awarded across the following domains:

- **Academic Domain (60%):** Key indicators in this domain include: performance in Math, English Language Arts, and all other state-administered assessments such as science, history and writing at certain grade levels; student growth as defined by the School Quality Improvement System; high school graduation rate, with points awarded for both the federally-defined 4-year cohort graduation rate, and 5- and 6-year rates; and middle school persistence rates defined as the percentage of graduated 8th graders that go on to enroll in 10th grade.
- **Social-Emotional Domain (20%):** Factors include: chronic absentee rate; suspension/expulsion rate for the purposes of reducing disproportionality, and non-cognitive factors (such as grit or resilience) for the “all students” group and all subgroups. Indicators will be determined and piloted during the 2013-14 school year.
- **Culture-Climate Domain (20%):** Factors include: school performance on student/staff/parent surveys; English Language Learner re-designation; and Special Education identification for the purposes of reducing disproportionality. Indicators will be determined and piloted during the 2013-14 school year.



## A. Lessons Learned

### 1. *More Frequent School Quality Reviews and Prioritizing Distressed Schools*

Starting in fall 2014, QAA will begin differentiating the intensity of school reviews and change the process for selecting which schools to review. There will be one-day, two-day, and three-day reviews and distressed schools will be prioritized for review.

### 2. *Developing Shared OUSD Understanding of Quality*

One of the benefits of the School Quality Review process is that participation in the role of reviewer helps to move the district toward a shared vision of what school quality looks like. Instructional Rounds piloted this year in all 83 OUSD schools provide another opportunity for deepening understanding and training groups of educators in what constitutes evidence of high quality, in this case of academic discussion.

“Instructional Rounds are a process for school improvement, based on the Medical Rounds model. It brings groups of educators together to look at what is happening in their schools, develop a collaborative learning environment, and improve student learning. ... Every school in the district will host two Instructional Rounds, over 800 classrooms will be visited, and the learning experience of some 10,000 children will be observed. The broad focus for Rounds this year is on academic discussions.”<sup>1</sup>

### 3. *We Need Structures for Using the Data to Set Priorities and Take Action*

- a) *Instructional Rounds and Action Plans*: “A huge benefit of the process is that a school emerges with a real time action plan based on the evidence observed from the team. After a Rounds process, a principal and a teacher leader work together to share the patterns and plan with the rest of the school community. A teacher leader may then work with the school's instructional leadership team on planning the next professional learning workshop to respond to these patterns.”
- b) *SQR and the Community School Strategic Site Plan (CSSP)*: From the start, we have known that we wanted the SQR to inform the development of the annual school site plan, but this is the first year that enough schools had been reviewed prior to the point in the calendar year when CSSPs are written that we could do this in a structured way for all schools. As mentioned in previous reports, the Lead Evaluator for each SQR now carries the school into the next year with coaching in how to take actions that will result in improvements. In addition, this year Lead Evaluators began directly coaching principals in using the information and recommendations from the School Quality Review as they

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<sup>1</sup> *What Happens When Instructional Rounds Go District-Wide? Ellen Aguilar's Blog*, EDUTOPIA, February 26, 2014. <http://www.edutopia.org/blog/instructional-rounds-district-wide-benefits-elena-aguilar>.



write the annual site plan (see Attachment for a tool for cross-walking between the SQR and CSSSP).

The Lead Evaluator and the Executive Officers guide school principals through the templates in a planning process that crosswalks between the standards in the School Quality Review and the goals, activities, and costs captured in the site plans. In 2013-14, QAA has offered mini-retreats and 1:1 support to principals, to leverage the SQR in the annual planning process.

4. *Importance of Quantitative Data in Measuring Progress vs. SQR “Levels”*

Needless to say, the whole point of the having a School Improvement System is to improve student outcomes. No matter what a school’s rating on the SQR on any given quality standard, no matter how highly our teachers rate their own school’s collaboration and professional learning community, an increase in graduation rates “trumps” the ratings. This has pushed the QAA team to rethink the goal of “moving schools two levels.” As described in the Introduction, the school district and the CORE consortium districts are developing this new system, and QAA leading OUSD decisionmaking about how to measure progress and how to articulate our goals for our schools.

**B. Proposed Objectives**

Our proposed objectives for the renewal proposal are similar to the original objectives and the measures presented in the Interim Report. The chart below provides measures for the objectives that will support our overarching goal.

<p><b>Goal:</b> <i>To create and sustain a portfolio of high quality full service community schools using an equitable, data-based decision-making process. The SQR process will continue to produce actionable quantitative and qualitative data about each school's strengths, challenges and actual performance. In addition QAA will prepare for the 2015-16 full implementation of the School Quality Improvement System (the CORE Waiver Plan). School Quality differentiation will be based on definitions for reward, priority, and focus school improvement will be measured against a School Quality Improvement Index.</i></p>	
Objective	Measure
<p><b>Objective 1.</b> <i>In 2014-15, for 15 or more additional schools, produce standardized, actionable, quantitative, and qualitative data about each school's strengths, challenges, and actual performance captured in SQRs and receive support to integrate this information into their site plans (CSSSP).</i></p> <p>See link for actual reviews: <a href="http://qualitycommunityschools.weebly.com/sqr-findings.html">http://qualitycommunityschools.weebly.com/sqr-findings.html</a></p> <p>See link for actual school site plans. <a href="http://www.ousd.k12.ca.us/domain/55">http://www.ousd.k12.ca.us/domain/55</a></p> <p><i>As part of the SQR process, OUSD will</i></p>	<p># of SQRs produced;</p> <p>Provide crosswalk examples of SQR informing the CSSSP</p>

<p>a. <i>Codify and make accessible a menu of unique resources and strategies for principals and school communities to use in addressing agreed-upon issues documented in the annual Community School Strategic Site Plan (CSSSP). Update the menu annually in collaboration with department of Leadership, Curriculum, and Instruction and department of Full Service Community School Partnerships.</i></p>	<p>Updated menu</p>
<p>b. <i>Provide OUSD principals and teachers individualized data-based pictures of each class and each student in their school as measured by the Common Core academic standards and "whole child" indicators (such as attendance, English learner status and progress, participation in a linked learning pathway, health status). Document that the data is being accessed and some instances of how the data has been used.</i></p>	<p>Ongoing collection and presentation of data to principals; evidence schools are accessing the data</p>
<p>c. <i>Support the School Board, the Superintendent, the Regional Executive Officers and the community with tools and processes for holding schools accountable to the standards. Make District Balanced Scorecard, School Balanced Scorecards, collect and present data on key measures in easily understood formats. Support Executive Officers in monitoring each school's progress in implementing their annual site plan and meeting their annual goals.</i></p>	<p>Copies of the cards and the presentations; Evidence of QAA coaching schools in revisiting their plans</p>
<p>d. <i>Develop and pilot new tools for the new School Quality Improvement System.</i></p>	<p>Copies of the tools</p>
<p><b>Objective 2.</b> <i>Support the school board in making decisions about reauthorizing charters, closing schools, and restructuring schools by using the new School Quality Improvement System.</i></p>	<p>Decisions made; evidence of new criteria aligned to the SQIS.</p>
<p><b>Objective 3.</b> <i>For three district regions, OUSD will update documentation of highly effective practices for replication within the regions and across the district. These practices include both school-wide and classroom practices. The district will also create and annually update a plan to disseminate information about effective practices.</i></p>	<p>Updated documents; evidence that LCI coaches are implementing the plan.</p>



<p><b>Objective 4.</b> <i>OUSD will produce a budget that ensures 88% of funds go directly to schools.</i></p>	<p>Document how this budget meets the requirement.</p>
<p><b>Objective 5.</b> <i>Implement key provisions in the waiver plan submitted to Department of Education, such as pairing reward schools and priority or focus schools to share best practices.</i></p>	<p>Reports made to the School Board and/or to the Department of Education</p>

**C. Change in Leadership**

The school district plans to hire a new permanent superintendent by June but the leaders closest to the work will continue in the district.

A new department called Quality, Accountability, and Analytics (QAA) was established July 1, 2013 bringing research and accountability for quality under one roof. On that date, David Montes, formerly the Executive Director of Quality Community School Development, became the leader of the combined departments and is now an Associate Superintendent. Jean Wing formerly the Executive Director of Research Assessment and Data A is now the Executive Director of QAA. Both are expected to be offered three-year contracts starting July 1, 2014.

**D. Organizational Financial Health.**

OUSD has balanced its budget and can look forward to a period of increasing resources. Beginning with the 2013-2014 proposed adopted budget, the District’s method of projecting the majority of its State revenue is changing to the new Local Control Funding Formula (LCFF) based on the Governor’s proposed State Budget instead of the Average Daily Attendance (ADA) Revenue Limit model. Funds to Oakland Unified will increase significantly though not back to 2008 levels.

**E. Anticipated budget balance at the end of our current grant is zero.**

**F. Other Key Information.**

- 1. The district is aligning the distribution of resources to match the needs of students.*

The Local Control Accountability Plan is the district’s method for implementing the guidelines from the state for distributing funding to school sites, so as to prioritize funding for low income students and English Language Learners. The district is striving to increase the proportion of funding that goes to the school sites and to hold the percentage steady at 88% to school sites and no more than 12% for central office. The LCAP presents an opportunity for the district is making



innovative use of neighborhood mapping tools to ensure that schools serving students who are living in the most challenging neighborhoods will receive additional funding.

2. *The district has adopted cascading Balanced Scorecards for the central office and the school sites aligned to our School Quality Improvement Goals (see illustrations next page). QAA has created training guides for both the district and the site balanced score cards. See Attachments for examples of scorecards, guides, and presentations.*

## **Attachments**

1. Oakland Tech Balanced Scorecard
2. Guide to School Balanced Scorecard
3. Board of Education District Balanced Scorecard
4. Guide to District Balanced Scorecard
5. Balanced Scorecard Calendar for Audiences
6. Power Point Presentation to Board of Education 2013
7. Power Point Presentation to Network of Principals 2014
8. Press Release: Obama Administration Approves NCLB Waiver Request for California CORE Districts (see below)

## **Obama Administration Approves NCLB Waiver Request for California CORE Districts**

AUGUST 6, 2013

### **Contact:**

(202) 401-1576, [press@ed.gov](mailto:press@ed.gov)

### CORE documents

The Obama administration today approved eight California school districts (Fresno Unified, Long Beach Unified, Los Angeles Unified, Oakland Unified, Sacramento City Unified, San Francisco Unified, Sanger Unified, and Santa Ana Unified) for a one year district waiver from No Child Left Behind (NCLB), in exchange for locally developed plans to prepare all students for college and career, focus aid on the neediest students, and support effective teaching and leadership. These eight districts submitted a joint request for waivers as part of the California Office to Reform Education (CORE).

Earlier this year, California notified the Department that the state did not plan to request Elementary and Secondary Education Act (ESEA) flexibility for the 2013-2014 school year and instead will focus on implementing its new college- and career-ready standards. As a result, the Department considered a separate request for waivers from the CORE districts, which together serve over one million students - more students than most states. These districts are leading the way for their state in moving forward with higher standards for all students, particularly English Learners, students with disabilities, and low-achieving students. Since California adopted new standards in 2010, these districts have created shared plans for implementation, systems to improve instruction and promote continuous learning, and joint professional development and supports for teachers. With their new accountability system, the districts will hold themselves and their schools accountable for the performance of thousands more students in underserved subgroups than under NCLB, including approximately 23,000 additional African American students, 15,000 Hispanic students, 20,000 English Learners, 10,000 low-income students, and 46,000 students with disabilities. Teachers and leaders in these districts will also receive more meaningful feedback on their practice through new evaluation systems designed to support improved instruction and increase student learning. As a result of these rigorous plans, the Department is granting the eight districts flexibility from some of NCLB's restrictive mandates to allow them to better focus on key reforms to improve student achievement and increase the quality of instruction.

"The CORE districts have been engaged in collaboration and innovation designed to promote deep student learning and effective implementation of new standards that will prepare students for college and a career," said U.S. Education Secretary Arne Duncan. "The districts' approved plan includes key accountability components that when implemented will surpass the rigor of the current NCLB system and provide an opportunity to expand innovative interventions and practices that can improve student achievement, rather than spending time and resources implementing NCLB's one-size-fits-all mandates. The significance of their willingness to step up, and for the first time, hold themselves accountable for literally tens of thousands of children who were invisible under NCLB cannot be overstated."

The Department is approving the CORE districts for a one-year waiver from six ESEA requirements and their associated regulatory, administrative and reporting requirements. These

waivers are authorized under ESEA section 9401, and are being granted directly to the districts participating in CORE, and not to the CORE organization itself.

The Department will closely monitor the districts' implementation of their plans, and will work with the California Department of Education, the California State Board of Education, and the CORE districts to develop an integrated monitoring strategy.



10/23/14

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David Kakishiba  
President, Board of Education



10/23/14

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Antwan Wilson  
Secretary, Board of Education

File ID Number: 14-2025  
Introduction Date: 10/22/14  
Enactment Number: 14-1815  
Enactment Date: 10/22/14  
By: OX



# PROPOSAL BUDGET

Note: Please review Budget Guide prior to completing		
Organization Name	Oakland Unified School District	
Request # (as assigned)	2013-0775.1	
Request Grant Period: mm/dd/yy -- mm/dd/yy	07/01/14--06/30/15	
Total Organization Budget	\$	548,608,161
Total Project Budget	\$	2,900,775
Stuart Foundation Grant Request	\$	180,000
Stuart Grant as % of Total Project Budget	6%	
EXPENSES	Total Project Budget	Stuart Foundation Request
<b>PERSONNEL</b>		
Salaries (Specify position and FTE)		
Associate Supt, QAA (1.0 FTE )	\$ 228,656	\$ -
Admin Assist III (1.0 FTE )	\$ 62,394	\$ -
Director, School Quality Review (1.0 FTE )	\$ 141,955	\$ -
Lead Evaluator (1.0 FTE )	\$ 135,448	\$ -
Lead Evaluator (1.0 FTE )	\$ 132,198	\$ -
Lead Evaluator (1.0 FTE )	\$ 135,448	\$ -
Admin Assist I, School Quality Review (0.5 FTE )	\$ 38,220	\$ -
Coordinator, Enrollment & Registration (0.5 FTE )	\$ 55,900	\$ -
Executive Director (1.0 FTE )	\$ 177,180	\$ -
Office Manager (1.0 FTE )	\$ 87,874	\$ -
Director, Analytics (1.0 FTE )	\$ 141,955	\$ -
Coordinator, Research & Evaluation (1.0 FTE )	\$ 129,273	\$ -
Coordinator, Data Analysis & Reporting (1.0 FTE )	\$ 123,683	\$ -
Data Analyst II (1.0 FTE )	\$ 96,920	\$ -
Data Analyst II (0.4 FTE )	\$ 41,187	\$ -
Data Analyst II (0.6 FTE )	\$ 68,106	\$ -
Manager, State & Local Assessment (1.0 FTE )	\$ 135,821	\$ -
Assessment Tools Manager (1.0 FTE )	\$ 108,137	\$ -
Data Analyst I, Assessments (1.0 FTE )	\$ 94,101	\$ -
Data Analyst I, Assessments (1.0 FTE )	\$ 91,070	\$ -
State Testing Specialist (1.0 FTE )	\$ 107,381	\$ -
Amounts for each position, include benefits at a rate of		\$ -
Total Personnel Expenses	\$ 2,332,907	\$ -
<b>NON-PERSONNEL (Specify expenses type)</b>		
Base	\$ 316,868	\$ -
Custodial Overtime	\$ 20,000	\$ -
Copier	\$ 25,000	\$ -
Supplies	\$ 15,000	\$ -
SQR Training	\$ 10,000	\$ -
SQR Dissemination: printing and meetings	\$ 10,000	\$ -
SQR Youth Researchers Stipends	\$ 10,000	\$ -
CSSSP Planning and Implementation Meetings	\$ 50,000	\$ -
CSSSP Materials	\$ 50,000	\$ -
Charter Supplies	\$ 20,000	\$ -
Public Hearings: facilitation, printing, food	\$ 7,000	\$ -
New Testing Materials	\$ 34,000	\$ -

# PROPOSAL BUDGET

Total Non-Personnel Expenses	\$ 567,868
<b>GRAND TOTAL EXPENSES</b>	<b>\$ 2,900,775</b>

INCOME SOURCES	INCOME
<b>SECURED INCOME</b>	
Public Funding	\$ 2,670,775
	\$ -
	\$ -
	\$ -
	\$ -
Total Secured Income	<b>\$ 2,670,775</b>
<b>PENDING INCOME</b>	
Irene A. Scully Foundation	\$ 50,000
	\$ -
	\$ -
	\$ -
	\$ -
TO BE RAISED (if applicable)	\$ -
Total Pending Income	<b>\$ 50,000</b>
Stuart Foundation Request	<b>\$ 180,000</b>
<b>TOTAL INCOME</b>	<b>\$ 2,900,775</b>

## **Oakland Unified School District Quality, Accountability, and Analytics (QAA)**

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

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