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Introduction Date	3-11-15
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By	AS



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 Accepting Grant Award

**ACTION REOUESTED:**

Acceptance by the Board of Education of the Grant Award from Irene S. Scully Family Foundation, pursuant to terms and conditions thereof, if any.

**BACKGROUND:**

The Grant Face Sheet and Grant Award packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant	Continuous School Improvement	School Improvement	November 1, 2014 to June 1, 2015	Grant	\$50,000.00

**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

**FISCAL IMPACT:**

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

- Grants valued at: \$50,000

**RECOMMENDATION:**

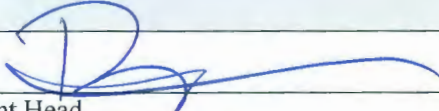
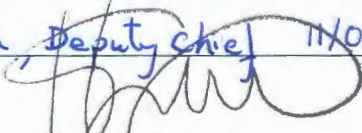
Acceptance by the Board of Education of the Grant Award from Irene S. Scully Family Foundation, pursuant to terms and conditions thereof, if any.

OUSD Grants Management Face Sheet 2014-15

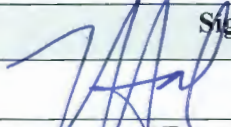
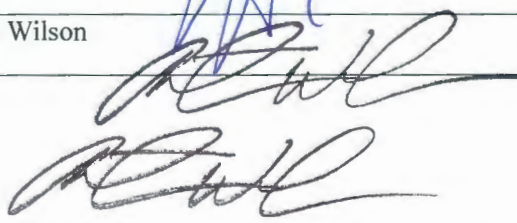
<b>Title of Grant:</b> School Quality Improvement	<b>Funding Cycle Dates:</b> July 1, 2014 to June 30, 2015
<b>Grant's Fiscal Agent:</b> Oakland Unified School District	<b>Grant Amount for Full Funding Cycle:</b> \$50,000
<b>Funding Agency:</b> Irene S. Scully	<b>Grant Focus:</b> Continuous School Improvement
<b>List all School(s) or Department(s) to be Served:</b> All Schools	


Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The grant will support the development of tools, processes and supports to ensure every school is on a path towards becoming or sustaining high quality.
How will this grant be evaluated for impact upon student achievement?	School sites will provide continuous feedback to the CSI department on how to improve tools, processes and supports.
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.)	No.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No.
Who is the contact managing and assuring grant compliance?  (Include contact's name, address, phone number, email address.)	David Montes 4551 Steele St Oakland, CA 94619 (510) 336-7535 david.montes@ousd.k12.ca.us

**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal	David Montes de Oca		11/04/2014
Department Head (e.g. for school day programs or for extended day and student support activities)	Allan Smith		

**Grant Office Obtained Approval Signatures:**

Entity	Name	Signature	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		11/8/2015

  
**James Harris**  
 President, Board of Education

  
**Antwan Wilson**  
 Secretary, Board of Education

## PROPOSAL BUDGET

Organization Name	Oakland Unified School District	
Request Grant Period	07/01/14–06/30/15	
Total Project Budget	\$	2,900,775
<b>INCOME SOURCES</b>		
<b>INCOME</b>		
<b>SECURED INCOME</b>		
Public Funding	\$	2,670,775
Stuart Foundation	\$	180,000
	\$	-
	\$	-
	\$	-
Total Secured Income	\$	2,850,775
<b>PENDING INCOME</b>		
Irene A. Scully Foundation	\$	50,000
	\$	-
	\$	-
	\$	-
	\$	-
TO BE RAISED (if applicable)	\$	-
Total Pending Income	\$	50,000
<b>TOTAL INCOME</b>	<b>\$</b>	<b>2,900,775</b>
<b>EXPENSES</b>		
<b>EXPENSES</b>		
<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	\$	2,332,900
<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
Total Non-Personnel Expenses	\$	567,860
<b>GRAND TOTAL EXPENSES</b>	<b>\$</b>	<b>2,900,775</b>



*Irene S. Scully Family Foundation*  
Education Program/Project Support Grants

**Contact:**

Madeleine Clarke  
746 Grand Avenue, Room 12  
Oakland, CA 94610

510-334-1859  
madeleine.clarke@ousd.k12.ca.us

**Organization:**

Oakland Unified School District  
Office of the Superintendent  
1000 Broadway, Suite 680  
Oakland, CA 94607

(510) 434-7790  
94-6000385  
[www.ousd.k12.ca.us](http://www.ousd.k12.ca.us)

**Project Name:**

Quality, Accountability, and Analytics  
*Character Limit: 150*

**Grant Cycle:**

Summer 2014  
*Character Limit: 10*

**Today's Date**

August 1, 2014

**Previous Grant Support\***

Has the Foundation supported your organization in the past?  
Please provide the grant purpose, grant amount, and date of award for all grants received.

General Support for Quality Accountability & Analytics  
\$50,000  
September 30, 2013  
*Character Limit: 2000*

**Renewal Request\***

Is this a renewal request? If YES, please **be sure to upload your most recent Final Report in the "Supporting Documents" section below.** The Final Report form can be found here.

In addition, we kindly recommend that you refer to your most recent award letter to be sure that your organization is eligible to apply in this cycle.

NOTE: If you are reapplying after a sunset period, you do not need to submit a Final Report.

**Choices**

Yes  
No

**Organization Mission\***

What is your organization's mission?

**VISION**

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.

**MISSION**

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

*Character Limit: 2000*

**Organization History\***

Please provide a brief history of your organization.

Oakland Unified School District (OUSD), founded in the 1865, operates 119 schools (86 regular public schools and 32 charters) serving 47,327 students in grades K-12, 37,040, in 86 regular public schools and 10,287 students in 32 district-authorized charters. Additionally, we serve 1,615 in our Early Childhood Education (ECE) programs at 29 ECE centers.

OUSD is entering the fourth year of implementation of a Five Year Strategic Plan to transform the district into a Full Service Community Schools District, with a central office that provides excellent customized support to each and every school in the district; and where every school is a full service community school.

The department of Quality, Accountability and Analytics, the focus of this proposal to the Irene S. Scully Foundation, is playing an increasingly larger role in creating and sustaining structures and processes to improve school quality and implementing the Board of Education Policy for School Quality Development.

Superintendent Antwan Wilson, who joined the district on July 1, 2014, recently wrote in a letter to leaders in the district: "our focus will be on continuous and measurable improvement." The Superintendent has endorsed the 2014-15 plans for the department of Quality, Accountability, and Analytics in communications with the Stuart Foundation. Additionally he has committed to prioritize funding for QAA's work to create a data warehouse.

In 2014-15, QAA will support the following five outcomes recently announced by the new Superintendent Antwan Wilson:

1. Be more responsive to school sites and their needs
2. Use a system of earned autonomy and provide differentiated supports to schools
3. Ensure support with implementing "Tight" expectations
4. Improve observation, feedback and targeted interventions with and at school sites
5. Work closely with schools to scale up effective practices and quality schools.

*Character Limit: 2000*

**Organization Description\***

Describe your organization's work. Please include a short and general description of the location and population served.

A California urban school district, OUSD is committed to becoming an equitable education system where every student receives a high quality education. We serve a very diverse community. Students of color make up over 86% of the total student population enrolled in the regular public schools, with Latinos (38.1%) and African Americans (30.6%) comprising the largest groups. 71.4% of OUSD students are eligible for free and reduced lunch, Nearly half of our students speak another language than English at home; 30% of all students are English Language Learners.

*Character Limit: 2000*

**Organization Location\***

Please select the county(s) served by your organization.

**Choices**

- Alameda County
- West Contra Costa County
- Alameda County and West Contra Costa County

**Organization Budget Amount\***

What is your overall operating budget? Please note the fiscal year. We also ask that you upload a copy of the annual operating budget in the "Supporting Documents" section below.

\$516,000,000 for July 1, 2014 to June 30, 2015

*Character Limit: 50*

**Organization Financial Viability\***

Please provide a list of institutional organization funders for the most recently completed fiscal year and current fiscal year. Please also include the amount and indicate whether or not the grant is committed or pending. If you prefer to submit this list as a separate document, please upload the document in the "Supporting Documents" section and type "Uploaded Document" in the text area below.

Uploaded Document

*Character Limit: 2000*

*Program/Project Information*

The section below requests information about the program/project for which you are seeking funds. If you are applying for multiple programs/projects, please be sure that the answers include information about each program/project.

If you need to provide us with additional information, you may upload additional documents in the "Supporting Documents" section below.

**Summary\***

Please summarize the program/project for which you are requesting funds.

We are requesting ongoing support for the department of Quality, Accountability and Analytics (QAA). This department is responsible for several key provisions of the Quality School Development Policy formally adopted by the Board of Education in April 2013. The purpose of the policy is "providing all



students a continuum of high-quality schools.”

QAA leads the district in

1. Applying the Oakland Unified School District’s school quality standards, standards originally developed in partnership with all district stakeholders over several months in 2010-11.
2. Implementing a School Quality Review process in which all schools continuously participate to assess the state of their school in relation to established school quality standards, outcomes, and measures, and to identify key priorities for school improvement.
3. Supporting a school quality improvement process in which all schools, through their school governance team, are held accountable to develop a rigorous three-year school quality improvement plan, called the Community School Strategic Site Plan (CSSSP). The school quality improvement process engages, guides, and supports school governance teams to identify, as necessary:
  - a. Evidence-based or promising strategies and practices that are relevant to the conditions and needs of their school;
  - b. Qualified Diverse Providers to implement one or more elements of their school quality improvement plan; and
  - c. Resource Utilization Plan to describe how school resources - people, programs, money, and time - are coherently aligned to achieve the school quality improvement plan's goals, theory-of-action, and strategies.

*Character Limit: 1800/1642*

**Amount Requested\***

NOTE: The amount requested here must have been previously approved by a Foundation program staff member.

\$50,000

*Character Limit: 20*

**Fund Allocation\***

Please describe how funds would be allocated.

General Support

*Character Limit: 10000*

**Purpose \***

What problems/issues does the program/project address? 2036

Our Oakland Unified School District Board of Education has embraced a moral imperative to prepare all students for college and career, focus aid on the neediest students, support effective teaching and leadership, and ensure that every student in the school district has access to a high quality education.

What is the best path to arrive at high student learning outcomes for all? We believe that differentiated support based on accurate data and authentic communication and two-way feedback will accelerate our

progress faster than any other approach. This is true not only for students but also for adults, not only for individuals but also for communities.

The department of Quality, Accountability and Analytics collects data and promotes sharing of best practices among teachers and principals to enable differentiated supports for schools and to inspire shared responsibility for improvement. When people have accurate information about where their school lies on the continuum of excellence in specific well defined areas, school communities are motivated to share what is working and improve what is not. QAA has now spent over four years building district and school site capacity to use the Oakland's School Quality Standards to set targets and gauge progress toward improvement.

The annual School Quality Reviews conducted by teams trained by QAA and based on comprehensive observations and data help to build a common language and understanding among each school's students, staff, families, and district support team about where they are excelling and where they are struggling. This common view allows the school to be more strategic in its improvement planning and implementation. Each school is assigned a Lead Evaluator who leads the School Quality Review process, writes the SQR report, and coaches the principal of the school through the review year and into the fall of the next school year so that they can maximize the benefit of the SQR for the individual school site. In addition, with the help of the Lead Evaluator, school principals use the annual Community Schools Strategic Site Plan to set and capture measurable goals and to lay out a set of actions that have proven effectiveness.

Our ultimate goal is to support every school in Oakland to meet the district-wide School Quality Standards in order to further narrow the opportunity gap between students and great teaching, great leaders, and great curriculum.

*Character Limit: 10000*

### **Objectives\***

What are the program/project objectives?

Overarching Goal: To create and sustain a portfolio of high quality full service community schools using an equitable, data-based decision-making process.

Objective 1. Conduct School Quality Reviews for 15 or more additional schools.

QAA will produce standardized, actionable, quantitative, and qualitative data about each school's strengths, challenges, and actual performance captured in SQRs

Objective 2. Produce Balanced Scorecards for the district and for individual school sites.

QAA will work on aligning our Balanced Scorecard to support the goals of the Local Community Accountability Plan (a state-mandated locally developed districtwide plan for the equitable distribution of public funding for education based upon the state's Local Control Funding Formula).

We are currently aligning our Balanced Scorecard to support our LCAP (Local Control Accountability Plan) goals and we are continuing to complete our SQR's. All schools will have undergone SQR within next two years, and we will have a baseline for our new BSC in one year and show growth against that baseline within two years.

Objective 3: Build school and district level capacity for developing and/or updating data-driven Community School Strategic Site Plans (CSSSP).

Network Officers and QAA Lead Evaluators will support Principals to develop annual site plans that incorporate the findings from the School Quality Reviews and engage a broad range of stakeholders in the process.



Objective 4: Create systems for engagement of a broad range of stakeholders in the process of creating the CSSSP.

Objective 5: Identify targeted and differentiated supports for priority schools, based on needs assessment and site-based planning process resulting from the School Quality Review.

Once the school is clear about what it needs, QAA will help schools to leverage resources, including external Quality Diverse Providers. These are organizations or consultants with strong track records of school improvement and expertise in the areas the school has prioritized.

Objective 5. Broaden communication & education around Scorecard, SQR, and CSSSP.

Central office staff, principals, teachers, and community members who serve on the School Quality Review teams have praised the experience as a great opportunity for them to deepen their understanding of what quality looks like and how to get there. We want everyone in our schools to be aware of the Scorecards, the Reviews, and the written plans for improvement and to build their capacity as individuals and as a school community to use data and cycles of inquiry to improve the school.

Objective 6. Support the school board as needed in School Portfolio Management: particularly in making decisions about reauthorizing charters, closing schools, and restructuring schools.

QAA has identified the following three approaches to restructuring schools, each of which has proven successful in the past, in our own district and/or across the country. None of these are guaranteed to work but we can be sure that at least one will fit the unique circumstances and opportunities that our School Board must address:

- **Relocating** an existing high performing school, tied to clear measures of success, in place of a low performing school
- **Incubating** a new district operated school or new charter school<sup>1</sup>, tied to clear measures of success
- **Transforming** the existing school through managed, incremental changes and significant operational support, tied to clear measures of success

Pursuant to the board's Quality School Development Policy passed in March 2013, each school will commit to a three year plan for improvement. Support will be provided for up to four years. Goal is significant progress to be achieved in the first three years.

Note: What constitutes a "Qualified" Diverse Provider?

- May be an education or community-based non-profit organization
- May be a charter school operator
- Should have positive assessment of track record of services and/or performance
- Basis of the positive assessment should include improvement of measurable outcomes, with a focus on improved outcomes for student performance - aligned to District Priorities and School Balanced Scorecard
- Demonstrated interest, skill, and capacity to provide support towards school improvement strategy.

*Character Limit: 10000*

**Demographics\***

Who will benefit from the program/project? Please provide specific demographic information.

All school communities will benefit.

As described above, students of color make up over 86% of the total student population enrolled in the regular public schools, with Latinos (38.1%) and African Americans (30.6%) comprising the largest groups. 71.4% of OUSD students are eligible for free and reduced lunch, Nearly half of our students speak another language than English at home; 30% of all students are English Language Learners.

*Character Limit: 10000*

**Location Description\***

Please describe the location served by the program/project.

Schools in the City of Oakland

*Character Limit: 10000*

**Activities\***

Please provide a detailed summary of your programmatic activities and/or services.

**Activities 2014-15**

1. 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. Train School Quality Review teams.
3. Retrieve data from the student information system, District's data portal, human resources and any other quantitative data relevant to School Quality Reviews.
4. Conduct 15 or more School Quality Reviews.
5. Disseminate School Quality Review initial findings to key stakeholders and engage key stakeholders in analyses of findings.
6. Produce 15 or more School Quality Review reports.
7. Collaborate with Network and Regional Officers and the Associate Superintendent for Leadership, Curriculum, and Instruction to create mechanisms for sharing best practices within and across networks.
8. Surface key policy questions for the Cabinet, creating statistical and narrative reports identifying trends and opportunities regarding dissemination of best practices uncovered by the SQRs.
9. Present overview of progress to School Board twice per year.
10. Develop QCSD Lead Evaluators knowledge and skills (ongoing): Lead Evaluators attend conferences, read journals/papers, take courses, and attend workshops to remain current concerning trends in the assigned areas.
11. Empower and build the capacity of Site-Based Teams to drive the school improvement effort
12. Recruit and foster Strategic Partnerships & Diverse Providers to provide expertise and assistance.

As part of the SQR process, OUSD will provide crosswalk examples of SQR informing the CSSSP

- a. 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.



b. 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.

c. 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, and 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.

*Character Limit: 10000*

### **Outputs\***

Describe the specific results/outputs expected from the program/project (ex: number of participants, completed tasks, attendance rate, and/or tangible products).

1. 15 or more new School Quality Review Reports.
2. Updated or new annual school plans (CSSSP) for all schools in the district.
3. Evidence of stakeholder awareness, engagement, input and feedback.
4. Updated Balanced Scorecards for district and all individual schools.

*Character Limit: 10000*

### **Outcomes\***

Describe the specific outcomes (short-term and long-term) expected from the program/project (ex: change in status, behavior, and/or performance).

1. OUSD's system of continuous improvement will be more robust and better aligned.
2. Schools will have the data that clearly demonstrates what supports they need from the district.
3. The Balanced Scorecard will align to the LCAP (Local Control Accountability Plan) goals
4. The majority of schools will have undergone SQR and shaped the CSSSP to result in specific improvements in outcomes for students and families.
5. We will have a baseline for our new BSC in one year (once the new assessments for Common Core) have been administered.
6. Increasing school and community capacity to use data driven cycles of inquiry to plan continuous school improvement that works.

See also Logic Model for more detailed outcomes.

*Character Limit: 10000*

### **Estimated Start Date\***

July 1, 2014

*Character Limit: 3000*

### **Estimated End Date\***

June 30, 2015

*Character Limit: 3000*

**Timeline\***

Describe the program/project timeline.

**Fall 2014**

- Lead Evaluator works with schools to implement their CSSSPs
- Recruit and train teams to conduct School Quality Reviews
- First Board Report on the implementation of the School Quality Development Policy
- Support Board review of year over year progress against the metrics in the District Balanced Scorecard

**Winter 2014-15**

- Conduct new School Quality Reviews
- Support the development of the 3-year CSSSPs for 2013-14 SQRs; and update existing plans

**Spring 2015**

- Write School Quality Review Reports
- Disseminate the findings of the SQRs to multiple stakeholder groups
- Second Board Report on the implementation of the School Quality Development Policy

**Summer 2015**

- Use findings from the SQRs to inform the summer professional development offerings for teachers and principals
- Conduct the annual school leaders retreat with focus on reviewing data in the School Balanced Scorecards

*Character Limit: 10000*

**Assets\***

Describe how your program/project builds upon existing assets in the community.

Schools that undergo the SQR have an increase in the capacity to engage various service partners and community based organizations through the dissemination and planning that follows the SQR process. The SQR reports specifically call out the major contributing resources that schools have or are lacking. These reports then carry this information to a much wider audience, serving as a catalyst for pursuing partnerships, or serving as a validation point for existing ones.

Through the additional coaching support provided to schools following the SQR, schools are able to more effectively integrate the local assets, such as library, community-based organizations and services, volunteers, etc, in greater alignment with the school's documented needs and priorities. In many cases, the SQR process meaningfully increases the capacity of schools to connect students and families with the resources they need, such as health services and social services, based on the report findings.

*Character Limit: 10000*

**Risks\***

Include a brief explanation of the risks or barriers that would challenge your organization's ability to achieve the program/project outcomes listed above. Describe any strategies for mitigating these risks or barriers.

Fiscal limitations are always a factor that has the potential to undermine the pursuit of the proposed outcomes. Prioritizing these initiatives within the district's budgeting process, while simultaneously pursuing philanthropic and governmental funding, will continue to be strategies to mitigate this risk.

Changes in leadership, within schools, central office, and the board, have the potential to prevent our



reaching the proposed outcomes; however, the the Board of Education's adoption of the Quality School Development Policy in 2013, which embeds these processes and the popularity of the work with our school principals and school site councils, will ensure the work continues over the long haul.

*Character Limit: 10000*

### **Partnerships\***

Describe how the program/project builds upon existing assets in the education field and leverages key partners such as other non-profit organizations, for-profit organizations, and public agencies. Provide evidence of community support and participation.

The Oakland School Quality Review process is a direct descendant of our own nationally acclaimed Oakland Charter Review process originally developed with support from Cambridge Education, a well regarded expert in the field of education. Cambridge Education specializes in providing:

- Independent confirmation of the quality of a school's work.
- A clear, rigorous and independent evaluation of a school's performance.
- Verbal feedback on the result of the assessment of a school.
- A concise written report outlining a school's particular strengths.

(excerpted from <http://www.camb-ed.co.uk/Schools/TheCambridgeEducationQualityMark.aspx>)

The Oakland SQR is grounded in community support and participation as well as research into the standards being used in other school districts across the United States. As noted earlier, the Oakland School Quality Standards were developed over several months and then consolidated into a rubric. The reviews are conducted by a diverse team of central managers, site principals, teachers, community leaders and students who "inspect" each school in the OUSD, through observations, interviews, and document/data analysis conducted during three- to four- day site visits. The findings of the SQR are then shared, in a variety of formats and forums, to engage the school staff, the community and central services staff in a shared reflection on each school's strengths and challenges and to support their strategic planning and implementation for schoolwide improvement.

*Character Limit: 10000*

### **Research\***

Please describe any research or scholarly evidence that supports and/or informs the program/project.

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

Several studies document the value of our approach to district-wide school improvement (Elmore & Burney, 1998, 1999; Massell & Goertz, 1999; Spillane & Thompson, 1997; Togneri & Anderson, 2003). The whole accountability framework that QAA has created supports the district in monitoring and managing equity of student resources and outcomes across schools (House, 2000; Lewis, 1995).

Brandt, Ron. "On Restructuring Roles and Relationships: A Conversation with Phil Schlechty," *Educational Leadership*. (October 1993) 51, 2, 811.

Conley, David T. *Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling*. (Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1993).

Harvey, Glenn and David P. Crandall. *A Beginning Look at the What and How of Restructuring*. (Andover, Mass.: Regional Laboratory for Educational Improvement of the Northeast and Islands, 1988).  
McCloughlin, Milbrey and Talbert, Joan. *Reforming Districts: How Districts Support School Reform*, University of Washington, Center for Study for Teaching and Policy, September 2003

*Character Limit: 10000*

### **Logic Model\***

Please upload a logic model for the program(s)/project(s). If you would like to download the Foundation's Logic Model template, please follow this link. If you are submitting multiple logic models, we kindly suggest that they be submitted together in one PDF file.

*Be sure to upload*

### **Evaluation\***

Please describe the evaluation process for this program/project. What metrics or indicators will be used to measure programmatic outcomes?

The Board of Education is evaluating the implementation of the School Quality Development Policy through a formal reporting process. QAA has made two major presentations, one in fall 2013 and another in spring 2014. These presentations capture lessons learned and identify areas for improvement.

*Character Limit: 10000*

### *Program/Project Financial Information*

#### **Program/Project Budget\***

What is the program/project budget? Please note the fiscal year. In addition, please upload a copy of the current, itemized program/project budget in the "Supporting Documents" section below.

**\$ 2,825,078.59** for July 1, 2014 to June 30, 2015

*Character Limit: 10000*

#### **Program/Project Financial Viability**

Please provide a list of current institutional program/project funders for the most recently completed fiscal year and current fiscal year. Please also include the amount and indicate whether or not the grant is committed or pending. If you prefer to submit this list as a separate document, please upload the document in the "Supporting Documents" section and type "N/A" in the text area below.

Awards made to support department of Quality, Accountability and Analytics (QAA):

2013-14 New Schools Venture Fund \$230,000; Stuart Foundation \$180,000; Target Foundation \$75,000; Irene S. Scully Foundation \$50,000

2014-15 Stuart Foundation \$180,000

*Character Limit: 10000*

#### **Sustainability\***

Is the program/project financially sustainable beyond the period of the Foundation's potential funding? Please describe your strategy for ensuring sustainability.

QAA is primarily supported by public funds, but private funds allow for us to pilot innovations and ensure continuous improvement of the department itself.



*Character Limit: 10000*

*Supporting Documents*

**Upload Document (Renewal Request - Final Report) (optional)**

If this is a renewal request, please upload your most recent Final Report. The Final Report form can be found here.

*File Size Limit: 5 MB*

**Upload Document (Organization Budget)\***

Please upload the current organizational operating budget.

*File Size Limit: 2 MB*

**Upload Document (Organization Financial Viability) (optional)**

Please upload a list of institutional organization funders for the most recently completed fiscal year and current fiscal year. Please also include the amount and indicate whether or not the grant is committed or pending. If you provided this information to us by using the text area in the earlier question, you do not need to attach a document here.

*File Size Limit: 2 MB*

**Upload Document (Program/Project Budget)\***

Please upload the current, itemized program/project budget.

*File Size Limit: 2 MB*

**Upload Document (Program/Project Financial Viability) (optional)**

Please upload a list of institutional program/project funders for the most recently completed fiscal year and current fiscal year. Please also include the amount and indicate whether or not the grant is committed or pending. If you provided this information to us by using the text area in the earlier question, you do not need to attach a document here.

*File Size Limit: 2 MB*

**Upload Document (Additional Information) (optional)**

Please use this section to provide additional information that may be relevant to this application.

*Upload the spring presentation to the board*

*File Size Limit: 2 MB*

**Additional Information (optional)**

Please utilize this space to provide us with additional information relevant to your request.

*Character Limit: 10000*

**Mailing Address\***

Enter your mailing address. If your grant is **approved**, we will use this mailing address to mail your grant packet to you.

*Character Limit: 3000*

**Confirmation\***

By clicking "I Agree" below, you certify that the statements contained in this application are true and correct to the best of your knowledge.

**Choices**

I Agree

I Do Not Agree



IRENE S. SCULLY FAMILY FOUNDATION

October 27, 2014

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

Dear Mr. Antwan Wilson:

The Board of Directors of the Irene S. Scully Family Foundation has approved a onetime grant of \$50,000.00 to support the Oakland Unified School District's *Quality, Accountability, and Analytics Department*.

We look forward to learning about your organization's progress toward the objectives stated in your proposal. An Interim Report will be due by **March 1, 2015** and the Final Report will be due by **September 1, 2015**. These report forms can be accessed through the Foundation's online grants management system.

\*Renewals: An LOI requesting renewal funding will be accepted as early as **June 1, 2015** (Summer 2015 grant cycle). In order to be eligible to submit an LOI, funds from this grant must be fully utilized and documented. If the Foundation does not receive both an LOI and Final Report by the June 1, 2015 deadline, a renewal will not be considered until the following Fall 2015 grant cycle.

Thank you in advance for adhering to the reporting guidelines and schedule indicated above. If you have any questions or would like additional information regarding the reporting and renewal process, please contact us at your convenience.

We are very pleased to continue to support your work and look forward to deepening our partnership during the grant period.

Sincerely,

Irene S. Scully, President  
Irene S. Scully Family Foundation  
Enclosures (2)





## IRENE S. SCULLY FAMILY FOUNDATION

October 27, 2014

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

Dear Mr. Antwan Wilson:

Enclosed is the Irene S. Scully Family Foundation's ("Foundation") check for \$50,000.00 to the Oakland Unified School District ("Grantee"). This constitutes a grant to support Grantee's *Quality, Accountability, and Analytics Department*.

This grant is made by Foundation subject to the following terms and conditions:

- (a) Grantee is an organization that is both exempt from tax under section 501(c)(3) of the Internal Revenue Code (IRC) and an organization described in IRC §509(a)(1), (2), or (3), which statuses have been duly confirmed by one or more operative IRS rulings or determination letters, copies of which Grantee has filed with Foundation.
- (b) Grantee will utilize the grant's proceeds only for charitable and educational activities consistent with its tax-exempt status described above. Without limiting the generality of the preceding sentence, Grantee will not intervene in any election or support or oppose any political party or candidate for public office, or engage in any lobbying not permitted by IRC §501(c)(3) or, if applicable, IRC §501(h) and 4911.
- (c) Grantee will inform Foundation immediately of any change in or IRS proposed or actual revocation (whether or not appealed) of its tax status described above.
- (d) Grantee will report in writing to Foundation by **March 1, 2015** (Interim Report) and **September 1, 2015\*** (Final Report) as to the uses it has put Foundation's grant and will provide promptly such additional information, reports and documents as Foundation may request.

\*Renewals: An LOI requesting renewal funding will be accepted as early as **June 1, 2015** (Summer 2015 grant cycle). In order to be eligible to submit an LOI, funds from this grant must be fully utilized and documented. If Foundation does not receive both an LOI and Final Report by the **June 1, 2015** deadline, a renewal will not be considered until the following **Fall 2015** grant cycle.



IRENE S. SCULLY FAMILY FOUNDATION

(e) This grant is earmarked for the project identified above, as described in Grantee's funding proposal and related correspondence. It is not earmarked for transmittal to any other entity or person, even if Grantee's proposal or other correspondence expresses expenditure intentions. Rather, Grantee accepts and will discharge full control of the grant and its disposition and responsibility for complying with this agreement's terms and conditions.

(f) This grant is not in any way earmarked to support or carry on any lobbying or voter-registration drive. If this grant is restricted to a specific project, Grantee hereby reaffirms that the project's current budget, as previously submitted or explained to Foundation, accurately reflects Grantee's present intentions to expend at least the amount of this grant (plus any other grant from Foundation this year for the same project) on project non-lobbying and non-voter-registration activities in Grantee's current fiscal year.

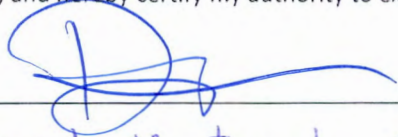
(g) As a condition of your grant, all publicity and printed material related to programs funded by the Irene S. Scully Family Foundation are required to contain an acknowledgement of Foundation's support.

Grantee's deposit, negotiation or endorsement of the enclosed check will constitute its agreement to the terms and conditions set forth above. However, for Foundation's files, please have the enclosed copy of this letter reviewed and signed where indicated by an authorized officer of Oakland Unified School District. Please upload the signed document into Foundation's online grants management system by **November 14, 2014**.

Sincerely,

Irene S. Scully, President  
Irene S. Scully Family Foundation

On behalf of Oakland Unified School District, I understand and agree to the foregoing terms and conditions of Foundation's grant, and hereby certify my authority to execute this agreement.

Signature:   
Name: David Montes de Oca  
Title: Deputy Chief  
Date: 11/05/2014



IRENE S. SCULLY FAMILY FOUNDATION  
100 DRAKE'S LANDING RD STE 105  
GREENBRAE, CA 94904-3120

WELLS FARGO BANK, NA  
California  
wellsfargo.com  
11-4288/1210

6173

10/23/2014

PAY TO THE ORDER OF Oakland Unified School District

\$ **\*\*50,000.00**

Fifty thousand and 00/100\*\*\*\*\* DOLLARS

Oakland Unified School District  
Superintendent's Office Attn Madeleine Clarke  
1000 Broadway, Suite 680  
Oakland, CA 94607

MEMO

Quality, Accountability, and Analytics Department

*Irene S. Scully* <sup>MP</sup>

⑈006173⑈ ⑆121042882⑆ 6162701756⑈

IRENE S. SCULLY FAMILY FOUNDATION  
10/23/2014 Oakland Unified School District

6173

Date	Type	Reference	Original Amount	Balance Due	Payment
10/22/2014	Bill		50,000.00	50,000.00	50,000.00
		Check Amount			50,000.00

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