

File ID Number	14-2161
Introduction Date	11-19-14
Enactment Number	14-7947
Enactment Date	11/19/14
By	19/12



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**

ACTION REQUESTED:

Acceptance by the Board of Education of Grant Award (#20140460) and approval of Grant Agreement, by and between District and Walter & Elise Haas Fund, in the amount of \$50,000.00, to support training, programs and services to help effectively serve unaccompanied immigrant students in the Oakland Unified School District, for the term of September 18, 2014 through September 18, 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
14-2161	Yes	Grant	Unaccompanied Immigrant Students in the Oakland Unified School District	To support training, programs, and services to help effectively serve Unaccompanied Immigrant Minors in the Oakland Unified School District.	09/18/2014 - 09/18/2015	Walter & Elise Haas Fund	\$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
- Identify OUSD resources required for program success

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

FISCAL IMPACT:

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

- Grants valued at: \$50,000.00

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

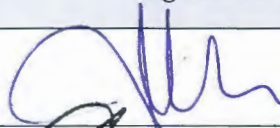
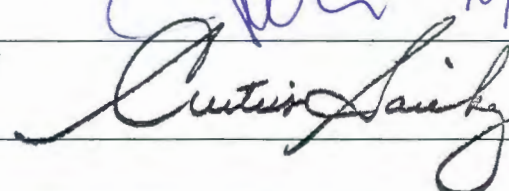
Proposal Summary with Unaccompanied Minor Support Services Work Plan

OUSD Grants Management Face Sheet

Title of Grant: Serving Unaccompanied Immigrant Students	Funding Cycle Dates: September 18, 2014 - September 18, 2015
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Grant #20140460 Marcel T. Marania, Grants Manager Walter and Elise Haas Fund marcel@haassr.org	Grant Amount for Full Funding Cycle: \$50,000.00
Funding Agency: Walter and Elise Haas Fund One Lombard Street, Suite 305 San Francisco, CA 94111 (415) 398-4474	Grant Focus: To support training, programs and services to help effectively serve unaccompanied immigrant students in the Oakland Unified School District.
List all School(s) or Department(s) to be Served: All middle and high schools that serve unaccompanied minors.	

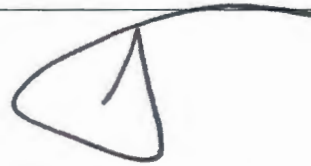
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will address the academic and social- emotional needs of the highly vulnerable and rapidly growing population of unaccompanied minors in Oakland who have limited or interrupted formal education and are grappling with the effects of trauma.
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.)	The staff who are leading the implementation against the outcomes will also be responsible for preparing the annual report to the funder.
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, the grant budget sets aside 5.94% indirect
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.)	Lauren Markham OUSD Refugee & Asylee Student Assistance Program 746 Grand Avenue Oakland, CA 94610 (510) 842-6592 Lauren.Markham@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Lauren Markham		10/15/14
Department Head (e.g. for school day programs or for extended day and student support activities)	Curtiss Sarikey		

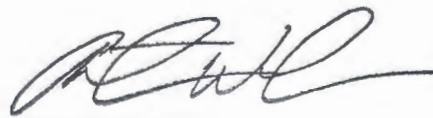
Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		



 David Kakishiba
 President, Board of Education

11/29/14



 Antwan Wilson
 Secretary, Board of Education

11/29/14

File ID Number: 14-2161
 Introduction Date: 11/19/14
 Enactment Number: 14-1947
 Enactment Date: 11/19/14
 By: OD

WALTER & ELISE HAAS FUND

September 18, 2014

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

RE: Agreement for Grant 20140460

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 \$50,000 to support training, programs and services to help effectively serve unaccompanied immigrant students in the Oakland Unified School District. The grant period is September 18, 2014 to September 18, 2015. A year-end report is due no later than October 1, 2015.

Consideration will be given to a second-year renewal of \$30,000, subject to the satisfactory review of progress achieved during the previous year.

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 \$50,000 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*

Superintendent Antwan Wilson
September 18, 2014
Page Two

RE: Agreement for Grant 20140460

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.

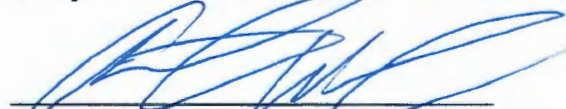
Sincerely,



Pamela H. David
Executive Director

cc: Curtiss Sarikey
Susan Kagehiro

Accepted on behalf of the Oakland Unified School District by:



Superintendent Antwan Wilson (Signature)

9/23/14
(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

SEPTEMBER 18, 2014 THROUGH SEPTEMBER 18, 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 support training, programs and services to help effectively serve unaccompanied immigrant students in the Oakland Unified School District

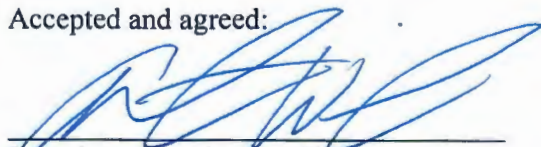
Steps you will take to achieve your results:

1. Support the new generation of OUSD newcomer teachers
 - a. Create professional learning communities of newcomer teachers
 - b. Provide opportunities for teachers to observe and learn from master teachers in OUSD and SFUSD
 - c. Provide coaching for newcomer teachers
2. Standardizing newcomer program quality and support across the district
 - a. Ensure new newcomer programs receive coaching, curriculum and other resources similar to that of the current newcomer programs
 - b. Create "newcomer liaison master teachers" to serve as the point-person for each newcomer pathway
 - c. Initiate a District-Wide Newcomer Taskforce
3. Provide or link unaccompanied immigrant students to trauma interventions and mental health services

What will change as a result of your project:

1. Newcomer teachers will have access to supports that help them be more effective teachers
2. New and expanded newcomer programs will have access to effective model programs and the supports to successfully implement and/or grow
3. Unaccompanied immigrant students will be able to attend schools that are able to meet their academic learning needs and connect them to programs and services to help them succeed

Accepted and agreed:



Superintendent Antwan Wilson
Oakland Unified School District

RE: Agreement for Grant 20140460
September 18, 2014

Grant Terms and Conditions

1. **Use of Funds.** Grantee shall use the grant funds only for the purposes of the specific project described in the attached award letter. Grantee shall repay to the Fund any portion of the grant funds which is not spent or committed for these purposes. Any significant changes in the purposes for which grant funds are spent must be approved in writing by the Fund before the funds are spent. Prior permission from the Fund is required for budget revisions of 1.0% or more for line items over \$1,000.
2. **Reporting.** To enable the Fund to evaluate the effectiveness of this grant, Grantee shall submit to the Fund a year-end report. As described in Appendix C: Annual Reporting Instructions, the report shall contain: (1) a description of the progress that Grantee has made toward achieving the purposes for which this grant was made; (2) a financial accounting of the expenditure of grant funds; and, if applicable, (3) copies of any publications resulting from the grant. Reports are due to the Fund 14 days after the end of the grant period. The Fund may also request additional reports at its discretion.
3. **Financial Recordkeeping.** Grantee shall maintain books to show or track the grant funds separately. All expenditures made in furtherance of the purposes of the grant shall be charged off against the grant and shall appear on Grantee's books. Grantee shall keep adequate records to substantiate its expenditures of grant funds. Grantee shall make these books and records available to the Fund at reasonable times for review and audit, and shall comply with all reasonable requests of the Fund for information and interviews regarding use of grant funds. Grantee shall keep copies of all relevant books and records and all reports to the Fund for at least four years after completion of the use of the grant funds.
4. **Sub-grantees.** Grantee shall retain full discretion and control over the selection of any sub-grantees to carry out the purposes of this grant and shall act completely independently of the Fund. The Fund and grantee acknowledge that there is no agreement, written or oral, by which the Fund may cause grantee to choose any particular sub-grantee. Grantee shall require any sub-grantees to comply with the applicable requirements of this grant agreement. All obligations of grantee shall remain in full force and effect.
5. **Prohibited Uses.** Unless otherwise noted in the award letter, grantee shall not use any portion of the funds granted¹:
 - a. To attempt to influence legislation, within the meaning of Section 4945(d)(1) of the Internal Revenue Code ("IRC"), as interpreted by its accompanying regulations;

¹ A number of organizations provide excellent advice and guidance on eligibility of non-profit advocacy efforts and other issues related to non-profit tax-exempt status. One of these, the Center for Lobbying in the Public Interest (www.clpi.org) has recently gotten important clarification from the IRS on lobbying and related activities; the IRS letter is posted on CLPI's web site.

- b. To influence the outcome of any specific election for candidates to public office, or to carry on, directly or indirectly, a voter registration drive within the meaning of IRC Section 4945(d)(2), as interpreted by its accompanying regulations;
 - c. To undertake an activity for any purpose other than a religious, charitable, scientific, literary, educational, or other purpose specified in IRC Section 170(c)(2)(b); or
 - d. To induce or encourage violations of law or public policy, to cause any private inurement or improper private benefit to occur, or to take any other action inconsistent with IRC Section 501(c)(3).
6. **Representation and Warranty Regarding Tax Status.** By entering into this Agreement, grantee represents and warrants that grantee is exempt from federal income tax under IRC Section 501(c)(3) and that it is not a private foundation as defined in IRC Section 509(a). Such representation and warranty shall continue through the completion date of this grant.
 7. **Notice.** Grantee shall give the Fund immediate written notice of any change in Grantee's tax-exempt or public charity status. Grantee shall also give the Fund immediate written notice of any change in Grantee's executive staff, key staff responsible for achieving the grant purposes, or members of its governing body.
 8. **Publications; License.** Any information contained in publications, studies, or research funded by this grant shall be made available to the public following such reasonable requirements or procedures as the Fund may establish from time to time. Grantee gives to the Fund an irrevocable, nonexclusive license to publish any publications, studies, or research funded by this grant at its sole discretion.
 9. **No Agency.** Grantee is solely responsible for all activities supported by the grant funds, the content of any product created with the grant funds, and the manner in which any such product may be disseminated. The grant award letter shall not create any agency relationship, partnership, or joint venture between the parties, and grantee shall make no such representation to anyone.
 10. **Further Assurances.** Grantee acknowledges that it understands its obligations imposed by this grant award letter, including but not limited to those obligations imposed by reference to the IRC. Grantee agrees that if grantee has any doubts about its obligations under this contract, including those incorporated by reference to the IRC, grantee will promptly contact the Fund or legal counsel.
 11. **No pledge.** Neither this contract nor any other statement, oral or written, nor the making of any combination or grant to Grantee, shall be interpreted to create any pledge or any commitment by Fund or by any related person or entity to make any other grant or contribution to Grantee or any other entity for this or any other project. The Grant contemplated by this agreement shall be a separate and independent transaction from any other transaction between the Fund and Grantee or any other entity.

12. **Indemnification.** Grantee irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless the Fund, its officers, directors, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) directly, indirectly, wholly, or partially arising from or in connection with any act or omission of Grantee, its employees, or agents, in applying for or accepting the Grant, in expending or applying the grant funds or in carrying out any project or program to be supported by the Grant, except to the extent that such claims, liabilities, losses, or expenses arise from or in connection with any act or omission of the Fund, its officers, directors, employees or agents.
13. **Remedies.** If the Fund determines, in its sole discretion, that grantee has substantially violated or failed to carry out any provision of this contract, including but not limited to failure to submit reports when due, the Fund may, in addition to any other legal remedies it may have, refuse to make any further grant payments to grantee under this or any other grant agreement, and the Fund demand the return of all or part of the unexpended grant funds, which grantee shall immediately repay to the Fund. The Fund may also avail itself of any other remedies available by law.
14. **Entire Agreement.** The award letter and accompanying documents supersede any prior or contemporaneous oral or written understandings or communications between the parties and constitutes the entire agreement of the parties with respect to its subject matter. This agreement may not be amended or modified, except in writing signed by both parties.
15. **Governing Law.** This Agreement shall be governed by the laws of the State of California applicable to contracts to be performed entirely within the State.

Walter and Elise Haas Fund Annual Reporting Instructions Education

If you have any questions with respect to completing your annual report, please contact your W&EHF Program Officer.

1. Identifying Information

Please reference your agency's name and grant number on the first page of your report. Also include the name of the person(s) writing this report and their complete contact information, including address, phone number and e-mail address.

2. Progress on Objectives

Please describe your progress towards achieving the process and outcome objectives outlined in your Agreement to Grant Purpose and Objectives. When possible, indicate how you are or have been measuring that progress. Please describe the key elements to your success, and feel free to attach any additional information or materials that reflect your accomplishments. If you have faced any specific obstacles or challenges in your work, please describe those as well.

3. Reflective Practice

Please describe the lessons you have learned over the course of this past year that you will take into account in your future work. Did you pursue different strategies and/or opportunities this past year than those originally intended? If, so, please describe them and the circumstances that led you to pursue them. Are there unanticipated results that occurred this past year that were not reflected in your Agreement to Grant Purpose and Objectives? If so, please describe.

4. Social Capital

The W&EHF is interested in understanding whether the cultivation of community connections and community engagement contributes to the success of the work of its grantees. To what extent has the work you have been undertaking with the funds provided by the W&EHF enabled parents, students, educators and other community members to make connections for the purpose of engaging in public education improvement? If this question is **not applicable** to your work, please indicate that as well.

5. Financial Report

Please refer to the enclosed Project Budget and provide an accounting of income and expenses compared with this budget. If any actual expense or revenue line item varies more than 10% from the original proposal, please provide a brief explanation.

6. Multi-Year Grants Only

Are there objectives that you originally anticipated that you now would like to revisit or refine? If so, please list them and explain how you would like to modify them. Are there new objectives that you would like to add to your list for the coming year? If so, how will you measure progress on these?

Applicant Agency: Oakland Unified School District
 Project Years: 2014-2015
 Request to W&E Haas Fund \$80,000 for 24 months
 Budget prepared by: Lauren Markham & Madeleine Clarke
 Telephone: 510.842.6592 Email: lauren.markham@ousd.k12.ca.us

SOURCE	YEAR ONE			YEAR TWO			YEAR THREE		
	COMMITTED	Pending	TOTAL	COMMITTED	PENDING / TO BE REQUESTED	TOTAL	COMMITTED	PENDING / TO BE REQUESTED	TOTAL
Contributed (please specify all sources)									
Government									
Title III Immigrant Funds	15,000		15,000	20,000		20,000			-
Unrestricted Funds	100,000		100,000	100,000		100,000			-
			-			-			-
			-			-			-
Foundation									
Zellerbach Family Foundation	45,000		45,000		45,000	45,000			-
Y&H Soda Foundation	30,000		30,000						-
			-			-			-
			-			-			-
			-			-			-
			-			-			-
			-			-			-
Request to the W&E Haas Fund		50,000.00	50,000		30,000	30,000			-
Corporations									
			-			-			-
			-			-			-
			-			-			-
			-			-			-
Total Individual Contributions			-			-			-
			-			-			-
Board Member Contributions			-			-			-
Other (describe)			-			-			-
			-			-			-
			-			-			-
			-			-			-
			-			-			-
			-			-			-
Subtotal, Contributed Income	\$ 190,000	\$ 50,000	\$ 240,000	\$ 120,000	\$ 75,000	\$ 195,000	\$ -	\$ -	\$ -
Earned Revenue									
			-			-			-
			-			-			-
			-			-			-
			-			-			-
			-			-			-
			-			-			-
Subtotal, Earned Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Income	\$ 190,000	\$ 50,000	\$ 240,000	\$ 120,000	\$ 75,000	\$ 195,000	\$ -	\$ -	\$ -

Applicant Agency: Oakland Unified School District
 Request to W&E Haas Fund \$85,000 for 24 months

PERSONNEL	SALARY	FTE	YEAR ONE	YEAR TWO	YEAR THREE
Salaries					
Site-Based ELL Specialist		1.00	71,429	71,429	- District Public Funds
Overtime/Extra Time for newcomer teacher PD & observation days		0.00	1,429	1,429	- Haas Request
Overtime/Extra Time for Newcomer Pathway Master Teachers		0.00	2,143	2,143	- Haas Request
Substitute costs for teacher leave days/Observations		0.00	5,000	5,000	- Haas Request
Overtime/Extra Time Summer School "Lab Site" for New Newcomer Teachers		0.00	10,714	10,714	- Unfunded
Newcomer coaching expanded to additional newcomer sites who provides this and what is their annual salary rate.		0.50	35,714	35,714	- Unfunded
		1.00	-	-	-
		1.00	-	-	-
	RATE				
Fringe Benefits	40%		50,571	50,571	- Partially funded
Subtotal, Salaries, Wages & Benefits			\$ 177,000	\$ 177,000	\$ -
Consultants & Professional Fees					
Unaccompanied Minor Support Services Consultant			90,000	90,000	- Title III, Zellerbach, Soda
			-	-	-
			-	-	-
Subtotal, Consultants & Professional Fees			\$ 90,000	\$ 90,000	\$ -
Total Personnel Expenses			\$ 267,000	\$ 267,000	\$ -
NON-PERSONNEL					
	ANNUAL TOTAL	% of EXPENSE	YEAR ONE	YEAR TWO	YEAR THREE
Mental Health Service Contracts at Oakland International, Fremont & Oakland High Schools: Soccer Without Borders, CA Youth Outreach, etc		0%	37,757	37,757	- Haas for \$35,197
Summer Institute Professional Development for newcomer teachers		0%	4,720	4,720	- Unfunded
Professional Development training for coaches and ELL specialists to deepen expertise		0%	7,551	7,551	- Unfunded
Indirect cost, set by CDE 5.94%, applied to Personnel and Nonper		6%	18,831	18,831	- Partially funded
Fiscal sponsorship fee (if applicable)			-	-	-
Total Non-personnel Expenses			\$ 68,860	\$ 68,860	\$ -
Total Expenses			\$ 335,859	\$ 335,859	\$ -
DIFFERENCE (Total Committed & Pending Income less Total Expenses)			\$ (95,859)	\$ (120,859)	

Proposal Summary

The Oakland Unified School District is requesting two years of funding to support the academic and social- emotional needs of the highly vulnerable and rapidly growing population of unaccompanied minors in Oakland who have limited or interrupted formal education and are grappling with the effects of trauma. The OUSD seeks to expand and improve newcomer pathways in the OUSD, ensure high quality instruction and educational equity for all newcomer students, develop newcomer teachers' skills, and support students' mental health needs so they are able to fully participate, learn and grow in Oakland schools.

Applicant Organization

Oakland Unified School District (OUSD) is a Full Service Community School District founded in 1865, operating 119 schools 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. 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 and 30% of all students are English Language Learners.

The Oakland Unified School District (OUSD) has long been a hub for newcomer immigrant students, many of whom arrive with very limited English skills, limited literacy and academic skills in their home languages, and interrupted education due to poverty, gender discrimination, war, civil unrest or displacement in their home countries. At the high school level, the OUSD has created three newcomer hub schools—Oakland International High School, Oakland High School and Fremont High School—that provide specialized instruction programs for English Language Learners that are also compliant with the “A-G” graduation requirements.

The Community Schools, Thriving Students: Five Year Plan, approved by the Board of Education in June 2011, explicitly called for the establishment of a *Family, Schools, and Community Partnerships Department* (FSCP), now called *Community Schools & Student Services* in order to promote the academic success, health, and social-emotional development of every OUSD student through a comprehensive array of support services. For the current and upcoming school year, the Community Schools & Student Services is developing initiatives in four key areas: Full Service Community Schools, Attendance, Positive School Climate, and Family and Student Engagement.

The Oakland Unified School District is the first large, urban school district in the U.S. to adopt a district-wide commitment to Full Service Community Schools. In this model, schools act as

resource and service hubs, connecting with local partners to help build healthy and vibrant schools and communities. We collaborate with families and community partners on our journey to realize the Full Service Community School Vision. As a Full Service Community District, we are committed to partnering with a wide-array of government agencies, community based organizations, national nonprofits, advocacy groups and civil society organizations in order to ensure the best services and support for our young people. Such partnerships allow us to leverage community resources for student benefit, co-locate vital community services—from health and mental health services to after school programs to parent leadership programs to coaching and mentoring services—on campuses for increased student and family access, and share best practices among schools and partners. Key district-wide partners include Alameda County Center for Healthy Schools and Communities, Kaiser Permanente, Bay Area Community Resources, East Bay Asian Youth Center, and Lincoln Child Center, among dozens of others.

Our Full Service Community District model also allows us to centrally support high-need families across the district—particularly those experiencing transition and instability. The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to Foster youth, Refugee & Asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The unit consists of an enrollment counselor (who sees all TSF students) and a Specialist for each population (a Refugee Specialist, a Foster Youth Specialist, and a McKinney Vento Specialist), and the OUSD is in the process of hiring an Unaccompanied Minor Support Services Consultant to support this emerging, high need population throughout the district. Though dedicated to a specific population, the TSF Specialists are also cross-trained in the populations served and services offered by each program. The Unit's services include enrollment assistance, school supplies and transportation assistance, parent/guardian workshops, academic counseling, connections to mental health services and attorneys, summer programming, referrals to school- and community-based educational, social, and emotional support services, and support to school site staff.

Through our newcomer hub model at the high school level, schools are able to develop strategic partnerships with organizations especially equipped to serve the unique needs of newcomer students—both in the classroom and outside of the classroom, connecting students to legal services to mental health services to gang interventions.

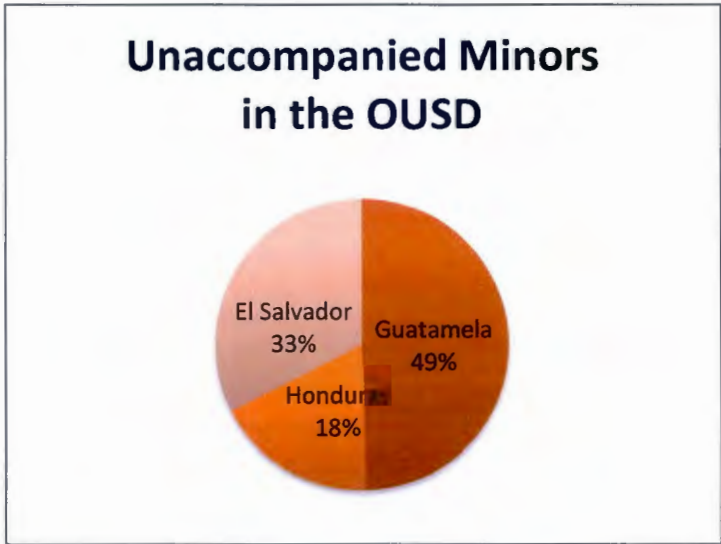
Statement of Need

Since late 2011, the Oakland Unified School District—and the United States, as a whole—has seen a dramatic spike in unaccompanied minors, (legally termed Unaccompanied Alien Children, or UACs): undocumented minors who cross the border without parents or guardians, and are apprehended by immigration officials. The number of unaccompanied minors nation-wide has skyrocketed, creating a huge strain on public services throughout the nation, from schools to

courts to legal service agencies to the shelter systems that care for these children during their initial weeks or months in the U.S. Between 2002 and 2011, a steady 6,000-7,000 UACs were apprehended and detained in the U.S. each year, but beginning in early 2011, the numbers spiked: roughly 13,000 in FY2012, over 24,000 in FY2013, and a projected 90,000 in FY2014 (the original projection was 60,000, but the numbers were so high mid-year that the Federal government adjusted its prediction). It is notable that, during this same time period and until 2014, overall apprehensions of adults had decreased by almost a third.

According to Federal policy, UACs are housed in special detention centers/youth shelters run by nonprofit contractors throughout the country, and immediately placed into removal proceedings. They are reunified (normally within a few weeks or months) with a trusted adult—aunt, uncle, older brother, family friend, even a parent they haven't seen in many years—in the U.S. These adult “sponsors” are charged with enrolling them in school, providing for their health and well-being, and ensuring they show up to court. California is the most common state to which these children are reunified, and Alameda County hosts the second largest population of released unaccompanied minors in the state (after Los Angeles County). Once these children are released to sponsors and are awaiting their immigration hearing, children ages 5-17 are required to attend school.

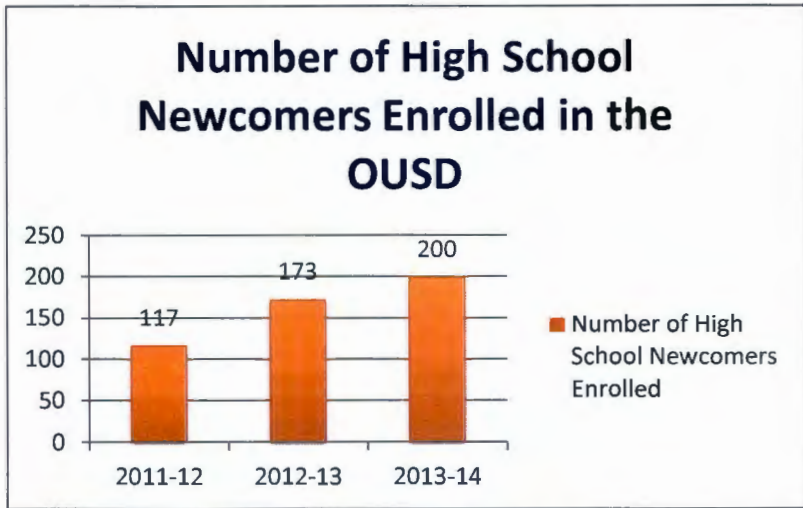
In 2013, 93% of UACs in the U.S. came from: Honduras (30%), Guatemala (37%) and El Salvador (26%). In the summer of 2014, we initiated an outreach campaign to identify unaccompanied minors in the OUSD; though we have not identified all unaccompanied minors in the district, we made significant headway. According to most recent numbers, **there are currently 206 verified**



unaccompanied minors who have enrolled in the OUSD since the beginning of the 2013-2014 school year alone—49% from Guatemala, 33% from El Salvador, and 18% from Honduras. Though historically, the vast majority of unaccompanied minors were young men, the past year has seen a large spike in girls; of the OUSD's unaccompanied minor population, 34% are young women and girls. 75% of the OUSD's unaccompanied minors are in high school, 10% are in middle school, and 15% are in elementary school.

Though the OUSD's commitment to newcomer support and Full Service Community School model means that it is well-positioned to support these high need students, its capacity to do so is far outmatched by the recent surge of arrivals. Our newcomer programs are currently past

maximum capacity; the OUSD has seen a more than 71% increase in newcomer student arrivals between the 2011-2012 school year and the current school year, a percentage which will only grow, as newly-released unaccompanied minor and other newcomer students continue to enroll in the OUSD every day. To meet this current unprecedented need, OUSD is leveraging core funds to open new newcomer classrooms at Fremont High School and Oakland High School, (hiring a total of four new full-time classroom teachers to begin as soon as possible), and is on-boarding an Unaccompanied Minor Support Services Consultant to connect students to supportive school- and community-based programs (with a special focus on accessing legal services). Over the course of this school



year, the OUSD will continue to monitor enrollment trends and, if current trends continue, will consider opening additional classrooms at Fremont High School and at Castlemont High School (not currently a district newcomer hub) during the second semester of the 2014-2015 school year.

Though the district is working to ensure that all newcomer students in the OUSD are placed in newcomer classrooms, given the need for extensive interventions for these students, we remain concerned about program quality and consistency throughout the district. Once these new teachers are hired, the OUSD will have a total of 20 inexperienced newcomer teachers who began their newcomer teaching tenure during the 2014-2015 school year and who, though committed to educational quality and equity, do not have the requisite experience teaching students with the interrupted formal education backgrounds of unaccompanied minors. Compared with the average newcomer student, many unaccompanied minors have had little access to formal education and, if they were in school, received low-quality instruction due to community poverty. Their academic needs are thus more complex, and even some veteran newcomer teachers are intimidated by the growing numbers of unaccompanied minor students with deep academic needs. These new teachers need significant professional development and training, opportunities to visit newcomer master teachers to observe best practices, and extended time to develop quality newcomer curriculum.

In addition to the challenge of educational quality for the newcomer influx at the OUSD, unaccompanied minors are arriving with a host of social services needs—most pressing being their legal and trauma-related needs.

Legal Needs: Once they move to Oakland, unaccompanied minors' legal cases are transferred to San Francisco immigration court, where they are given new notices to appear in removal (deportation) proceedings. In many cases, youth are showing up in court by themselves and with no attorneys, and have no idea what potential relief may be available to them or how to apply for it. Without an attorney, it is tremendously difficult to apply for immigration status, though the United Nations High Commissioner for Refugees estimates that at least 65% of these could qualify for some kind of relief (like asylum or Special Immigrant Juvenile Status). If they miss their court date (which is common) youth are often "removed in absentia"—ordered deported back to their home countries, where it may or may not be safe for them to return. (Recent reporting in the Huffington Post and elsewhere told the story of five unaccompanied minors deported back to Honduras who were murdered by gangs upon their arrival home.) Bay Area legal agencies are organizing and fundraising to hire more staff to meet these children's legal needs, and the OUSD is strengthening partnerships with Centro Legal de la Raza, Legal Services for Children, Social Justice Collaborative and the East Bay Sanctuary to leverage free or low-cost representation for unaccompanied minors. Connecting OUSD students to legal services will be the primary priority of our new Unaccompanied Support Services Consultant (who will begin in early October).

Trauma-Related Needs: The stress of the high-stakes legal process compounds the trauma and mental-health needs of unaccompanied minors. Nearly all unaccompanied children have suffered immense trauma—from abuse or violence in their home countries to the traumatic journeys north and through the desert to the experience of incarceration apart from anyone they know or trust. The Women's Refugee Commission says that the vast majority of youth are arriving because of violence-related "push factors" from their country rather than "pull factors" (such as economic opportunity or the possibility of legal status in the U.S.) As gang activity increases its stranglehold on communities throughout Honduras, El Salvador and Guatemala, many unaccompanied minors have seen their loved ones killed or threatened, have had their own lives threatened, were raped and/or stalked by men in their community, have reported that their families were being extorted, and/or they were being forced into a gang. Some are also leaving due to domestic abuse in their families, and others still for economic opportunity. Once they arrive in Oakland, most of these children are living with estranged family members or even family friends they have never met before. During the journey north, girls are often raped, bandits beat and rob migrants of what little they have, and children witness fellow migrants falling to their deaths off of trains or dying of hyperthermia in the desert. Once here, children almost always owe a large sum of money to coyote rings or lenders back in their home countries, and feel a pressure to work to pay off the debt and pull their weight in their Oakland household (particularly when living with someone they do not know very well). Many of them are scared for their families back home, who continue to live amidst the ever-present threat of gangs. These stresses and traumatic experiences have a marked impact on students' abilities to succeed in school.

Though the OUSD has strong partnerships with mental health providers, these services are limited—and are often completely unavailable to unaccompanied minors, despite their extraordinary need for trauma interventions. Because they are not legal residents, unaccompanied minors do not qualify for Medi-Cal, which is the funding stream for the majority of school-based mental health services in Oakland. Moreover, there is a dearth of bi-lingual clinicians who speak Spanish—and no clinicians who speak Mam (which a large percentage of Oakland’s unaccompanied minors speak). Unaccompanied minors thus have some of the greatest mental health needs in the OUSD—and the greatest barriers to access.

For students to be able to succeed in school, they need both high-quality instruction and the social-emotional support to help mitigate the impacts of trauma so that they can learn. **Yet due to over-enrollment of newcomer students, a committed but inexperienced newcomer teacher cadre, staff limitations, and a deficit of culturally sensitive and linguistically appropriate mental health/mentorship/trauma support programs, unaccompanied minors in the Oakland Unified School District are not receiving the support that they need, and there is a stark disparity in program quality among the various district newcomer hubs.** The OUSD seeks to address the deficit of educational and social services to support its unaccompanied minor students so that they can make safe, healthy and successful transitions into life and school in the U.S.—a place for which they risked their lives to come.

Goals

The OUSD is building a district-wide program to meet the educational and social service needs of newcomer students, in partnership with the impacted newcomer schools, the Community Schools & Student Services Department, the Office of Teaching and Learning, and community legal, health and mental-health services agencies. District leaders on this initiative continue to study and respond to the multiple dimensions of need among our youth and their families both inside and outside of the classroom.

In this proposal, we have included two budget scenarios: one scenario is for core support for newcomer instruction and mental health needs, and the other one is for a more robust district-wide program, should more funding become available through additional funders. Both proposals are focused on the following goals:

1. Support a new generation of OUSD newcomer teachers to develop the necessary skills and expertise to teach unaccompanied minors with interrupted formal education and limited literacy.
2. Create parity among the three district newcomer hubs for high school students, as well as impacted middle school programs, so that students’ educational experiences are not dependent on where they are placed in school.

3. Provide for mental health services—through a range of high-impact services and programs—to mitigate the impacts of trauma among unaccompanied minors so that they are able to learn and grow in school and in their new communities.

Program Description

OUSD is currently in the process of identifying the best and most effective means of expanding newcomer programs. But the district understands that building a new newcomer pathway does not ensure quality—and that a stark disparity among district newcomer programs is an equity issue that must be addressed.

Oakland International High School (OIHS) is the OUSD's largest newcomer hub and supports the highest number of unaccompanied minors in the OUSD. Since OIHS is a specialized school focusing on immigrant communities and is home to a burgeoning full service community school program, the school has developed great expertise in tracking, teaching and supporting unaccompanied minor students. As such, OIHS is well-positioned to effectively utilize grant funds in support of unaccompanied minors—and, more importantly, to serve as a district-wide model and lab site for quality instruction and impactful, cost-effective trauma intervention, where other teachers, support services staff, administrators and community partners can observe best practices upon which they can model their own programs.

SUPPORTING NEW GENERATION OF NEWCOMER TEACHERS IN THE OUSD

Teachers of newcomers need training and support to learn how to structure their classrooms so that their students can access the curriculum—and further training on how to design and scaffold quality and level-appropriate curriculum for their students.

- **Create professional learning communities (PLCs) of newcomer teachers:** The OUSD will setup district-wide professional learning communities for newcomer teachers, enabling them to share best practices for instruction and curriculum, receive training from literacy specialists, coaches and master teachers, and develop a community of engaged, committed educators district-wide. The Office of Teaching and Learning will also organize a Summer Institute for a deeper professional learning opportunity. Teachers will receive stipends for their participation in these PLCs.
- **Provide for teacher release and observation days to learn from master teachers in the OUSD and in SFUSD:** The OUSD will provide teacher release days (paying for substitute teachers) for teachers to observe other newcomer programs both in Oakland and San Francisco, then provide opportunities for group de-brief and reflection on how to integrate best practices observed into one's own teaching.
- **Increase district coaching:** OIHS is currently the pilot site for a newcomer coaching initiative, designed to provide observation and inquiry opportunities for all of its teachers. Newcomer teachers at other newcomer programs can map onto this coaching initiative,

joining the coaching and observation de-brief sessions at OIHS. With additional funding, we could expand the coaching program into all OUSD newcomer pathways.

CREATING DISTRICT-WIDE PARITY IN NEWCOMER PROGRAMS

In order to bridge the gaps among newcomer pathway quality, the OUSD will:

- **Direct funds for new teachers and classroom spaces:** The OUSD is currently in the process of opening newcomer classrooms at Oakland High School, and is considering opening additional spaces at Fremont and Castlemont. The district will continue to prioritize and direct funds toward spaces in newcomer programs, and will continue to direct pre-existing coaching and curriculum resources to these emerging programs and educators.
- **Stipend “Newcomer Liaison Master Teachers” to serve as point-people at each newcomer pathway:** To support the quality development of expanded newcomer pathways at Fremont and Oakland High Schools (and potentially at Castlemont), the OUSD will stipend site-based “Master Teachers”—teachers with a commitment to and expertise in newcomer education—to provide support to newer teachers and organize weekly and/or monthly site-based professional learning communities. This position will serve as the primary point person for the school’s newcomer pathway; they will have their finger on the pulse of the successes and challenges of their particular program and be able to connect with district-wide resources to support the program’s development.
- **Initiate District-Wide Newcomer Taskforce:** Hosting teachers, instructional leaders and community school staff, the District English Language Learner Specialist will convene a monthly task force on newcomer students. This task force will assemble best practices for student support, identify gaps and deficits in services, and will provide recommendations to district leaders on policies and programs that impact newcomers in the OUSD.
- **Develop the existing OUSD English Language Learner Summer Program at Oakland International High School into a Lab School:** Each summer, Oakland International High School hosts a credit-based summer school program for over 200 English Language Learner students from throughout the district (approximately 25% of students come from schools other than OIHS—a number we would like to increase with the development of additional newcomer pathways and the increased staff capacity to refer students to the summer programs). The OUSD would transform this summer program into a lab site for new teachers, allowing new newcomer teachers to observe alongside a newcomer master teacher for 2-5 weeks, and set aside time each day for reflection, de-brief and curriculum planning that integrates observed best practices. The OUSD would stipend the teacher-learner, as well as the master teacher for several hours of de-briefing and curriculum tuning support with the teacher-learner.

IMPROVING AND EXPANDING UPON TRAUMA INTERVENTIONS AND MENTAL HEALTH NEEDS OF UNACCOMPANIED MINORS

Even in the strongest of newcomer classrooms, if a student is experiencing the effects of severe trauma, he or she will not be able to successfully learn—his or her focus, ability to synthesize information, recall previous learning, and even work with fellow students is often deeply impacted. As a result, students need mental health interventions which, as previously mentioned, are not available through traditional county mental health channels.

Though individual counseling can be a highly effective trauma intervention, it is not always culturally appropriate/relevant, nor is it cost effective. Oakland International High School has prioritized mental health services for Spanish speakers, leveraging funds to hire private counselors and contract mental health services agencies—but both OIHS and Fremont have also seen very positive outcomes from group therapy programs and non-traditional trauma interventions. As such, OIHS will prioritize the expansion of the following:

- **Mental Health Support Services with district mental health partners:** Increase site-based bilingual individual and group therapy services for uninsured unaccompanied minors at Oakland International, Fremont and Oakland High Schools, directing additional funds to pre-existing partner agencies and utilizing the supervisory capacity and expertise of the OUSD Behavioral Health Team.
- **Soccer & Teambuilding with Soccer Without Borders:** Soccer Without Borders provides a supportive environment for newcomer students to engage in positive physical activity and healthy relationships with fellow youth and adults. This program also provides academic “student athlete” coaching, and supports students with behavior or academic contracts to improve their grades and their connections with teachers. Currently, Soccer Without Borders serves more than 60 unaccompanied minor students in middle and high school throughout the district. Soccer is a natural draw for most Central American youth, but the Soccer Without Borders programming has far-reaching effects beyond the physical play: trauma-impacted Unaccompanied Minors participating in Soccer Without Borders’ program at Oakland International High School (some of whom are from Fremont High School and travel twice/week across town to participate) report that the program has helped them feel more at home in Oakland and at their new school, feel more calm and less stressed about their pasts and their futures, feel a sense of community and belonging (this is both anecdotal and from the OUSD’s annual after school program quality survey), feel like they have a trusted adult, and feel happier and more at ease. OUSD will increase Soccer Without Borders programming at additional school sites and will expand existing summer programming to accommodate more unaccompanied minor students.

- **Mentorship & Gang Prevention with Oakland California Youth Outreach:** Oakland California Youth Outreach provides gang prevention support, mentorship, academic and behavior coaching, home visits, school-community-student connectedness, and social-emotional support to at-risk youth in Oakland. CYO's bi-lingual and bi-cultural adult mentors help students to build relationships, and provide someone to talk to, a person to support him/her to navigate community service needs, and a safe space to discuss their challenges and risks in both individual and group contexts. OUSD would expand the CYO presence on newcomer pathway campuses.

Unaccompanied Minor Support Services Work Plan		
	SUPPORTING NEW GENERATION OF NEWCOMER TEACHERS IN THE OUSD	
School Year 2014-15	<p>Onboard 4-6 new newcomer teachers at Oakland High School and either Fremont High School or Castlemont High School</p> <p>Initiate first professional learning community for the approximately 20 green newcomer teachers in the early Spring of 2015, with the goal to hold 2-5 Professional Learning Community gatherings during the Spring Semester</p>	<p><i>High School Network Office & School Leadership</i></p> <p><i>Teaching & Learning Staff</i></p>
	<p>Open coaching and teacher observation sessions at OIHS to non-OIHS newcomer teachers in the Spring of 2015</p> <p>Provide additional coaching sessions to newcomer teachers at Fremont and Oakland High School in the Spring of 2015</p>	<p><i>Teaching & Learning Staff/ OIHS Coach</i></p> <p style="text-align: center;">“</p>
Summer 2015	<p>Analyze CELDT test scores, attendance data and California Healthy Kids Survey results between 2013/2014 and 2014/2015 school years</p> <p>Hold Summer Institute for Newcomer Teachers</p>	<p><i>Data analyst and OIHS Community School Manager</i></p>
School Year 2015-2016	<p>Hold monthly cross-district PLCs for newcomer teachers</p> <p>Increase cross-district observations and coaching/debrief sessions, allowing for up to two release days per newcomer teacher that include a coaching and debrief session</p> <p>Organize cross-district visit and best practice sharing institute (Fall 2015)</p>	<p><i>Teaching & Learning Dept.</i></p> <p style="text-align: center;">“</p> <p style="text-align: center;">“</p> <p style="text-align: center;">“</p>
Summer 2016		

	-Hold Summer Institute for Newcomer Teachers	“
School Year 2014-15	NEWCOMER PROGRAM PARITY	
<i>Fall</i>	Direct funds to new classroom spaces and address school capacity and space issues	<i>Network Office / Teaching & Learning Department</i>
	Convene first Newcomer Task Force	<i>ELL Specialist</i>
<i>Spring</i>	Identify “Newcomer Liaison Master Teachers” at each site to serve as point people for new newcomer pathway	
	Hold 3 school-based newcomer-specific professional development sessions at each site	<i>Master Teachers & ELL Specialist</i>
	Outreach to and identify teacher-learners and Master Teachers for the summer lab program at Oakland International’s summer school	“
	Conduct observations and data analysis; work with school administrators and master teachers to develop program quality improvement plan	“
Summer 2015	Host 3-5 teacher learners at OIHS Summer School Lab Program	
	Host Summer Institute for Newcomer Master Teachers	<i>OIHS Leadership/ Teaching & Learning Office</i>
School Year 2015-2016	Hold monthly school-based newcomer-specific professional development sessions at each site	“
	Provide district coaching to newcomer teachers to address quality improvement plan and progress	<i>Master Teachers & ELL Specialist</i>

<p>Summer 2016</p>	<p>Conduct observation and evaluation of program quality at each site, compare to last year's outcomes, and facilitate conversation among school leadership and newcomer master teachers regarding program quality improvement plan</p> <p>Outreach to and identify teacher-learners and Master Teachers for the summer lab program at Oakland International's summer school</p> <p>Host 5-7 teacher learners at OIHS Summer School Lab Program</p>	<p><i>Teaching & Learning Office</i></p> <p><i>Network Office/Teaching & Learning Dept.</i></p> <p><i>OIHS Leadership / Teaching & Learning Office</i></p> <p>“</p>
<p>School Years</p> <p>2014-2015</p> <p>and</p> <p>2015-2016</p>	<p>TRAUMA INTERVENTIONS</p> <p>Increase individual and group therapy programs onsite at Fremont, Oakland International and Oakland High Schools</p> <p>Expand Soccer Without Borders Programming to serve students district-wide (an additional 10-35 unaccompanied minors, depending on funding)</p> <p>Expand Oakland California Youth Outreach presence at newcomer/unaccompanied minor hub schools, reaching an additional 20-50 unaccompanied minors, depending on funding)</p> <p>Provide Training to Community School Managers, COST Coordinators and other on-site staff and service providers about the needs of unaccompanied minors, best practices in supporting their trauma-related needs, and how to leverage partnerships and existing programs in a resource-scarce environment</p> <p>Expand summer programming through Soccer Without Borders</p>	<p><i>Community School Managers</i></p> <p><i>SWB Staff, Refugee Specialist & OIHS Community School Manager</i></p> <p><i>OCYO Staff, Unaccompanied Minor Consultant & Community School Managers</i></p> <p><i>OIHS Community School Manager</i></p> <p><i>SWB Staff, Refugee</i></p>

		<i>Specialist & OIHS Community School Manager</i>
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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.

Nicole Knight

Nicole Knight of Oakland Unified School District is a National Board Certified Teacher in English as a New Language and is interim manager for all of Teaching and Learning as well as continuing her duties as Executive Director for English Learners in the district. She has managed multi-million dollar budgets (Title III) as well as worked closely with the content area supervisors in Oakland in leading professional development for coaches and teachers of English Learners. She has over 15 years of teaching and leading experience in Oakland schools.

Carmelita Reyes, Co-Principal, Oakland International High School

As the founding principal of Oakland International High School, Carmelita is a district- and nation-wide leader in quality newcomer education. She will provide guidance and wisdom on newcomer program parity, and how to support the district-wide strengthening efforts of newcomer programs and newcomer teacher quality. Prior to becoming principal, she was a founding teacher at Life Academy of Health and Bio-Science in the Fruitvale neighborhood of

Oakland. Honored as "Oakland Unified School District Teacher of the Year" in 2005 and in 2007 Carmelita was named "Oakland Educator of the Year" by the Marcus Foster Foundation. Carmelita received her BA in Economics at Princeton University and studied abroad at the Chinese University of Hong Kong. She received a Masters in Education from Columbia University and her administrative credential from the BAYCES (Bay Area Coalition for Equitable Schools) and California State East Bay.

Lauren Markham, Community School Manager, Oakland International High School

As the Manager of the Full Service Community School Initiative at Oakland International High School, Lauren manages the school's non-academic programs for students, families and the community. She has led the support efforts for the recent influx of unaccompanied minors at OIHS and the OUSD, will co-supervise the newly hired Unaccompanied Minor Support Services Consultant, and will provide expertise and leadership to school-based student support teams on best practices for mental health and other social services. Lauren graduated from Middlebury College and then obtained her MFA at Vermont College of Fine Arts. Lauren has worked in a variety of positions over the past decade to support refugees, immigrants and vulnerable youth around the world. Lauren served as a caseworker and a resettlement capacity builder for the International Rescue Committee, during which time she supported the planning stages of Oakland International High School and conducted student recruitment. She spent three years as the Program Coordinator for the nonprofit agency, Refugee Transitions, where she coordinated home-based and after school tutoring programs for all OIHS students and families. She is fluent in Spanish, French and speaks some Italian and Luganda.

Nate Dunstan, Refugee Specialist, Transitional Students and Families Unit

Nate Dunstan is the OUSD's specialist for the Refugee & Asylee Program who has served as a district leader on identifying and supporting unaccompanied minor students, pioneering the efforts to create a district-wide tracking system for unaccompanied minor students. He will co-supervise the newly hired Unaccompanied Minor Support Services Consultant. Prior to joining OUSD, he was director of a homeless family shelter in San Francisco where he oversaw a variety of social service programs for youth and families. He has worked in refugee resettlement for the International Rescue Committee in Oakland as well as Southeast Asia. He holds an MSc in Forced Migration from the University of Oxford and an M.A. in International Relations from San Francisco State. As the Refugee Specialist, Nate would support the newly-hired unaccompanied minor consultant, sharing best practices, resources and wisdom from the Refugee Program, and would collaborate with this specialist on support programming (such as after school and summer school programs). He would also ensure that all unaccompanied minors who receive asylum status and qualify for the Refugee Program continue to be supported by his unit's programs and services. Nate is fluent in French and Spanish.

Jody Talkington, Site-Based English Language Learner Specialist, OUSD

Jody Talkington has over a decade of experience working in both adult and child literacy with immigrant populations. As the English Language Learner Specialist, Jody will provide one on one coaching of newcomer teachers, facilitate cross-site professional learning communities to support curriculum development and teacher professional learning, serve as the lab school ambassador at the OIHS summer school, facilitate the district Newcomer Taskforce, and serve as a key liaison between the central district and school sites on issues related to newcomer instruction.

Unaccompanied Minor Support Services Consultant (TBD—currently being hired)

The OUSD is, at the time of this grant's submission, finalizing the hire for this position. This position will serve as the central district hub for unaccompanied minors at the OUSD, triaging systems of care and ensuring students are connected to the available support services (legal, educational, health and mental health).

Evaluation

To evaluate the success of newcomer program improvement we will utilize the following metrics:

California English Language Development Test: We will analyze data related to growth in the raw score of the California English Language Development Test between the 2014-2015 and the 2015-2016 school years, monitoring growth by classroom, by school and district wide to see where there is positive improvement—and where continued improvement is still needed.

Attendance: We will monitor attendance of unaccompanied minor students, with the goal to improve attendance during the 2014-2015 school year over the course of September-June, and between the 2014-2015 and 2015-2016 school years.

Number of Students connected to mental health programs: We will increase the actual number of unaccompanied minor students connected to individual therapy, group therapy, soccer therapy, and mentorship programs throughout the OUSD, comparing 2013-2014 and 2014-2015, as well as 2014-2015 and 2015-2016, with the goal of increasing mental health access by at least 100%.

California Healthy Kids Survey: *By analyzing the Spanish-speaking California Healthy Kids Survey results at Oakland International, Fremont and Oakland High, we will identify the trauma-related needs of students (many, though not all of who will be unaccompanied minors) and look for positive change in responses between funding years 1 and 2 (paying special attention to questions related to well being and depression, substance use/abuse, feelings of hopelessness, and school connectedness).*

Finances

Private Funding: OUSD has raised \$75,000 from private foundations for the first year pilot program of the unaccompanied minor support specialist.

Public Funding: OUSD has committed \$15,000 of its Title III funds toward the Unaccompanied Minor Support Services Consultant and \$100,000 of Unrestricted Funds to hire the OUSD English Language Learner Specialist.

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

The OUSD is committed to expanding its support services for unaccompanied minors and for newcomer students as a whole. We believe that we are well-positioned to maximize funds in support of newcomer program quality and access to mental health services, and to meet students' legal and other social services needs in partnership with community agencies.