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Introduction Date	0-26-16
Enactment Number	16-1751
Enactment Date	10/16/16
By	AW



OAKLAND UNIFIED SCHOOL DISTRICT

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Board of Education

To: Board of Education  
From: Antwan Wilson, Superintendent

Subject: Grant Award - Hellman Foundation - Teaching and Learning Department

**ACTION REQUESTED:**

Approval by the Board of Education of Grant Agreement between District and the Hellman Foundation, San Francisco, CA, accepting \$100,000.00, from the Foundation, to increase Mathematics education for elementary students and to provide services that promote the acquisition of core math skills for said students, pursuant to the terms and conditions thereof, for the term July 1, 2016 through June 30, 2017.

**BACKGROUND:**

Grant proposal for OUSD schools for the 2016-2017 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D.#	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant	Oakland Unified School District	Project Coordination and Support of Learning Lab Sites	FY 16-17	Hellman Foundation	\$100,000.00

**DISCUSSION:**

The district created a Grant Face sheet process to:

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

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

**FISCAL IMPACT:**

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

- Grants valued at: \$100,000.00

**RECOMMENDATION:**

Approval by the Board of Education of Grant Agreement between District and the Hellman Foundation, San Francisco, CA, accepting \$100,000.00, from the Foundation, to increase Mathematics education for elementary students and to provide services that promote the acquisition of core math skills for said students, pursuant to the terms and conditions thereof, for the term July 1, 2016 through June 30, 2017.

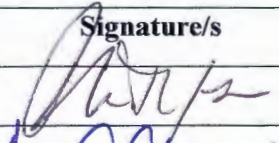
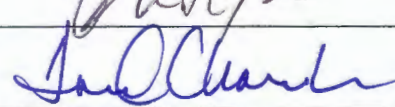
**ATTACHMENTS:** Grant Face Sheet, Abstract, Narrative, Budget Narrative

OUSD Grants Management Facesheet

<b>Title of Grant:</b> Hellman Foundation Grant	<b>Funding Cycle Dates:</b> 7/1/16 – 6/30/17
<b>Grant's Fiscal Agent:</b> Susan Hirsch – Hirsch & Associates	<b>Grant Amount for Full Funding Cycle:</b> \$100,000
<b>Funding Agency:</b> Hellman Foundation (through Oakland Public Ed Fund)	<b>Grant Focus:</b> Learning Lab Sites
<b>List all School(s) or Department(s) to be Served:</b> Learning Lab Sites	

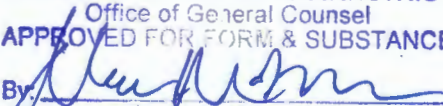
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will increase math education for elementary students in low-income communities and provide services that promote the acquisition of core math skills.
How 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 5.17% 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.)	Classrooms will demonstrate an average increase of at least 0.5 steps in the TRU rubric scores. At least 90% district-wide student participation rate in the curriculum embedded benchmark assessment system, with a 10-point increase in the % of students scoring at grade-level. At least 90% of students scoring in the lowest quartile of the math inventory (district-mandated math diagnostic screener) will demonstrate 1.5 or more years of equivalent growth within 1 year.
Does the grant require any resources from the school(s) or district? If so, describe.	The District is to hire a Common Core Teacher Leader
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 5.17% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	N/A
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.)	Philip Tucher Mathematics Director 1000 Broadway, Suite 600 Oakland, CA 94607

**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal/Director	Philip Tucher		6/24/16
Department Head (e.g. for school day programs or for extended day and student support activities)	David Chambliss		

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		

**OAKLAND UNIFIED SCHOOL DISTRICT**  
 Office of General Counsel  
**APPROVED FOR FORM & SUBSTANCE**  
 By:   
 Attorney at Law

# HELLMAN FOUNDATION

June 3, 2016

Brian Stanley  
Oakland Public Ed Fund  
PO BOX 27148  
Oakland, CA 94602

Dear Brian:

We are pleased to inform you that the Board of Directors of the Hellman Foundation has approved a grant of \$100,000 to the Oakland Public Ed Fund to support Oakland Unified School District's Math Learning Lab sites, as described in conversations and proposal materials you have submitted.

The Hellman Foundation Grant Agreement includes this award letter and the attached document outlining acceptable *Use of Grant Funds*. If this Grant Agreement correctly sets forth your understanding of the terms and conditions of the grant, please sign, date, and return an electronic copy to us at your earliest convenience.

For purposes of administration of this grant, Hirsch & Associates will be the point of contact for the Hellman Foundation. All communications should be directed to Allison Domicone at (415) 837-5408 or [allison@hirschassoc.com](mailto:allison@hirschassoc.com).

## **Grant Period**

The grant period is July 1, 2016 to June 30, 2017. Funds from the grant may only be disbursed by Oakland Public Ed Fund during the grant period.

## **Payment Schedule**

The grant payment will be released upon receipt of this signed document, no later than June 30, 2016.

## **Grant Deliverables**

This grant supports Oakland Public Ed Fund to accomplish the activities and goals described in your proposal and scope of work, attached for reference.

## **Communications and Reporting Requirements**

We look forward to learning about this project and the need it addresses over the course of the grant period. Our proposed communication with you includes:

- A **site visit during the 2016-17 school year** to enable us to see your exciting programs in action.
- An **interim report due by January 31, 2017** to include pre-grant baseline data, progress toward stated activities and milestones, and a budget update. Reporting guidelines will be sent to you by October 31<sup>st</sup>.
- A **final grant report due by Jul 31, 2017** on your progress toward stated activities and milestones, as well as a budget update. The final report format will be sent in 2017.

## **Acknowledgement**



**Scope of Work and Final Budget  
Hellman Demonstration Site—Oakland Unified School District  
2016-17 School Year**

**Basic timeline of major activities to be supported over the full grant period:**

1. March/April: Refine plans for Demonstration Site project within regional Network structure and solidify site selection process and promising candidate sites.
2. May/June: Hire and induct lead Common Core Teacher Leader (CCTL) and match to site.
3. June/August: Provide math professional development opportunities to teachers and math teacher leaders.
4. August/September: Initialize and establish a professional learning community for CCTLs that connects schools in a community of innovation and learning, purposed by our vision for mathematics instruction.
5. October/November: Introduce the program and CCTLs as an emerging resource for cross-site and district wide learning.
6. January - June: Develop schools within the Demonstration Site project and regional Network structure to address targeted instructional and instructional leadership challenges in order to learn to accelerate students to grade-level performance, regardless of the obstacles.
7. May-June: Reflection and evaluation

**Expected outcomes for the grant**

This grant will support the transformation of mathematics instruction and thus students' opportunities to learn and achieve in mathematics.

**Overarching Outcomes:**

- Increase Mathematics education for elementary students in low-income communities.
- Provide services that promote the acquisition of core math skills.

**Specific project outcomes and indicators. In all classrooms in the participating Lab Schools:**

- Classrooms will demonstrate an average increase of at least 0.5 steps in the TRU rubric scores determined during classroom visits in fall and spring.
- At least 90% student participation rate in the curriculum embedded benchmark assessment system, with at least 90% teacher participation in a full process of student work analysis and planning.
- A 10-point increase in the percentage of students scoring at grade-level on summative CAASPP math tests.
- At least 90% of the students scoring in the lowest quartile on the Mathematics Inventory (district-mandated math diagnostic screener) will demonstrate 1.0 or more years of equivalent growth within the first year.

When acknowledging this grant, please refer to the donor as **Hellman Foundation**. Please note that the Foundation, its board members and staff, do not wish to be recognized with certificates, plaques, or similar mementos.

The Hellman Foundation wishes you continued success in your work.

Sincerely,



Susan Hirsch  
Executive Director  
Hellman Foundation

Cc: Board of Directors of Hellman Foundation

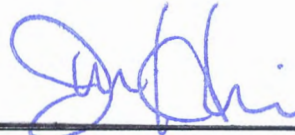
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Please sign and date below and return the entire agreement to:

Mallory Sadan  
mallory@hirschassoc.com

**We accept this Grant Agreement.**

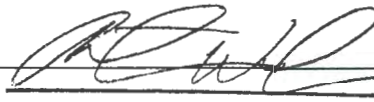
Printed Name: \_\_\_\_\_



**James Harris**  
President, Board of Education

Title: \_\_\_\_\_

Signature: \_\_\_\_\_



**Antwan Wilson**  
Secretary, Board of Education

Date: \_\_\_\_\_

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## *USE OF GRANT FUNDS*

This Grant Agreement sets forth all terms and conditions of this grant; there are no agreements or understandings between the two parties other than those set forth in this Grant Agreement. Listed below are general restrictions and provisions on the use of grant funds.

- Grant funds must be used only for the purposes, program, budget and organizations as indicated in the grant application materials presented to the Hellman Foundation (“Foundation”) and/or as modified in the Grant Agreement. Any and all modifications to this Grant Agreement must be in writing, approved and signed by both the Foundation and the grantee.
- Any grant funds not used or committed for the specific purpose of the grant within the specified grant term must be returned to the Foundation at the end of the grant period unless the Foundation gives written approval to do otherwise.
- The Foundation’s grant has been made to your organization on the express condition that your organization has been classified as an Internal Revenue Code §501(c) (3) organization and that it is not a private foundation within the meaning of §509(a). Please notify us immediately of any change in your organization’s status. If your exempt status does change, the Foundation reserves the right to have all remaining grant funds immediately returned.
- The Foundation’s grant has been made to your organization on the express condition that, as required by Internal Revenue Code §§501(c) (3) and 4945 (d) (1) and (2), your organization will not engage in any political activities. For purposes of this condition, engaging in political activities includes, but is not limited to, trying to influence the election of political candidates or the outcome of an election, or engaging in any other type of political activity that is determined to be in violation of the intent of applicable federal and state regulations. Violation of this condition may result in an obligation to return to the Foundation all funds received pursuant to this grant.
- Payment Schedule: The tentative schedule of grant payments is an estimate of the timing and amount of the payments to the Grantee that will satisfactorily meet the requirements of the grant. The Hellman Foundation, however, on its own initiative or at the request of the Grantee, may modify scheduled dates and payment amounts. The Foundation will notify the Grantee when and if the Foundation is considering making such changes. The Hellman Foundation may at any subsequent time by notice to the Grantee cancel or postpone and thereafter cancel payment of the undisbursed portion of the grant. Also, after entering into a Grant Agreement, it is possible that circumstances will arise which will persuade the Hellman Foundation that an unpaid grant should not be disbursed.
- Any future Foundation grants to your organization and/or any renewals of project funding are at the sole discretion of the Foundation’s Board of Directors.



**Budget for the grant period:**

Total Annual Cost for Hellman Foundation: **\$100,000** (to cover the cost of a Common Core Teacher Leader. This amount includes salary plus benefits).



TEACHING & LEARNING

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March 1, 2016

The Hellman Foundation  
1714 Stockton Street, Suite 400  
San Francisco, CA 94133

Dear Board of Directors,

Thank you for the Hellman Foundation's continued interest in Pre-K through 8<sup>th</sup> grade STEM education in the Bay Area and for investing in Oakland Unified School District (OUSD) and our commitment to quality STEM education for all students. The financial support from the Foundation has allowed for important teacher development work in our West Oakland elementary schools this past year. Just as examples, we recognize the teams of teachers who have learned to plan instruction using new curricular materials and the enthusiasm teachers brought to the series of Saturday Morning Collaborative Unit Planning. We see students puzzling over math games through on-line math content (ST Math program), made possible by the extra coaching and support their teachers received through the Foundation's support.

We are delighted to have the opportunity to announce the launch of the Mathematics Demonstration Site project: eventually eight elementary schools resourced and focused – demonstrating what is possible! – to improve dramatically the math opportunities, experiences and outcomes for Oakland students. Through the Oakland Education Fund, a grant of \$300,000 to our District over the next three years would ensure that we hire a lead math coach for the project, someone who will work full-time at one participating site to support students and develop teachers and site leadership to dramatically increase math learning. This lead coach, or Common Core Teacher Leader, will be supported weekly through a learning community of other site coaches, creating a network of innovation from which other teachers and school leaders will constantly learn.

This innovative approach builds from the foundation we have been establishing across our district over the past several years: upgrades to our math program that were designed to bring focus, coherence, and rigor to the curriculum, instructional practice, and assessments we use. The Common Core State Standards and accompanying California Assessment of Student Performance and Progress (CAASPP) provide both an opportunity and a direct challenge that guide our work. Innovation through the Math Demonstration Site project will catalyze and accelerate our progress. Your funding support will allow us to continue important and much needed work. I look forward to furthering the partnership and would the opportunity to address any questions. Please do not hesitate to contact me.

Dr. Devin Dillon  
Chief Academic Officer  
Oakland Unified School District



# Oakland Unified School District

## Application Narrative to the Hellman Foundation: Math Demonstration Site project

### Section 1: Organizational Overview

Oakland public schools serve a diverse, urban community of students and families including more than 45,000 students in 86 public schools. Students of Color make up nearly 90% of the total student population, with Latinos (44%) and African Americans (27%) comprising the largest groups. More than 70% of OUSD students are eligible for free or reduced-price lunch, and most would be the first in their families to go to college. Forty percent of Oakland youth live in households that receive government assistance. More than 25% of students live in public housing, and nearly half of students speak a language other than English at home.

We know that education is critical to moving out of poverty, yet too many children are not prepared to succeed in school. OUSD is working to close the readiness gap of our youngest learners and build a solid foundation throughout our Pre-K through 5<sup>th</sup> grade program. Yet, an alarming trend in our recent Mathematics Benchmarks data (the Cumulative End of Unit Assessment) reveals a proficiency rate of 76% in kindergarten, dropping steadily to a 13.7% proficiency rate in 4<sup>th</sup> grade. Our challenge is to reverse that trend, close gaps, and raise proficiency rates to improve the experiences, opportunities, and outcomes for all OUSD students.

Oakland has made significant progress over the last decade, and for many years was designated as the most improved large urban public school district in California. This dramatic progress as measured on the previous California Standards Test was made possible in large part by a coalition of funders and strong community partners. Oakland is proud of its accomplishments, but the work is not yet done. In fact, the new, higher math standards (Common Core State Standards) represent both a challenge and the opportunity. The District must address the formidable challenge of ending the disparity in outcomes between White and Asian children and African American and Latino children who are living in poverty in the same city.

This proposal seeks to build on four years of previous work to develop systemically the shifts in mathematics instruction across the district to make good on the promise of the Common Core standards. With new standards in California for mathematics, literacy, science, and English language development, teachers are understandably experiencing a certain amount of overwhelm. A base-level of professional support is in place for teachers and principals, but the question comes up routinely, "What does this look like when students, teachers, and site leaders are truly thriving in this transition?" Our proposed work seeks to answer that question, and to resource more fully the transition and improvement efforts specific to mathematics. What will it take to move the performance needle for students? If we believe that all children can learn to high levels of rigor, and that the children most impacted by poverty, in particular, can be powerful problem-solvers, and confident quantitative and abstract thinkers – which, we do – then, we must demonstrate what is possible. A set of demonstration sites across the city will test the District to figure out what it takes. This sort of networked community of schools will be both the learning lab and proving ground to drive on-going innovation across the system.

### Section 2: Funding Proposal

While a number of exciting STEM innovations have taken place in Oakland, it has been challenging to provide appropriate coordination at school sites, within our regional Networks, and district wide, and to ensure that school site math curriculum implementation meets the ambitious goals established by the new California Mathematics Framework and Common Core Standards. In baseline tests last May, California Assessment of Student Performance and Progress (CAASPP) results for OUSD showed the extent of the challenge:

In our first year of CAASPP testing, OUSD students scored an overall 9.1% "Standard Exceeded", and 13.6% "Standard Met" in mathematics. This means that 75.6% of our students are not yet meeting Standards. The outcomes of our District's African American and Latino students further evidence our equity challenge. Only 9.4% of African American students and 13.4% of Latino students met or exceeded standard in mathematics.

Within three years, if fully funded, we will implement Math Demonstration Sites at eight high-needs OUSD elementary schools. These schools will be focused on advancing academic performance for high-needs populations including: students of Color, standard-English language learners and "newcomer" populations, students with disabilities, and children in foster families or families living with poverty.

The proposed project builds from previous work to strengthen capacity in these areas: instructional leadership in principals and teacher leaders; teacher teams (i.e. professional learning communities of practice); instructional

practice development; curriculum development; formative assessment development, and academic acceleration and intervention.

With the new math standards, there is a critical need to create opportunities for our principals and teacher leaders to be able to watch, learn, and understand what it looks like to effectively teach math, to do a particular lesson, or provide effective interventions with kids. Math Demonstration Sites will become a fundamental resource as we work to improve math instruction district-wide.

A grant from the Hellman Foundation will enable us to launch the Mathematics Demonstration Site project with two high-needs schools per regional Network for a total of 8 schools, as funding becomes available. We will use the Hellman Foundation grant funds to hire a lead math coach (a Common Core Teacher Leader) who will be fully dedicated to supporting one school site. This role will include providing both direct support to students (e.g. tutoring, teaching, co-teaching) and classroom-based coaching and team facilitation for teachers and leadership. This centrally-hired position will help establish the Mathematics Demonstration Site project, working with district STEM personnel and the Teaching and Learning Math Team, in particular, to develop the systems and infrastructure needed to grow the program to other schools over the next three years.

Key activities, timeline, and milestones are as follows:

1. March/April: Refine plans for Demonstration Site project within regional Network structure and solidify site selection process and promising candidate sites.
2. May/June: Hire and induct lead Common Core Teacher Leader (CCTL) whose responsibilities define and ensure the transformational work at sites:
  - To develop existing teacher teams (communities of practice) within and across the schools, to understand new Standards, to do focused collaborative planning and lesson analysis using new curricular materials, and accelerate student learning.
  - To provide classroom based coaching to teachers in the context of the focused learning happening through Teacher Teams: to establish high quality math “tier I” instruction with a coherent approach to curriculum, instruction, and assessment.
  - To support implementation of curriculum & assessments, including online math resources.
  - To begin to establish an “academic floor” for students in mathematics through a multi-tiered system of supports that includes acceleration interventions to bring students to grade-level math performance.
  - To partner with site leadership to develop a coherent approach to math improvement, as guided by the Single Plan for Student Achievement (SPSA) and Continuous Improvement Guide, and support the (math specific) development of the principal as the instructional leader in building.
  - To provide math instruction and support directly to students for at least 40% of the time on campus (e.g. tutoring, intervention, teaching, co-teaching, doing a demonstration lesson).
  - To connect site learning and challenges with Demonstration Sites and schools in the district, through a CCTL professional learning community and the district-wide Math Teacher Leadership Collaborative.
3. June/August: Provide math professional development opportunities to teachers and math teacher leaders.
4. August/September: Initialize and establish a professional learning community for CCTLs that connects schools in a community of innovation and learning, purposed by our vision for mathematics instruction, and articulated by the set of adult work outputs and student achievement outcomes (see below).
5. October/November: Introduce the program and CCTLs as an emerging resource for cross site and district wide learning because together they are the lead learners, ready to tackle ongoing district learning.
6. January - June: Develop schools within the Demonstration Site project and regional Network structure to address targeted instructional and instructional leadership challenges in order to learn to accelerate students to grade-level performance, regardless of the obstacles. (See Outputs and Outcomes, below.)

These key activities are in direct alignment with the Hellman Foundation’s goals. OUSD’s Math Demonstration Site program is specifically designed to:

- Increase STEM education and exposure for elementary students in low-income communities.
- Provide services that promote the acquisition of core math skills.
- Will impact the most high-need school communities and students in Oakland.

### **Section 3: Impact:**

The Math Demonstration Site project will provide several layers of impact throughout the district. On a local level, the school site(s) will have direct access to coaching and support on an ongoing basis and teachers will demonstrate improved instruction and ability to serve students. A visit into the classroom will reveal students' increased engagement (access) and confidence (agency and ownership) as they wrestle with more mathematically substantive tasks and problems. Increased student achievement in mathematics as documented by multiple measures will be in full view. Specifically, we will achieve the following outputs:

- Approximately 350 students will be impacted at this lead Mathematics Demonstration Site.
- A principal and 15 teachers per site will receive coaching, grade-level team development, and support.
- Weekly half-day professional learning community sessions for CCTLs and monthly Teacher Leadership Collaborative sessions will support CCTLs and provide the venue for networked innovation.
- Models and tools for innovative practice in strategy areas: instructional leadership in principals and teacher leaders; professional learning communities of practice; instructional practice development; curriculum development; formative assessment development, and academic acceleration and intervention.

OUTCOMES and INDICATORS: This grant will support the transformation of mathematics instruction and thus students' opportunities to learn and achieve in mathematics. Opportunities to learn, shifts in student practice, and gains in student achievement will be documented and measured utilizing the measures and metrics outlined in existing district documents. The Math Leadership Group for the District has established a vision for mathematics instruction, and uses scoring rubrics from the Teaching for Robust Understanding (TRU) Framework to calibrate on instructional quality specific to math instruction. Further, the District has a School Performance Framework (SPF) and School Improvement Guide (SIG) that articulate metrics and data-inquiry processes for instructional improvement. The project outcomes will include:

- Classrooms will demonstrate an average increase of at least 0.5 steps in the TRU rubric scores determined during classroom visits in fall and spring.
- At least 90% district-wide student participation rate in the curriculum embedded benchmark assessment system, with a 10-point increase in the percentage of students scoring at grade-level.
- A 10-point increase in the percentage of students scoring at grade-level on summative CAASPP math tests.
- At least 90% of students scoring in the lowest quartile on the Mathematics Inventory (district-mandated math diagnostic screener) will demonstrate 1.5 or more years of equivalent growth within 1 year.

### **Section 4: Leadership**

Phil Tucher leads the mathematics work for OUSD. He joined the District in 2010 from the National Equity Project, where he was the mathematics coordinator and school coach. Phil has been in education for nearly 25 years, splitting that time between his own classroom and supporting teachers in theirs. Phil's professional passion has always been equity in the urban mathematics classroom. He has supported and coached nearly 200 teachers: as math coach, site and district administrator, research project co-principal investigator and project director, college supervisor, mentor and master teacher, department head, and colleague. During his tenure at OUSD, Phil developed the Core Curriculum for Mathematics, including an Instructional Toolkit for the transition to Common Core State Standards. This curriculum has been shared and is being utilized by other districts in California. Phil also designed and implemented the professional development program to support math teachers in the transition to Common Core Standards, including the use of new curriculum, instructional practice, and an assessment system that includes performance assessment throughout the program.

Phil is supported by Robin Lovell, Elementary Mathematics Coordinator, and a team of Elementary Math Specialists. The Math Team includes one Math Specialist per Network who will partner with the principal and CCTLs at school sites to facilitate the support to teacher teams. Robin D. Lovell has been with OUSD for 20 years, as a parent, an Elementary bilingual classroom teacher, a Math Coach, a District Math Specialist, and now the Elementary Mathematics Coordinator. As the District Mathematics leader, she has co-lead the transition into Common Core State Standards for Mathematics in the areas of Curriculum, Instruction, Assessment, and Leadership, including the development and roll-out of OUSD's Core Curriculum for Mathematics. She is the lead for ST Math, and has participated over the past two years with the Stanford *Institute for Design Thinking* on a Design and Innovation project to improve the success of our ST Math implementation and student learning.

OUSD	2016-17	2017-18	2018-19	
<b>MATH Demonstration Site Project Budget: Hellman Foundation Grant Component</b>				
<b>Sites served</b>	1	1	1	<b>NOTES</b> <i>Approximate # in Year 1 at one site. Pending funding from District and other partners, we hope to build to 8 elementary sites.</i>
<b>Students served</b>	350	350	350	
<b>EXPENSES</b>				
Common Core Teacher Leads \$	100,000	\$ 100,000	\$ 100,000	<i>Site based Math Coach (Project Lead, including benefits)</i>
<b>Total Expenses \$</b>	<b>100,000</b>	<b>\$ 100,000</b>	<b>\$ 100,000</b>	

## **ROBERT SPENCER** PRESIDENT

An urban economist with 25 years of experience, Mr. Spencer is a financial consultant assisting local communities to fund public infrastructure for growth and revitalization. His interest in education reform began as an elected member of the Oakland Unified School District Board of Education from 1995 to 1999. Since leaving the school board he has chaired the boards of several local and national nonprofits dedicated to making systemic changes in public education, including the Oakland Education Cabinet, the National Equity Project, and the Cross City Campaign for Urban School Reform. Mr. Spencer is a trustee of the William H. Donner Foundation.

## **RHONNEL SOTELO** VICE-PRESIDENT

Rhonnell joined the Rogers Family Foundation in April 2013 as its Chief Strategy Officer. In June 2014, he became the Foundation's Executive Director, taking on responsibility for the executive management of the Foundation's operations and grantmaking. Rhonnell also holds principal accountability for the Foundation's strategy and initiative implementation, maintains key community relationships, and collaborates closely with the Foundation's Chief Executive Officer.

Previously, Rhonnell served as the Chief Operating Officer and Vice President for Program & Operations for the Stuart Foundation overseeing program strategy, grants management, and operations. His 20 years of experience also includes coordinating and managing The San Francisco Foundation's West Oakland Initiative, and owning and operating Urban Works, an urban planning and design firm focused on neighborhood planning and livable communities in California and the Pacific Northwest. Rhonnell holds a Master of Arts in Urban Planning and a Bachelor of Arts in English, both from the University of California, Los Angeles. He is a member of The San Francisco Foundation's Koshland Committee for Civic Unity. Rhonnell lives in Oakland with his family.

## **LILLIAN CORDOVA-LOPEZ** SECRETARY

Ms. Cordova-Lopez is Assistant Vice President and Community Affairs Representative for Wells Fargo Bank. A founding parent of MetWest High School, she has been an Oakland Community Organizations (OCO) leader for more than 16 years. She has three sons who graduated from OUSD schools.



## **SEDRICK TYDUS** TREASURER

Mr. Tydus is the owner of the Minuteman Press Franchise in Oakland. He has had a long and successful career in banking and business development and brings a wealth of financial and business knowledge to the Ed Fund. He earned a Masters of Business Administration from Stanford University and has been an Oakland resident since 1979. Mr. Tydus has made a personal commitment to volunteer service in which he can use his skill set in business and finance in the interest of youth and education.

## **SAMIR BOLAR** MEMBER-AT-LARGE

Samir has been an Ed Fund Board member since 2009, bringing an expertise in strategic planning, program design, and instructional innovation to the organization. He is the Co-Founder and Chief Strategy Officer of the Mastery Design Collaborative, a nonprofit that supports schools in adopting personalized, blended learning practices at scale. Samir leads MDC's strategy for delivering program services and partnering with educators, philanthropists, and technology companies to reimagine the school experience. To date, Samir has advised the implementation of personalized learning with over 50 school teams and 15 school system leaders. This work includes designing new school models, delivering personalized professional development, and devising strategies for system-wide school transformation.

## **ELÑORA TENA WEBB** MEMBER-AT-LARGE

Elñora Tena Webb is the President of Laney College, located in downtown Oakland, California. Laney is the flagship of the Peralta Community College District, which serves up to 30,000 students. Prior to her appointment as President, Dr. Webb served as the Vice President of Instruction from 2005–2009, ensuring the development of the College's first comprehensive, regionally-and workforce development-centered Educational Master Plan while significantly enhancing partnerships with businesses and industries.