

File ID Number	14-2178
Introduction Date	11-19-14
Enactment Number	14-1948
Enactment Date	11/19/14
By	PA



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

November 5, 2014

To: Board of Education

From: Antwan Wilson, Superintendent

Subject: District Submitting Grant Award - Walter and Elise Haas Fund - African American Male Achievement Initiative

ACTION REQUESTED:

Acceptance by the Board of Education of Grant Award (#20140307) and approval of Grant Agreement, by and between District and Walter & Elise Haas Fund, in the amount of \$125,000.00, to raise the achievement and life outcomes for African American male students in the Oakland Unified School District, for the term of July 17, 2014 through July 17, 2015, pursuant to the terms and condition thereof.

BACKGROUND:

Grant award for OUSD schools for the 2014-2015 fiscal year were 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
14-2178	Yes	Grant	Oakland Unified School District	To raise achievement and life outcomes for African American male students in the Oakland Unified School District.	7/17/2014-7/17/2015	Walter & Elise Haas Fund	\$125,000.00

DISCUSSION:

The District created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student
- 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.

- Grant valued at: \$125,000.00

RECOMMENDATION:

Approval and support by the Board of Education of Grant Award and approval of Grant Agreement for OUSD schools for fiscal year 2014-2015 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:

Grant Face Sheet

Grant Award Letter

Appendix A: Agreement to Grant Objectives

Appendix B: Grant Terms and Conditions

Appendix C: Annual Report Instructions


Appendix D: Approved Project Budget

OUSD Grants Management Face Sheet 2014-15

Title of Grant: African American Male Achievement (AAMA)	Funding Cycle Dates: July 17, 2014 - July 17, 2015
Grant's Fiscal Agent: Grant #20140307 Marcel T. Marania, Grants Manager Walter and Elise Haas Fund marcel@haassr.org	Grant Amount for Full Funding Cycle: \$125,000.00
Funding Agency: Walter and Elise Haas Fund One Lombard Street, Suite 305 San Francisco, CA 94111 (415) 398-4474	Grant Focus: To raise the achievement and life outcomes for African American male students.
List all School(s) or Department(s) to be Served: All Oakland Unified Schools.	

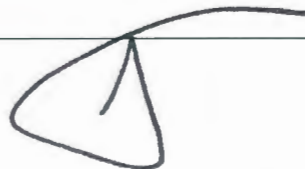
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	AAMA will strengthen African American male students' cultural knowledge and identity, leadership capacity, and ability to create and implement their own plans to graduate college and career ready; empower African American families with knowledge of the path to college; ensure each student has a caring adult at their school.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.94% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	Internal program evaluation
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? (If yes, include the district's indirect rate of 5.94% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Chris Chatmon, Executive Director Office of African American Male Achievement, Community Schools and Student Services 746 Lakeview, Portable 5 Oakland, CA 94610 510-273-3214 christopher.chatmon@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Chris Chatmon		10/14/2014
Department Head (e.g. for school day programs or for extended day and student support activities)	Devin Dillon		

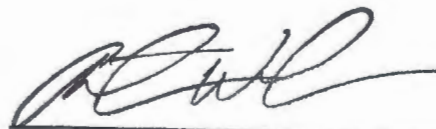
Grant Office Obtained Approval Signatures:

Entity	Name	Signature	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		



11/20/14

David Kakishiba
President, Board of Education



11/20/14

Antwan Wilson
Secretary, Board of Education

File ID Number: 14-2178
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 By: OA

WALTER & ELISE HAAS FUND

July 17, 2014

Mr. Antwan Wilson
Superintendent
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, CA 94607

RE: Agreement for Grant 20140307

Dear Superintendent Wilson:

On behalf of the Board of Directors of the Walter and Elise Haas Fund, I am pleased to inform you of the grant award of \$125,000 to the Oakland Unified School District to raise the achievement and life outcomes for African American male students in Oakland Unified School District. The grant period is July 17, 2014 to July 17, 2015. A year-end report is due no later than July 30, 2015.

This letter and its appendices constitute a legally binding agreement. It will be effective upon our receipt of an original of this letter and the *Agreement to Grant Objectives* (Appendix A), both signed by an authorized representative of your organization. We will arrange for payment of the \$125,000 upon receipt. Please keep a copy for your files.

Please read Appendix B, *Grant Terms and Conditions*, very carefully. Also take note of Appendix C, which contains *Annual Reporting Instructions*. The Fund will not consider grant renewals for grantees who fail to meet reporting requirements.

Trustees

Jennifer C. Haas, *President*

Elizabeth H. Eisenhardt • John D. Goldman • William S. Goldman • Peter E. Haas, Jr. • Walter J. Haas

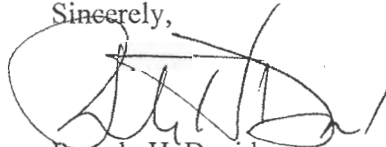
Pamela H. David, *Executive Director*

Mr. Antwan Wilson
July 17, 2014
Page Two

RE: Agreement for Grant 20140307

Please direct all future reports and correspondence to Susan Kagehiro. On behalf of the Fund's Board and staff, let me express how delighted we are to support this important work. We wish you every success.

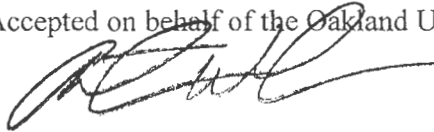
Sincerely,



Pamela H. David
Executive Director

cc: Susan Kagehiro, Christopher Chatmon

Accepted on behalf of the Oakland Unified School District by:



Mr. Antwan Wilson (Signature)

11/20/14
(Date)

Antwan Wilson
Print Name

Superintendent
Title

Appendix A: Agreement to Grant Objectives
Appendix B: Grant Terms and Conditions
Appendix C: Annual Report Instructions
Appendix D: Approved Project Budget

AGREEMENT TO GRANT PURPOSE AND OBJECTIVES

OAKLAND UNIFIED SCHOOL DISTRICT

JULY 2014 THROUGH JULY 2015

This grant is awarded with the understanding that the entire amount will be expended to address the following agreed-upon purpose and objectives. While minor changes in plan are expected, if your organization wishes to modify these fundamental intentions of the project, you must seek prior written approval of the Walter and Elise Haas Fund.

Purpose: To raise the achievement and life outcomes for African American male students in Oakland Unified School District

Steps you will take to achieve your results:

- Implement the Manhood Development Program (MDP) in 15 OUSD schools and MDP Family Engagement in 6 high schools
 - In partnership with Destination College, ensure that all 9th grade African American male students complete a college and career plan; through case management and family engagement, monitor student academic progress toward plan goals
 - Design, implement, assess and document the MDP elementary program
 - Design and document Brother-to-Brother Cascade Mentorship Program
 - Conduct independent evaluation of MDP program
- Create opportunities and events that celebrate African American male student achievement and encourage discussion and dialogue within the district and communities in support of African American boys
- Implement the Agreement to Resolve in partnership with LCI, FSCP and QAA

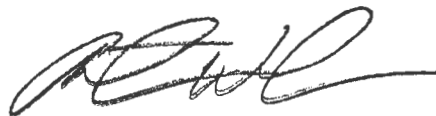
What will change as a result of your project:

- Gains in African American male student literacy and connection to school
- Shifts in the current narrative about African American boys and men toward true positive identities and images and fostering intergenerational relationships and positive brotherhood
- Improved school climate within OUSD schools and the reduction in incidents and disparities in discipline
- Engagement and empowerment of African American families to participate and advocate for their children's education and support literacy, graduation and college attendance for their children

Accepted and agreed:



Mr. Christopher Chatmon, Executive Director
African American Male Achievement
Initiative



Mr. Antwan Wilson, Superintendent
Oakland Unified School District

RE: Agreement for Grant 20140307
July 17, 2014

Proposal Summary

The Office of African American Male Achievement (AAMA) leverages inside and outside partnerships to effect systemic change in the Oakland Unified School District through *Targeted Universalism*. Targeted Universalism, posits that by transforming the system to support successful outcomes for OUSD's lowest performing subgroup (African American males), OUSD will be creating a system that will improve academic, social-emotional outcomes for all of its students. AAMA leads the district by analyzing the patterns and processes that are producing systemic inequity in the target population — African American males — and implementing research-based solutions as well as developing innovative new approaches. We are now poised to take what has been learned over the past three years to encourage and steer broader shifts in the district to create better learning environments and outcomes for all students, especially those furthest from opportunity.

Applicant Organization

The Office of African American Male Achievement (AAMA) was launched in October 2010 with the hiring of an Executive Director, Chris Chatmon. Over the next five months, in collaboration with the broader community, we developed a three year strategic plan in support of our mission: *to stop the epidemic failure of African American Male (AAM) students in the Oakland Unified School District (OUSD). We believe all AAM students are extraordinary and deserve a school system that meets their unique and dynamic needs.* We are now in the process of documenting how the strategy has evolved and writing a new strategic plan.

We now have developed innovative approaches

1. To strengthen the position of African American male students and their families within their schools;
2. To increase literacy with a focus on African American males (PreK-1 and 6-12);
3. To reduce disproportionality in discipline, reduce suspensions overall, and ultimately improve achievement levels for all students.

We are now in the process of capturing the work completed to date and conducting a rigorous evaluation of key components and plans for scaling our success. The major components are:

- Manhood Development Program, which provides direct support for African American male students (AAMs) through intensive 5 day classes and case management;

- Family Engagement in the College Dream;
- Oakland ManUp conferences, open to all African American men and boys in the City of Oakland, offered twice per year, and intergenerational exploration and celebration of African American Brotherhood;
- PreK – 1 Literacy Collaborative
- Secondary Literacy Collaborative
- Districtwide Events for African American Students and Families;
- Districtwide Professional Development Series for Principals, Teachers, and Families; and
- Leadership of five-year agreement with the Office of Civil Rights to address disproportionality in discipline in order to improve academic outcomes.

On July 1, 2014, AAMA moved inside the Oakland Unified School District and all staff became employees of the school district. AAMA is now a unit in Family, School, and Community Partnerships department, positioning AAMA to partner more effectively with schools and departments in transforming school culture to ensure improved academic outcomes for of African American males. Previously due to concerns about Proposition 209 restrictions on race-based programming, AAMA was located outside the district and sponsored by nonprofit Partners in School Innovation. The shift into the district was made possible by a federal agreement with the Office of Civil Rights to address the disparities in discipline of African American and Special Education students (see Attachment 1).

AAMA is leading the school district's implementation of the agreement to resolve the complaint filed by the Office of Civil Rights. Our whole district and school board have committed through the agreement with OCR to a six-year partnership with principals, teachers, families and students, grounded in the Transformation of School Climate and Culture, as described in greater detail below.

Statement of Need

African American males are the lowest achieving group in our school district and the group most likely to drop out of school. In 2013 at the end of 3rd grade, 92% of white male students were reading at grade level whereas only 53% of African American male students were at grade level. African American males are the lowest performing subgroup in OUSD on every measure, and between 2004 and 2014, the gap between average African American male achievement and averages for other subgroups grew. Yet in individual schools, we find a pattern of success in

moving African American males from “below basic” to “basic” and even in some cases to “proficient and above.”

The challenge of African American male student achievement must be situated within the ecological context of Oakland. For example, in 2009-2010, 12 students died violent deaths, 58% of them were African American students. In 2009-10, 517 students were arrested, and 75% were African American students.

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

Compared with a White child in the Oakland Hills, an African American born in West Oakland is:¹

- 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.

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

On the 2012-2013 California Healthy Kids Survey, over 50% of African-American students in OUSD indicated that they knew someone who had been a victim of gun violence. A study conducted in 2010 by the school district’s internal police unit examined patterns of youth homicide in Oakland. From 2001-10, homicides in Oakland were the highest in Alameda County. Youth homicide in Oakland steadily increased from 6 to 16 with a high of 27 in 2006. Out of a total of 131 youth homicides 2001 to 2010, 117 were male; 14 were female. In 2010, in Oakland out of a total of 111 victims, 16 were youth, and of these 12 were African American; 4

¹ See Alameda County Public Health Department, *Life and Death from Unnatural Causes: Health & Social Equity in Alameda County*.

were Latino. The times of day when youth homicides occur are lowest during school hours and jump at 5PM, reflecting the reality that schools are among the safest places for children in Oakland.

Goals

The Office of African American Male Achievement continues to study and respond to the multiple dimensions of need among our youth and their families, but our ongoing focus is on achievement as measured by literacy and graduation rates.

A renewal of our grant from the Walter and Elise Haas Fund will support us in refining and scaling our work in four areas: African American Male Identity and College & Career Planning; Literacy PreK-12; School Climate/Discipline; Graduation. Within the goals and objectives section, we explore evidence of the particular needs that will be addressed in each of these four areas.

1. Strengthen African American male students' cultural knowledge and identity, leadership capacity, and ability to create and implement their own plans to graduate college and career ready; empower African American families with knowledge of the path to college; ensure each student has a caring adult at their school.
2. Shift the narrative about who African American males are and their contributions to our school district and our society from negative stereotypes to true positive identities and images; foster intergenerational relationships and positive brotherhood.
3. Improve school climate and reduce incidents and disparities in discipline across the district; empower African American families by increasing their participation and advocacy.
4. Improve PreK-12 teachers' capacity to help African American male students to learn to read and write well; empower African American families as partners in this effort; increase graduation rates.

Program Description

INDIVIDUAL IDENTITY & COLLEGE AND CAREER PLANS

The OUSD flagship program for African American males is the Manhood Development Program which fosters a positive African American male identity, supports individual college and career planning and cultivates leadership in and connectedness to the larger school community.

The MDP class is built upon a character development curriculum rooted in a rites-of-passage model of youth development. The core curriculum of the class is designed to support each youth to (1) become a lifelong learner; (2) strengthen self-awareness and cultural competence and confidence; (3) learn to successfully navigate school; (4) improve writing skills; (5) improve organizational skills; (6) increase emotional intelligence; (7) Increase connectedness to school; and (8) Increase college and career readiness. The program also incorporates culturally relevant character development, team building exercises, field trips, college tours, and career shadowing. Some of the key topics covered include: self-awareness, healthy living, communication, emotional development, planning and organizing, leadership, conflict resolution, street law, civic responsibility and networking. The curriculum also has a strong academic component and is in the process of qualifying as an A-G Ethnic Studies elective.

In addition to measuring attendance, GPA, and discipline incidents for each student, we have developed and administered an annual survey to measure students' perception of the efficacy of the program.

- Youth have increased confidence to address and resolve problems in social and physical health
- Youth help create a safe and supportive school environment
- Youth make better decisions about their health and well-being
- Youth have a greater confidence in their ability to lead.

SHIFTING THE NARRATIVE

Our AAM students contend with racial and gender stereotyping and implicit bias daily. AAMA strives to embrace and elevate the status of African American males in Oakland Unified School District, challenging the historical pattern of low expectations and “pushout” that begins as early as Kindergarten by changing the narrative about African American males.

AAMA leads a variety of activities to impact how youth are seen and see themselves in our schools: from celebrating their academic achievements to creating platforms where they discover, express and define themselves, taking control of the media in the form of writing, performing, creating images and video. A key element of this work is building community among African American families and their students and fostering intergenerational relationships with the aim that all of our students will not only graduate ready for college and career but will be intent upon giving back to ensure success for other youth.

SCHOOL CLIMATE AND CULTURE

In May 2012 an Urban Strategies Council study found that in OUSD, African-American males, who comprise 17 percent of the student population, accounted for 42 percent of all suspensions. The rates of suspension by grade level further revealed that African-American males were suspended at shockingly high rates of:

- One in ten African-American males in elementary school
- One in three African-American males in middle school
- One in five African-American males in high school.

When exploring the causes and impact of suspensions Urban Strategies also found that 44 percent of suspensions were solely for defying authority and that suspended students were far less likely to rate as “proficient” or “advanced” in English Language Arts and Math on student learning assessments.

As described above Oakland Unified School District has entered into an agreement to address discipline disparities. The approach leverages the district’s commitment to creating a Full Service Community School District.

AAMA is charged with leading this work in a cross-department collaborative effort, known as the Voluntary Resolution Plan leadership team. The Agreement to Resolve laid out a six year plan that is now in its second year. The work of the VRP leadership collaborative, involves revising the district’s discipline policies, processes and procedures; working directly with 38 schools with both disproportionate and high rates of suspension to help them to reduce suspension rates and transform school climate to be safe and welcoming for all students.

For the first phase of implementing the agreement, September 2012-June 13, 2013, we focused on collecting data and convening a cross-department planning team. Leadership across the

district embraced the moral imperative to reduce suspension and eliminate disproportionality, resulting in steep drop in suspensions for 2012-13. In August 2013, we kicked off the school year with a training for the principals and leadership teams of the 38 target schools, followed by monthly convenings for all the principals to explore issues as they arose. From September to the present, AAMA and two district staff conducted an individualized listening campaign with principals of the schools to ensure a spirit of collaboration and thoughtful partnership with each school in devising individualized plans for transforming their own school culture. Principals developed their plans in collaboration with their school communities and incorporated them into their annual Site Plans, which are important accountability tools, are public to all, and are submitted to the California Department of Education annually. (See Attachment 2. for complete description of Results to Date, Jason Lustig Yamashiro.)

LITERACY

The African American Literacy Task Force, convened in 2010-11 to write this section of the AAMA strategic plan set its goal as: Every African American male moving through the Oakland Unified School District is able to be a critical reader, active listener, articulate speaker, and excellent writer.

This is a bold goal and represents an almost 360 degree turnaround in literacy proficiency for African American male students given their past proficiency rates in ELA on the CST. Proficiency rates are very low for this population across the district and across all grade levels. For example, in 2010, thirty-one of 55 elementary schools (more than half) had as many as 50-74% of their 4th grade African American male students reading *below* grade level. More than a third of those 31 schools (13 schools) had 75-100% of their African American male students reading *below* grade level.

As African American male students move into middle school, their literacy proficiency continues to fall off at a time when it needs to be growing stronger because of the increasing complexity of the texts and tasks they will encounter in high school. For example, based on the data collected by Urban Strategies for 2010, on average 75% of African American males in middle school are reading below grade level. The downward trend of proficiency continues into high school. The high school with the highest ELA proficiency rate for African American male students still has 75% of its African American male student reading below grade level.

POVERTY, LITERACY, AND GRADUATION

In 2012, the Annie E. Casey Foundation published a ground breaking study by Donald J. Hernandez, *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*,² with a finding that “students who don’t read proficiently by third grade are four times more likely to leave without a diploma than proficient readers. [The Study] is notable in breaking down for the first time the likelihood of graduation by different reading skill levels and poverty experiences. It also updates a 2011 research brief with new data on graduation rates for students living in concentrated poverty.”

This article has been widely circulated in Oakland Unified School District and is one of the readings taken up in the district’s PreK-1st grade Literacy Collaborative, a professional learning community that was started in 2012 with funding from the W.K. Kellogg Foundation and grew from serving six schools to serving all PreK – 1st grade teachers in the school district. The PLC focal student group is African American males. In addition to this group, the district established a districtwide Elementary Literacy Collaborative (2012-14) and the district has invested deeply in a Secondary Literacy Collaborative (2011-14), focused on students who are behind in reading by two or more grade levels.

Starting in 2011, OUSD elementary school teachers began a new approach to teaching reading, moving away from a scripted curriculum called Open Court to implement a balanced literacy curriculum guided by the district’s literacy framework and aligned to the Common Core standards. In the last year the district has been emphasizing the value of academic discussion and conducting Instructional Rounds to every classroom to observe how students are relating to each other, their work, and their teacher. One of the lenses brought to the early grades is whether teachers have adopted effective practices that specifically support the language development of African American males. Given linguistic patterns of African American male students, teachers need to pay intentional attention to ensure all students are mastering core phonics, especially long vowel variations. This is information that has emerged from the work of Literacy Consultant Zaretta Hammond which is guiding our efforts in the coming year to revisit AAM Literacy, assessing what has worked and pushing out best practices more systematically in partnership with the department of Quality, Accountability and Analytics (QAA).

² <http://www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid=%7B8E2B6F93-75C6-4AA6-8C6E-CE88945980A9%7D>

In the coming year, with support from the Walter and Elise Haas Fund and that of other foundations we plan to leverage the work of the PreK-1 and the Elementary Literacy Collaborative to evoke a renewed sense of the urgency of the need among African American males for high quality, culturally relevant reading instruction. Depending on funding available, the Literacy work will include intensive outreach to parents of African American male students to support them in helping their children to learn to read at home as well as in the classroom.

AAMA Work Plan		
<p>School Year 2014-15</p>	<p>INDIVIDUAL IDENTITY & COLLEGE AND CAREER PLANS</p> <p>Implement Manhood Development Program and MDP Family Engagement</p> <p>(NOTE: Fall: MDP family component is funded; Spring: pending new grant from the Zellerbach Family Foundation)</p> <p>Continue partnership with Destination College to ensure all 9th grade AAM students complete a college and career plan; use case management and family outreach approach to monitor student academic progress against the plan, 9th-12th grade.</p> <p>Design, implement, assess and document the MDP elementary program, which was first piloted in February 2014.</p> <p>Design and document Brother-to-Brother Cascade Mentorship Program with 11th and 12th grade MDP youth serving as interns, mentors and role models in the AAMA elementary and middle school MDP programs.</p> <p>Support independent evaluator in collecting and analyzing data for the prior and current school years and ongoing.</p>	<p>MDP Coordinator</p> <p>MDP Facilitators</p> <p>MDP Case Managers</p> <p>MDP Family Engagement Specialist</p> <p>Data Analyst</p>
<p>School Year 2014-15</p> <p><i>Fall/Winter:</i></p>	<p>SHIFTING THE NARRATIVE</p> <p><i>A. Implement the AAMA Event Calendar</i></p> <p><i>Fall/Winter:</i> Fall ManUp Conference; Celebrate Elementary Literacy: Districtwide Perfect Score Recognition/Book Distribution Event; , Holiday Party for MDP students and families; Black History Month Activities; African American</p>	<p>AAMA Executive Director</p> <p>&</p>

<p><i>Spring:</i></p>	<p>Male Teacher Recognition Event.</p> <p><i>Spring:</i> Spring ManUp Conference; Spring Districtwide African American Male Family Conference; based on assessment of event first piloted in May 2014, Spring Latino/African American Male Brotherhood Event; Districtwide African American Student Honor Roll; Student Talent & Performance Events (at Yoshi's or other venue); Student Participation in Major Cultural Events; African American Student College Fair.</p>	<p>All AAMA Staff & Families</p>
<p>School Year 2014-15</p>	<p><i>B. Implement AAMA Communications Plan</i></p> <p><i>Summer/Fall 2014</i> Publish and disseminate widely AAMA Four Year Retrospective; MDP Evaluation Years One to Three; AAMA Three Year Strategic Plan; partner with local organizations to create media opportunities to publicize African American male achievements. Publish annual calendar for distribution in December and January.</p> <p><i>Ongoing</i> Maintain website; social media presence; opportunities for student voice; create other AAMA collateral, posters, and event publicity; media outreach.</p>	<p>AAMA Executive Director</p> <p>Communications Consultant</p> <p>AAMA Office Manager</p> <p>AAMA Vista Volunteer</p>
<p>School Year 2014-15</p>	<p>SCHOOL CLIMATE AND CULTURE</p> <p>Implement the Agreement to Resolve in vigorous partnership with major divisions of the district: LCI, FSCP and QAA.</p> <p>Following the 6 year work plan laid out in the agreement, conduct professional development and complete quarterly reports and meet with the Office of Civil Rights, confirming on-time high quality completion of work and progress against targets. (See Attachment 1.)</p>	<p>AAMA Executive Director</p> <p>ATR/VRP Program Manager (pending funding)</p> <p>Cross-Department Leadership Team</p>
<p><i>Summer 2014:</i></p>	<p><i>Summer 2014:</i> Conduct intensive professional development and training in context of full review of disaggregated academic and discipline data for prior year</p>	<p>Cross-Department Leadership Team</p>

	<i>Fall 2014:</i> Verify implementation of School Climate and Culture plans as recorded in each school's Community School Strategic Site Plans; Lift up instances of positive trends for African American males and work with department of Quality, Accountability and Analytics (QAA) to share best practices.	Network Executive Officers & Principals Student & Family Engagement Unit
<i>Spring 2015</i>	Support QAA in outreach effort for the annual California Healthy Kids Survey; collaboratively analyze the data and assess progress against targets set in agreement with the Office of Civil Rights.	All AAMA Staff Family Engagement Specialist
<i>Fall 2014</i> Example, see full plan in Attachment 3	LITERACY ³ (proposed, not fully adopted in the district) <ol style="list-style-type: none"> 1. Elementary & Secondary: Create and disseminate handbook/guidelines on teaching reading to African American male students, emphasizing relational and socio-cultural dimensions as well as the instructional. 2. Elementary: Disseminate strategies for phonic skill development. 	AAMA Literacy Coordinator, LCI (pending funding) LCI Elementary and Secondary Literacy Coordinators
<i>Spring 2014</i> Example, see full plan in Attachment 3	<ol style="list-style-type: none"> 1. Elementary & Secondary: Provide on-going professional development in the use of these strategies within the core reading program, especially to site-based literacy coaches and reading specialists. 2. Elementary & Secondary: Foster African American male students' parent involvement in a way that is deliberate and explicitly linked to specific educational goals. Parent capacity building activities need to be tied to re-establishing trust in the teacher-parent relationship as well as equipping parents to be partners 	Literacy Coordinator, LCI Secondary Literacy Collaborative Family Engagement

³ Currently the AAMA Literacy Plan (see complete version in Attachments) is a set of recommendations from our AAMA Literacy Task Force, which will inform the 3-Year Strategic Plan now under construction and due June 30, 2014. The district has not adopted all elements in the plan, many of which will require additional funding.

	<p>who know how to actively support and monitor student learning outside of school.⁴</p> <p>3. Secondary: Support families in monitoring student progress toward graduation and link them to resources that support navigation of the college application process.</p>	Specialist
	<p><i>Ongoing Cycle of Inquiry</i>: quarterly staff retreats to review progress against plan, bimonthly meetings with independent evaluator, annual presentation of results to Board of Education.</p>	All AAMA Staff

KEY PERSONNEL

Curtiss Sarikey, Associate Superintendent, Family, School and Community Partnerships

Prior to joining OUSD as Associate Superintendent, Curtiss was supervisor for Student Support Service Department, San Francisco Unified School District where he worked for over ten years. After completing his MSW at UC Berkeley, Curtiss worked for the US Naval Medical Center, Oakland, overseeing a comprehensive family violence intervention program. He then went on to Big Brothers Big Sisters of the East Bay as Associate Director and Executive Director. For the past four years he is also a part-time instructor with the University of San Francisco's School Counseling Program where he teaches two courses related to teacher and parent consultation and systems improvement. Curtiss brings over twenty-five years of experience working with children, youth and their families in a variety of public and non-profit organizations, such as Covenant House in New York and Houston, Child Welfare, Juvenile Probation, and family shelter.

Chris Chatmon, M.A.Ed., Executive Director, African American Male Achievement (AAMA)

As Executive Director of the African American Male Achievement Department for the Oakland Unified School District (OUSD), Chris is implementing the principle of “targeted universalism”

⁴ “Toward a Focused Effort: Creating Aligned Contributions Across *The 0-8 Initiative, AAMA, and FSCP Departments* for Effective African American Family Engagement” (Briefing Paper, April 2013), Prepared by Zaretta Hammond, M.A.

by removing the systemic barriers to opportunity that beset African American male students and thereby created a system that is more equitable for all.

Prior to working with OUSD he was the Principal of Youth Chance High School in San Francisco for two years. He was Executive Director of the Urban Services YMCA in Oakland for 10 years and has served as a certified trainer for the YMCA of the USA for the past seven years. He started his career in the San Francisco school district where he served for five years as a teacher of History and Physical Education at Thurgood Marshall High School and Balboa high School. Chris is the Education Committee Chair for 100 Black Men of the Bay Area, Inc. and sits on the National Education Committee for 100 Black Men of America.

A Bay Area native and recipient of public school education. He earned his undergraduate degree in psychology from San Francisco State University and a Masters in Education from Brown University. He is a father of three sons who all attend OUSD schools.

Kim Shipp, Family Engagement Specialist, African American Male Achievement

Kim Shipp is a parent and a community advocate in the Oakland Unified School District. She has successfully raised three children in OUSD, with her youngest son recently graduating from Skyline High School in the class of 2011. She has held a variety of positions that support family engagement in public school, including the position of Parent Coordinator for Project SOAR, a GEAR-Up grant from the Department of Education assisting parents in the college going process. She is currently a board member of the Title I Commissioners of Practitioners (COP), a group appointed by the California State Board of Education that is mandated by the Federal government to advise State Department of Education staff on issues pertaining to Title I. She currently works as The Family Engagement Specialist for the Office of African-American Male Achievement Initiative Office with Oakland Unified School District assisting parents in creating a college going culture in the home for their students. She provides a variety of workshops on parent and educational issues around the country and is often considered a conference favorite. She holds a Bachelor's Degree in Education and Public Policy from Ashford University and is currently considering obtaining a Master's Degree in Education.

Bios of the staff for the Manhood Development Program (15 facilitators/case managers) are available upon request.

Evaluation

AAMA recently contracted with, Professor Vajra Watson Director of Research and Policy for Equity in the UC Davis School of Education to produce two reports: a 3 1/2 Year Impact Report for Manhood Development; a portrait of AAMA from launch to the present examining impact and lessons learned. Final versions of these reports are due June 30, 2014.

When AAMA launched in 2010 it attracted the attention of UC Berkeley's Na'ilah Suad Nasir, then-director of the Haas Diversity Research Center (since renamed the Haas Institute for a Fair and Inclusive Society). Professor Nasir has collaborated closely with current director John Powell in documenting and assessing the overall impact of AAMA. In addition, Professor Nasir has conducted an ongoing study of the Manhood Development Program.

For the first semester pilot of MDP, she focused on two questions: "Is culturally-relevant group mentoring effective for increasing school engagement and academic achievement for moderately at-risk youth in public high schools? What are the important components of culturally-relevant group mentoring?" Professor Nasir has presented her work nationally and is completing a book that includes a chapter about the Manhood Development Program.

For the PreK-1 Literacy work, OUSD has an ongoing contract with Mills College School of Education, to produce an evaluation report for the WK Kellogg Foundation. Julie Nicholson, Ph. D. and Ingrid Seyer-Ochi, Ph. D. Mills College, School of Education.

For discipline reform, Atlantic Philanthropies is funding a set of case studies of individual schools and a summary report focused on the intersection of the district's strategy of creating full service community schools and the AAMA-led implementation of discipline reform. In addition, the VRP reports to the Office of Civil Rights are accountability reports tied to specific targets for reducing discipline disparities.

Other Relevant District Evaluations

John Powell, the current director of the Haas Institute has been studying the issue of community engagement in the implementation of the district's overall Strategic Plan with support from the California Endowment.

AAMA is collaborating with the OUSD staff charged with designing and implementing the Social Emotional Learning initiative to ensure culturally relevant approaches and intentional

strategies for supporting African American males. This work will be examined along with AAMA's Manhood Development Program by an independent evaluator assessing OUSD's implementation of Social Emotional Learning across the district.

OUSD is a member district of the Collaborative for Academic, Social, and Emotional Learning (CASEL), advancing the development of academic, social and emotional competence for all students. CASEL has selected the American Institutes for Research (AIR) as an external evaluator. AIR is conducting an evaluation of progress in all the member districts. It will determine the activities that districts can most productively undertake to integrate a focus on social and emotional learning throughout their work. As much as possible, it will link those activities to outcomes for districts, schools, and students. It will also include cross-district analyses to develop an overarching explanation of the inputs, implementation processes, and outcomes across the initiative, with lessons learned and recommendations for policymakers and practitioners... .The CDI evaluation will be an important step toward documenting links between district-wide implementation of social and emotional learning and positive student outcomes." (information from CASEL materials on the evaluation plan).

Finances

Private Funding: OUSD has attracted significant private funding from local and national foundations as well as from individual donors for the implementation of its Five-Year Strategic Plan 2011-16. To date, the district has received awards from national and local foundations totaling \$20.2 million.

AAMA has raised close to \$5 million during the period 2010-2014, and anticipates continuing vigorous fundraising combined with increasing commitment from the school district to cover core staff for the program. See list of major donors below.

Public Funding: OUSD is committed to site-based budgeting where each school has discretion over a significant portion of the school's overall budget. The district is committed to a ratio of 12% Central Office; 88% School Sites and to ensuring that funds follow students and putting resourced allocation closer to the classroom and the students.

Several school sites have committed funding for the Manhood Development Program at their own school. Montera Middle School pays for one full-time instructor who teaches classes for grades 6-8 and provides case management for struggling students. In addition, under the district's Local Control Funding Plan, funds for schools with the greatest student need will

receive additional funding. Schools will gradually take on the funding of the site staffing related to the Manhood Development Program.

Major Donors to African American Male Achievement, 2010-14	Amount
Kaiser Permanente	2,004,000
Atlantic Philanthropies	800,000
Open Society Foundations: Campaign for Black Male Achievement	600,000
Waste Management of Alameda County	500,000
W.K. Kellogg Foundation	500,000
Zellerbach Foundation	154,000
S. D. Bechtel, Jr. Foundation	150,000
Walter & Elise Haas Fund	125,000
Stuart Foundation	50,000
The NEXT Fund	50,000
The San Francisco Foundation	25,000
Mitchel Kapor	\$20,000
TOTAL 2010-PRESENT	4,978,000

District Financial Status

In Oakland Unified School District the Deputy Superintendent of Business and Operations manages the department of Financial Services, ensuring effective structure and practices. This Deputy oversees the budget and provides frequent reports to the school board regarding current district status in terms of revenue and expenses, and projections for the future.

In the last five years, OUSD has made great progress in stabilizing financially after emerging from state receivership in 2009. In 2012, OUSD balanced its budget, reduced funds spent on the central office, increased per pupil spending by 5%, and eliminated a \$40M structural deficit. The greatest financial challenge for our district has been the statewide reduction in funding for

education, which has forced us to make deep cuts in our budget every year for the last three years.

The goal of our funding system is to enable and support student achievement and increase our students' college and career readiness upon graduation from high school. Our district maximizes funding at the school site, where parents, community members and other stakeholders have opportunities to participate in the budgeting process and to align funding with specific performance results and activities that will result in higher student achievement. In addition, OUSD has developed a mapping project matching live-go data for students: identifying where a student lives vs. the school a student attends. Our plan is to increase funding at the schools serving students who come from neighborhoods with the highest poverty, highest crime, and least access to fundamental services, such as grocery stores and parks and recreation. This is in addition to the funds that each school will receive based on the state's new Local Control Funding Formula.

Average per pupil spending for California K-12 in 2010-11 was \$8,482, which is \$3,342 – 28 percent – below the national average of \$11,824. OUSD spending was \$10,651 per student (Source: <http://www.cde.ca.gov/ds/fd/ec/currentexpense.asp>) The Governor's Office has projected that, by 2016-17, California will boost its per-pupil spending by \$2,800 over the 2011-12 amount. In addition, Oakland Unified School District will benefit significantly from a new Local Control Funding Formula, where the state provides additional funding based on the number of English Learners, low income, and/or foster youth in a district. Unfortunately, due to deep cuts over the last three years, the new funds are not sufficient to reestablish 2009 spending levels.

Context

AAMA takes every opportunity to change the narrative about African American males. Two tools stand out: our website <http://www.thrivingstudents.org/33> and our facebook page. <https://www.facebook.com/African.American.Male.Achievement.AAMAOUSD>.

Last year the San Francisco Chronicle “documented the fear, struggles and loss that African American males face in Oakland and the city's attempt to address them. The Even Odds series is a collaboration between The Chronicle and KQED.

<http://www.sfchronicle.com/local/bayarea/item/Even-Odds-Part-1-22785.php>

The Manhood Development Program is now considered a national model for supporting African American Male Achievement. In March, we hosted a visit from the White House executive director of the president's Initiative on Educational Excellence for African Americans, David Johns, resulting in coverage in the SF Chronicle. He plans to return in June, partnering with Laney Community College and OUSD in a youth-oriented summit dedicated to exploring issues African American Male are facing in Oakland and the nation.

<http://www.sfgate.com/education/article/Oakland-program-for-black-males-on-White-House-5308523.php>

Also in March, the Executive Director of African American Male Achievement was selected for a 3-year WK Kellogg Foundation Fellowship for leaders who are supporting critical needs of vulnerable children. He was selected from group of 10,000 applicants for approximately 36 slots. For information about the fellowship, see the link below.

<http://www.wkkf.org/news-and-media/article/2013/11/wkkf-launches-new-fellowship-program-making-a-reentry-into-leadership-development>

Supporting Documentation (see separate electronic files)

- A list of the organization's board of directors, including their professional and/or community affiliations.
- A financial statement for the most recently completed year (audited if available).
- The organization's budget for the current year.
- A list of the organization's major funders and grant amounts.

Attachments

1. A Voluntary Resolution Agreement between Oakland Unified School District and the Department's Office for Civil Rights (OCR) September 2012 (see separate electronic file)
2. Results to Date, excerpted from DRAFT, April 2014, Capstone Project, Jason Lustig Yamashiro Equity in Action: Implementing the Voluntary Resolution Plan to Eliminate Disproportionality in Exclusionary Discipline in Oakland, California, pp. 31-35
3. African American Male Achievement Proposed Literacy Plan (updated 2014).

Attachment 2

EXCERPTED FROM DRAFT, April 2014, Capstone Project, Jason Lustig Yamashiro Equity in Action: Implementing the Voluntary Resolution Plan to Eliminate Disproportionality in Exclusionary Discipline in Oakland, California, pp. 31-35

Results for the VRP through February 1, 2014 include student level results connected with suspensions or other exclusionary disciplinary practices; survey data from students, teachers, and parents; and implementation data around systems and programs that are part of the district-wide effort to transform school culture and climate.

Student Level Results

At the student level the results have been impressive, but also limited in terms of what has been measured to date. The number of days African-American students have missed school due to suspension dropped by 75% from the 2009-2010 school year to the 2012-2013 school year, and are on pace to drop even further in 2013-2014 (QAA Report, 2014). Of the 38 identified VRP schools that had high suspension and/or disproportionality when the agreement was signed, nearly half are on pace for a 0-4% suspension rate in 2013-2014; overall, suspension for students is down about 50% from 2012-2013, holding true for African-American males as well (QAA Report, 2014). Discipline hearings have also dropped, but still include a highly disproportionate number of African American males.

The perception of students can be found in a few different data documents. First, over the course of the 2012-2013 school year, the Family and Student Engagement office led by Raquel Jiminez partnered with a number of community partners and led All City Council on an effort to document student voice in regards to school culture and climate, including feedback on disciplinary practices.

- Students generally see the teachers as lacking knowledge and understanding of them as people and of the neighborhoods in which they work.
- Students generally see the teachers as quicker to discipline and exclude African-American and Latino students.

Listening Campaign

Principals were eager to talk about their work transforming school culture and climate during the listening campaign. While we fell short of our goal of speaking with every VRP principal, we spoke with approximately 20 school leaders including K-8, middle school, and high school

principals. A qualitative analysis of the data by Danfeng Koon and a representative of the QAA office (Appendix H) found the following:

Middle school:

1. Each of the MS leaders expressed a non-punitive philosophy of discipline and provided examples of positive moves in this direction.
2. Each of the MS leaders felt that they were moving in the right direction related to school culture and climate, but that they were not there yet. The average rating of those who were asked to rate (N = 7) was 3.7 on a 5 point scale. Range was 3 to 4.9.
3. All schools were familiar with three tiers and had some form of school culture team (N=14). The structure of the school culture teams and how often they met varied greatly from school to school (from mostly school admin to all teachers; and from once a month, to every week - rotating through each tier).
4. Almost every leader interviewed talked about the need for teacher and staff development. The highest priorities in order of times mentioned were: 1) shifting perspectives of veteran teachers from punishment to relationship building; 2) support for newer teachers on relationship building and understanding the communities they serve; and 3) SSO trainings on how they are expected to treat students. Training for other staff, like cafeteria staff and others, were mentioned on several occasions too.
5. Other needs expressed were: 1) support with more parent engagement (5 mentions); and 2) support with what to do at Tier 3, especially special education students who have great needs (8 mentions).

High school:

1. Alternative schools have a handle on school wide values, hiring, and adaption of practice, that are centered around the student and success. This was inconsistent and generally weaker at the larger traditional high schools.
2. District initiatives, most notably Restorative Justice (RJ) but including AAMA and PBIS are called out as positive influences on school culture
3. School safety and the ability (or inability) to deal with internal and external environmental trauma affects school culture and leadership. This often trended in a negative direction at high school, significantly disrupting the principal's ability to lead by limiting time and increasing stress and distraction from the instructional core.

4. Lack of staffing to support school climate and culture was pervasive across schools.
5. Strong sites have an individual or a pair of solutions for addressing disproportionality now and action steps are centered around developing relationships and capacity building.
6. Tier 2 supports and interventions tend to be weak across all high schools and Tier 3 interventions are generally underdeveloped, especially at the larger high schools. Many high schools seemed to struggle with what to do next to support special education students.

Overall, the listening campaign confirmed the suspension level data: middle schools and the alternative high schools are further along in transforming school climate and culture than the high schools. All three of the large high schools, and the three Board Priority high schools had new principals this school year. District level interventions like PBIS and RJ are also less developed at these schools. Generally, school culture teams and site plans are far less developed at these high schools. All of these combine to provide a coherent explanation of why high schools are further behind.

There were several other important findings from the listening campaign interviews. First, school leaders were very optimistic that their school site plans to transform culture and climate were going to eliminate disproportionality in exclusionary discipline, rating themselves 4 out of 5 on the scale in that category. Given the historical challenge of eliminating disproportionality this was a surprising, but positive finding. Second, while the average score was above a 3 for district support, the variability was quite high with some leaders giving the district a 5 and others giving it a 1. This suggests that there is significant confusion among school leaders about expectations of the school district, how the long-term timeline for the VRP is structured, and a lack of a communication loop between schools and the central office.

Implementation Data

Implementation data are another source of information for progress on the VRP. Ten schools are piloting the Universal Office Referral Form and Oakland Unified is on track for full implementation in the 2014-2015 school year. The Manhood Development program, run through the Office of African-American Male Achievement, expanded and now serves 15 school sites. Both PBIS and Restorative Justice expanded with PBIS now at 27 sites and Restorative Justice at 24 sites. All three programs are anticipated to expand in 2014-2015. It is not, however easy to determine the depth of implementation across the system. The district does not collect site professional development information in one place, making it nearly impossible to determine what training has been provided and to how many teachers. It is clear from conversations that certain schools have invested heavily in this approach (OUSD Executive Officers, private

communications, 2014)

Attachment 3

African American Male Achievement

Proposed Literacy Plan

Visionary Goal:

All students will be literate and perform at grade level or above on designated assessments with a focus on reading for learning and writing for higher level thinking.

Narrative:

The African American Literacy Task Force envisions that in five years, African American males in the district will be on par with their peers in the area of reading and writing proficiency, as all students move toward full literacy. The goal is to have the majority of African American males at the elementary, middle school, and high school levels reading and writing on grade level, with a significant number exhibiting advanced literacy skills as evidenced on the ELA portion of the CST. This is a bold goal and represents an almost 360 degree turnaround in literacy proficiency for African American male students given their current proficiency rates in ELA on the CST. Proficiency rates are very low for this population across the district and across all grade levels. For example, thirty-one of the 55 schools (more than half) have as many as 50-74% of their 4th grade African American male students reading *below* grade level. More than a third of those 31 schools (13 schools) have 75-100% of their African American male students reading *below* grade level.

As African American male students move into middle school, their literacy proficiency continues to fall off at a time when it needs to be growing stronger because of the increasing complexity of the texts and tasks they will encounter in high school. For example, based on the data collected by Urban Strategies, on average 75% of African American males in middle school are reading below grade level. The downward trend of proficiency continues into high school. The high school with the highest ELA proficiency rate for African American male students still has 75% of its African American male student reading below grade level.

Consequently, it is our goal to close gaps in proficiency rates between African American males and their white peers as well as ensure that every African American male moving through the Oakland Unified School District is able to be a critical reader, active listener, articulate speaker, and excellent writer.

Goals Tactical, Strategic, Detailed	Objectives Measurable, Well written, Results	Tasks Activities, Implementation
Goal 1 100% of OUSD elementary teachers implement a balanced literacy curriculum guided by the district's literacy framework and adopted effective practices that specifically support the language development of African American males.	1. Teachers will know the most effective ways to ensure each student masters core phonics, especially long vowel variations, given linguistic patterns of African American male students.	a. Create and disseminate handbook/guidelines on teaching reading to African American male students, emphasizing relational and socio-cultural dimensions as well as the instructional. b. Disseminate set of AED strategies for phonic skill development. c. Provide on-going professional development in the use of these strategies within the core reading program, especially to site-based literacy coaches and reading specialists.
	2. Teachers will establish well developed word study programs and routines beginning in lower elementary with the intent of strengthening vocabulary development and reading comprehension.	a. Support teachers in knowing how to leverage students' oral language skills in the service of reading development. b. Identify teachers who are using effective word study/vocabulary methods and position them to lead professional development for their peers. c. Adopt a research based vocabulary development program such as Word Generation or WordShift.
	3. Teachers will emphasize the development of core expository writing skills, appropriate to each grade level.	a. Work closely with the Bay Area Writing project and the AED program to create unique supports in writing instruction to teachers of African American male students.

<p>Goal 2</p> <p>Across the district, 4th grade through 12th grade, ELA teachers are using “enabling texts” that emphasize the socio-cultural dimensions of language and literacy for African American males to complement required textbooks and readings in order to improve engagement and relevance.</p>	<ol style="list-style-type: none"> 1. Teachers will be familiar with the concept of <i>enabling texts</i> that support positive identity development and engagement for African American male students and speak directly to their experiences in relationship to the concepts and content they are learning. 2. Teachers will integrate selected enabling texts into core units. 	<ol style="list-style-type: none"> a. AAMA will create a list of recommended enabling texts for core subject areas that are aligned with the common core standards. b. AAMA, in collaboration with OUSD Instructional Services, will provide ongoing professional development opportunities for teachers to deepen their knowledge of the ways that texts can enable or disable the literacy development of African American male students.
<p>Goal 3</p> <p>At the secondary level, teachers in all subject areas incorporate vocabulary development strategies and practices to reinforce key literacy skills, especially reading comprehension.</p>	<ol style="list-style-type: none"> 1. Teachers in social studies, math, and science will incorporate high leverage vocabulary development strategies (i.e., subject specific prefixes and roots) that aid students’ ability to understand the content of that subject area. 2. Each middle school and high schools’ instructional leadership team will create a “vocabulary across the curriculum” master plan to ensure that strategies to support African American males are integrated into the regular class period. 	

<p><i>Goal 4</i></p> <p>Schools have a common process using established screening and diagnostic assessments to identify students at risk for reading difficulties.</p>	<ol style="list-style-type: none"> 1. AAMA, in collaboration with LCI and the research, evaluation and assessment department, helps design prototype process. 2. The District will pilot a process in select middle and high schools. 	<ol style="list-style-type: none"> a. Identify common screening assessments (i.e., core phonics survey, informal reading inventories, etc.). b. Train literacy coaches and reading specialists across the district in administering and analyzing these assessments. c. Make the screening process non-negotiable for schools and integrate it into their accountability scorecard.
<p><i>Goal 5</i></p> <p>At the secondary level, schools create strong curriculum for its “strategic reading” classes traditionally designed for struggling readers, with an emphasis on accelerating student reading proficiency</p>	<ol style="list-style-type: none"> 1. Establish curricular guidelines for the development of these types of classes that incorporates culturally responsive pedagogy, pedagogy of confidence and accelerated literacy strategies. 2. Provide training to all teachers assigned to teach a strategic reading course. 	<ol style="list-style-type: none"> a. Train all teachers assigned to these types of classes in basic reading development. b. Provide cultural competence training so teachers understand the social, emotional and political issues that impact African American male achievement and participation in school.

Our goals above reflect what we believe are the high leverage policies, processes, and practices that will begin to create that 360 degree shift from our current reality where 75% of African American males on average are not performing at grade level in ELA toward our vision of having 100% of African American male students in the district meeting and exceeding grade level expectations.

The key to this shift will be establishing policies such as screening at critical transition points (1st grade, 3rd grade, 6th grade, and 9th grade) as African American males move through the system, beginning in pre-kindergarten. In addition to screening and identifying students at risk for reading failure, we also advocate the proactive strategy of strengthening literacy instruction at the lower elementary grades. That is why our first Year Three goal is to have 100% of K-5 teachers focus on strong implementation of a literacy curriculum that is informed by the District’s literacy framework. We will work in collaboration with LCI to ensure that our knowledge of the language assets and linguistic patterns of African American male students are reflected in that framework.

Our objectives and tasks related to Goal 1 center around building teacher capacity to deliver effective instruction in the high leverage areas of literacy development, namely phonics development, vocabulary development and expository writing skills. Our tasks will be to help create some of the guidelines, curricular materials, and professional development that incorporate AED strategies into the District’s core literacy instructional program.

Goals 2 and 3 speak to the need to strengthen literacy development at the secondary level since the data shows a decline in literacy proficiency as African American males progress through school. The supports we are suggesting at the secondary level include research-based practices advocated by Dr. Alfred Tatum and his use of what he calls “enabling texts”. Enabling texts are a critical element in engaging African American males in their own literacy development. Dr. Tatum points out that African American males usually develop disdain for the curriculum that does not serve them and for the negative school climate that often labels them, so they disengage. Tatum suggests, based on his own clinical research, that the only way to reverse their disdain and re-engage African American males at the secondary level is to provide powerful instruction, powerful texts, and powerful relationships.

The primary objectives and tasks associated with Goals 2 and 3 are centered on building teacher capacity to deliver these three elements – powerful instruction, powerful texts and powerful relationship. In order to do so teachers will need ongoing opportunities in professional learning settings to deepen their competence, commitment, caring and accountability to supporting African American males in these ways.

Goals 4 and 5 reflect school level policies and practices that will support teachers in providing powerful literacy instruction to African American male students, namely creating systems to reduce the number of students who fall through the cracks and move from grade to grade without foundational literacy skills. Right now, many of our African American male students at the secondary level end up in what are commonly called “strategic reading” classes for struggling readers. The intent is to bring their reading skills up to grade level, but many students assigned to the classes are multiple years behind in their reading ability and too few secondary teachers assigned to teach them know how to accelerate their literacy development or how to provide sensitive social-emotional support to young men who know they are behind and often trying to cover up the fact through misbehavior, misdirection or disengagement. So our tasks around Goals 4 and 5 are designed to provide teachers, literacy coaches and reading specialists with cultural competence training as well as effective practices from those teachers in the District currently successful with African American adolescent male students. In addition to working at the teacher level, we hope to influence the design and content of these strategic reading classes across the district by offering guidelines to ELA departments.

While Goals 1 through 3 focus on foundational work, Goal 4 is aimed at school level practices to identify which African American male students are struggling. In addition to screening, we hope to encourage schools to gather fine-grained diagnostic data to reveal which particular literacy skills still challenge them. Establishing and refining this process of checking African American male students’ literacy “vital signs” is extremely important to accomplish first.

Applicant Agency: Oakland Unified School District
 Project Year: 2014-15
 Request to W&E Haas Fund \$ 125,000.00 for 12 months
 Budget prepared by: Madeleine Clarke
 Telephone: 510-334-1859 Email: madeleine.clarke@ousd.k12

SOURCE	COMMITTED	PENDING	TOTAL
Contributed (please specify all sources)			
Government			
Foundation			
Kaiser Permanente Hospital Fund for Community Benefit	400,000		400,000
Zellerbach Family Foundation	38,500		38,500
Atlantic Philanthropies	37,000		37,000
Open Society Foundations: CBMA	166,667		166,667
Zellerbach Family Foundation (for Jan 1, 2015 to June 30, 2015)		38,500	38,500
San Francisco Foundation		25,000	25,000
The Next Fund		50,000	50,000
Clorox Foundation		40,000	40,000
The California Endowment		100,000	100,000
Request to the W&E Haas Fund	-	125,000	125,000
Corporations			
Alameda County Waste Management		125,000	125,000
Total Individual Contributions			-
	ANNUAL TOTAL		-
Board Member Contributions	-	-	-
Other (describe)			
Public Funding		300,000	300,000
Irene S. Scully (Invited Application for June)		25,000	25,000
WK Kellogg Foundation		225,000	225,000
			-
Subtotal, Contributed Income	\$ 642,167	\$ 1,053,500	\$ 1,695,667
Earned Revenue			
			-
Subtotal, Earned Revenue	\$ -	\$ -	\$ -
Total Income	\$ 642,167	\$ 1,053,500	\$ 1,695,667

Applicant Agency: Oakland Unified School District
 Request to W&E Haas Fund \$125,000 for 12 months

PERSONNEL	SALARY	FTE	AMOUNT
Salaries			
Executive Director, AAMA	143,446	1.00	143,446
Coordinator MDP	85,000	1.00	85,000
Parent Engagement Specialist	70,000	1.00	70,000
Data Analyst AAMA	75,453	0.50	37,727
Office Manager	64,393	1.00	64,393
MDP Facilitators (approx 16 classes)	50,000	8.00	400,000
	RATE		800,566
Fringe Benefits	43%		340,240
Subtotal, Salaries, Wages & Benefits			\$ 1,140,806

Consultants & Professional Fees			
MDP Case Managers			80,000
Destination College Coaches			45,000

UC Berkeley Community Education Partnerships			12,000
Research and Evaluation			100,000

Subtotal, Consultants & Professional Fees	\$		237,000
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Total Personnel Expenses	\$		1,377,806
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NON-PERSONNEL	ANNUAL TOTAL	% of EXPENSE	AMOUNT
Teacher Stipends & Subs	60,000	0%	60,000
Field Trips	5,000	0%	5,000
Family Stipends	15,000	0%	15,000
Events: 7 @ \$5,000 2 @ \$10,000 =	55,000	0%	55,000
Printing, graphic design	30,000	0%	30,000
Student Stipends 20* \$1,000	20,000	0%	20,000

3-Days of Training: \$15 per person for food; \$5 per person for materials; Training for 20 Instructors (\$120 per day); 10 Parent Leaders (\$120 per day)s; 8 AAMA Staff (food only)	13,080	0%	13,080
Office Supplies for AAMA Office	14,175	0%	14,175

MDP Books, Supplies \$75 per "new" student 250 new students per year	18,750	0%	18,750
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Travel	3,500	0%	3,500
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Amount fees are applied to \$ 1,612,310.84		0%	-
Indirect costs applied to		5.17%	83,356
Fiscal sponsorship fee (if applicable)		7%	-

Total Non-personnel Expenses	\$		317,861
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Total Expenses	\$		1,695,667
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DIFFERENCE (Total Committed & Pending Income less Total Expenses)	\$		(0)
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SALARIES

Executive Director, AAMA: Oversees all aspects of the African American Male Achievement Initiative in the City of Oakland and the Office of African American Male Achievement in Oakland Unified School District.

Coordinator MDP: FY 15 will be a trial year for moving to a Coordinator position to reduce costs. Initially the Manhood Development Program has required a Principal overseeing the work of the MDP teachers in addition to designing, implementing and refining the program.

Parent Engagement Specialist: This position is in its second year. It started as a half time position focused on a partnership with UC Berkeley on the development and delivery of a College Dream curriculum for parents of high school students in Manhood Development Program; it is now a full time position and includes managing districtwide events for African American families in partnership with OUSD's Family and Student Engagement unit.

Data Analyst AAMA: The data analyst manages all the data for all aspects of the program and works closely with an Independent Evaluator to make sure that we are collecting the right data and in timely manner.

Office Manager: The Office Manager manages financial information as well as the general office is also the scheduler for the Executive Director.

MDP Facilitators: (approx 20 classes): The MDP Facilitators are certified or in the process of obtaining teaching certification. Most are paid at an hourly rate with benefits.

	ANNUAL TOTAL	% of EXPENSE	AMOUNT
Benefit rate for each position is set by the school district and can vary between 28% to 45%			
	RATE		
	43%		
			\$ 1,140,806

CONSULTANTS & PROFESSIONAL FEES

MDP Case Managers: The MDP Case Managers work with individual students

Destination College Coaches: College students trained and supervised by the UC Berkeley Center for Education Partnerships, co-teaching one class per week with the MDP Facilitators

Parent College Dream Partnership: UC Berkeley Community Education Partnerships

Research and Evaluation: Independent evaluations required by funders; research partnerships

	ANNUAL TOTAL	% of EXPENSE	AMOUNT
Total Personnel Expenses			\$ 237,000
NON PERSONNEL			\$ 1,377,806
Teacher Stipends & Subs: Allow teachers to participate in PD and in peer observation	60,000	0%	60,000
Field Trips: For students and families to local colleges	5,000	0%	5,000
Family Stipends: Site-based Parent Leaders for the College Dream, supervised by the Parent Engagement Specialist	15,000	0%	15,000
Events: Monthly Community Building and/or PD events 7 @ \$5,000 2 @ \$10,000	55,000	0%	55,000
Collateral & Curriculum: Printing, graphic design	30,000	0%	30,000
Student Stipends 20* \$1,000: summer interns, school year intergenerational mentoring, interning in after school programs for elementary and middle	20,000	0%	20,000
3-Day Training: \$15 per person for food; \$5 per person for materials Summer Training for 20 Instructors (\$120 per day); 10 Parent Leaders (\$120 per day); 8 AAMA Staff (food only)	13,080	0%	13,080
Office Supplies: includes furniture, supplies Parent and Student Leaders	14,175	0%	14,175
MDP Books & Supplies: \$75 per "new" student per school year 250 new students per year	18,750	0%	18,750
Travel: Executive Director presenting at conferences	3,500	0%	3,500
Amount fees are applied to			\$ 1,612,310.84

Subtotal, Consultants & Professional Fees

Indirect costs: OUSD indirect rate is re-set by the state annually in April

Fiscal sponsorship fee: not applicable

	5.17%		83,356
Total Expenses			\$ 317,861
Total Non-personnel Expenses			\$ 1,695,667

Balance \$ (0)

File ID Number	
Introduction Date	
Enactment Number	
Enactment Date	
By	

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education

From: Antwan Wilson, Superintendent

Subject: **District Accepting Grant Award**

ACTION REQUESTED:

Acceptance by the Board of Education of the Grant Award from Walter & Elise Haas Fund, pursuant to terms and conditions thereof, if any.

BACKGROUND:

The Grant Face Sheet and Grant Award packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Award Letter Proposal Packet		African American Male Achievement	To improve academic achievement and life outcomes for African American Male students	July 17, 2014 to July 17, 2015	Walter & Elise Haas Fund	\$125,000.00

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

