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OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education
From: Antwan Wilson, Superintendent

Subject: **District Submitting Grant Proposal**

ACTION REQUESTED:

Approval by the Board of Education of District application to the Association for Continuing Education, seeking \$303,300.00, for the Oakland International High School, for fiscal year 2015-2016, to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2015-2016 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant proposal packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
15-1430	Yes	Grant	Oakland Unified School District	To support Technology, 5th year seniors, internships, adult education, advising	7/1/15 - 6/30/16	Association for Continuing Education	\$303,300.00

DISCUSSION:

The district created a Grant Face sheet process to:

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

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

FISCAL IMPACT:

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

- Grants valued at: \$303,300

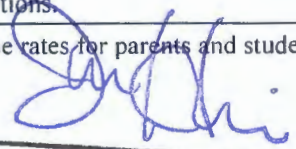
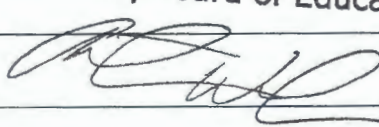
RECOMMENDATION:

Approval by the Board of Education of District application grant proposal for OUSD schools for fiscal year 2015-2016 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.

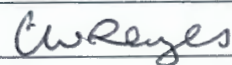
ATTACHMENTS: Grant face sheet, Grant proposal

OUSD Grants Management Face Sheet



Title of Grant: ACE	Funding Cycle Dates: July 2015- June 2016
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Martha Sessums 164 Main St Los Altos, Ca 94022 650-948-5583 martha@ace4education.org	Grant Amount for Full Funding Cycle: \$303,300
Funding Agency: Association For Continuing Education	Grant Focus: Technology, 5 th year seniors, internships, adult education, advising
List all School(s) or Department(s) to be Served: Oakland International High School	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant provides funds to support multiple computer labs, adult education classes for parents, internship classes, a 5 th year of study program and other interventions.
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 4.75% 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.)	Graduation rates, attendance rates for parents and students  James Harris President, Board of Education
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 4.25% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No Antwan Wilson Secretary, Board of Education
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.)	Yes. This program supports the internship program for seniors that takes them off campus for part of the school day.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Carmelita Reyes, Principal Carmelita.Reyes@ousd.k12.ca.us Cell#510-435-3271

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Carmelita Reyes		7/13/15
Department Head (e.g. for school day programs or for extended day and student support activities)			

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hall		
Superintendent	Antwan Wilson		7/24/15

Oakland International High School



Opening doors to the American dream

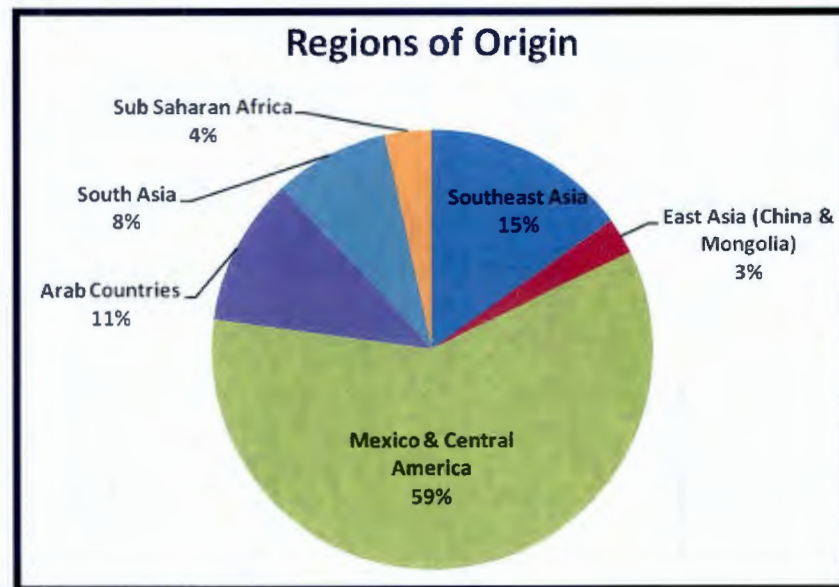
4521 Webster Street
Oakland, CA 94609
Phone 510.879.2142
Fax 510.879.2143

Continuing Education Report, 2014-2015

The continuing education program at Oakland International during the current school year has become a central component of our services to students and families—we are so grateful for the continued support of the Association for Continuing Education, and we are excited about our plans for the future.

Demographics

Our students demographics have shifted from years past and necessitate a more robust continuing education program. We have seen a huge surge in the numbers of unaccompanied minors in Oakland; most of these newcomers enroll at our school. Of the 100 unaccompanied



students at our school, 80% of them are young men, who are fleeing violence in their home countries, have spent time in detention centers at the border, have court cases pending, and who are living with relatives they may have had little to no contact with prior to their immigration. They are under tremendous mental and emotional stress, and we have increased our services and partnerships to help support their transition into school. Our community schools program has connected all but 3 of these students to legal representation. To meet socio-emotional needs of unaccompanied minors, we have increased our mentoring, counseling, and social work connections which have allowed more than 60 students to receive these social and emotional supports during the school

day. We have also found that the vast majority of these students have limited formal education, which means they will need additional and ongoing academic support—likely in the form of a 5th year of study and rigorous academic interventions.

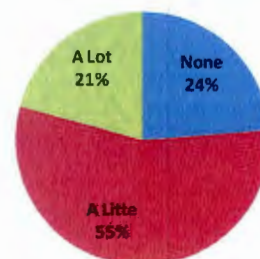
More so than in years past, we are seeing the need to provide continuing education opportunities to a greater number of students at all grade levels. Over 40% of our students have interruptions in their formal educations due to war, poverty, or ethnic conflict. This number includes many of our unaccompanied minors. In order to address these academic needs, this year, we've expanded our school day to serve almost 150 students in grades 9-12 through additional sections of reading and math intervention classes. Initial results indicate that approximately 2/3 of the students enrolled in the reading intervention classes are improving their reading levels by half a grade level within the span of four months. In years prior to the implementation of these intervention classes, our newcomer students generally needed 22 months to begin reading at a first grade reading level. This year, students in our after-school intervention classes have been using Rosetta Stone and Lexia to improve their reading and the programs are working. We are incredibly excited about these results and would like to improve access to these continuing education opportunities for all students next year.

Additional Demographic Information

- 373 students total: 100% English Learners and recent arrivals
- Students come from **over 25 countries & speak over 35 languages combined**
- Many of our students are transnational—they have lived in multiple countries, and may more closely identify with countries different than their parents.
- Approximately **30% of students are undocumented**
- Approximately **25% of students are refugees or asylees**, who have fled their country due to persecution based on their race, religion, nationality, political opinion or membership in a particular social group.
- Approximately **23% of students are unaccompanied minors** who crossed the border without parents and were apprehended by immigration authorities
- Approximately **40% of students are SIFE**—students with interrupted formal education
- **Over 95% of students qualify for free/reduced lunch**
- Students come to OIHS from more than 12 Oakland zip codes
- 40% of students have a daily commute longer than 45 minutes.
- Students continue to enroll in our school all year long (even in the final weeks of school!)

How many years did you go to school before you came to the U.S.?	Response Percent
For zero (0) years	8%
For 1-2 years	12%
For 2-4 years	10%
For 4-6 years	13%
For 7-9 years	31%
For more than 9 years	27%

How Much English do the Adults you Live With Speak?



Parent Classes

The parent class continues to do fantastic work educating immigrant adults--over 45 each week from more than 12 countries--in literacy skills, English Language skills (focusing on vocabulary and issues related to health, jobs and education), computer literacy, and nutrition/ gardening/ wellness. During the first semester, students

made learning gains of an average of 7 points (as measured by the California Department of Education state tests). This Fall, the English classes took a field trip to the library to sign up for library cards and learn how to check out videos and books for them and their children. Computer classes have become more popular and more well-attended than ever, with an average of 12-15 parents per session. Working on the desktop computers and with the ACE SMART board, students have learned how to use Google Maps to navigate the city, how to write resumes, how to apply for jobs, and have done computer-based presentations on their home countries. The gardening/cooking class is collaborating with the literacy and language instruction; once a month, the gardening instructor and the ESL teacher work together to teach health/wellness/food-related vocabulary via hands-on



cooking projects. By learning English in the familiar, fun and project-based context of cooking, teachers find that students are able to retain more information and also connect even more deeply across cultures by sharing their food.

5th Year of Study

During the current school year, we have had 7 students graduate from the 5th year of study program. Four of these students passed the CAHSEE in November and an additional three passed the CAHSEE in December and will graduate from high school! Ten 5th year students remain enrolled in the class, which is also serving an additional thirty 12th grade students, many of whom are on track to pass the CAHSEE and graduate with their classmates in June. Our 5th year advisory class has helped connect five students to Laney College so they can concurrently enroll for the year and begin earning college credits while working towards high school graduation. Our 5th year Literacy class has also been instrumental in helping our 5th year of study students pass the CAHSEE and succeed in their college classes.

The weekend CAHSEE Boot Camps have been well-attended this year—we made this continuing education opportunity available to students in grades 10-12. Tenth graders are taking the CAHSEE for the first time in February and need to spend time outside of regular classes learning about the CAHSEE and preparing for the exam. 12th graders only have one more opportunity to take and pass the exam before June and are motivated to attend their CAHSEE Prep classes and bootcamps, so they have a greater chance of graduating in June.

Internship

Currently, thirty-one 12th grade students are participating in our Internship program, placed at sites such as Oakland Public Library, the International Rescue Committee, Children's Hospital, Game Theory Academy, and the Oakland Youth Council. In addition, sixteen students are enrolled in a Video Production Internship class with KDOL-TV, which provides them with the skills they need to pursue careers in audio/video production and will provide them with college credit through Laney College. These linked-learning opportunities provide our students with critical experiences in the workplace and in the community, preparing them for school, work and life after OHS.

Technology

This year, we were able to hire an AmeriCorps VISTA Capacity Builder, specifically to support our technology use and infrastructure on campus. Wendy Okada has been a tremendous asset to the staff, pushing into classes to support teachers, taking care of routine maintenance of labs and laptop carts, and liaising with the district when additional tech support was needed. In addition, Wendy assists in the parent technology class each week, which provides instructors with the support they need to use the SMART Board and Rosetta Stone while also supporting our parents with learning their new computer skills. She also coordinates our partnership with OTX West, which provides low-cost internet and free computers to low-income families—which allow students and families to continue their learning at home.

Continuing Education for Teachers

This year, we were one of two high schools in the district to pilot the new teacher evaluation system, entitled the Teacher Growth and Development System. The district is planning on expanding the evaluation system to an additional 15-60 schools next year. A

major source of support for teachers' continuing education this year has been the peer observation portion of the teacher evaluation system. Every teacher has been provided with 4 release days over the course of the year to observe their peers, plan with their co-teachers, and meet with their instructional coaches. Approval of this new program is very high among teachers on staff and we are hopeful that this approach to continuing education and support within the school day for teachers will help retain and support our excellent teaching staff year after year.

Planning Retreat

Each year, we take several opportunities to go off-site as a staff to plan curriculum and think strategically as a school about the direction we want to take in future years. This year, taking into consideration our demographic shifts and the success of our intervention programs, our staff voted to extend the school day for all students. We believe that all our students could benefit from having more options to enrich their academic experience and to provide the intense support needed to get them to graduation. Our teachers voted to extend the school day so that all of our students could have a schedule with 7 classes, as opposed to the 6 classes that the district traditionally funds. In addition, within those 7 classes, teachers would be provided with extra planning time to create interdisciplinary projects, observe other teachers, and improve their practice.

According to a recent report by the OECD, teachers in the US spend more time in front of students than their peers in other countries. Generally speaking, US teachers spend 80% of their day teaching and only 20% planning. In other countries, the ratio is generally 60% teaching and 40% planning. Given our teachers' experience this year having dedicated time to plan and observe with their peers, we believe that if we want our teachers to grow as professionals, continue their own educations, and become better teachers, we need to provide them with more paid time to plan, particularly with each other. The 7 period day, voted on by our staff, would provide teachers with an extra planning period while also providing students with an additional intervention or enrichment class.

We are very excited about this move to providing a high-quality continuing education to ALL of our students, families, and teachers. For so many years, we have been struggling to create a robust suite of programs and services for our school community within the context of state and district budget cuts. In this new era of more stable funding, we believe our core program is solid, and we can now set our sights on creating a comprehensive continuing education program for our entire community.