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By	



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education**

March 13, 2019

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Andrea Bustamante, Executive Director, Community Schools & Student Services Dept.

Subject: District Submitting Grant Proposal - Application ID: #3849 Every Student Thrives: Creating a Full Service Community School District

ACTION REQUESTED:

Approval and acceptance by the Board of Education of District applicant submitting "Every Student Thrives: Creating a Full Service Community School District" grant application to Kaiser Foundation Hospital Fund for Community Benefit Programs, Kaiser Permanente Northern California Region to fund work around African American Male Achievement; Health, Wellness and Community Schools; Social and Emotional Learning; Strategic Plan Implementation and Organizational Effectiveness; as well as to assess the overall impact as a Full Service Community School District for the fiscal years 2019-2022, 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 years, if any.

BACKGROUND:

Grant award for OUSD schools for the 2019-2022 fiscal years was 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
19-0313	Yes	Grant	Community Schools & Student Services Dept	African American Male Achievement; Health, Wellness and Community Schools; Social and Emotional Learning; Strategic Plan Implementation and Organizational Effectiveness	July 1, 2019 - June 30, 2022	Kaiser Foundation Hospital Fund for Community Benefit Programs Kaiser Permanente Northern California Region	\$4,500,000.00 Annually. Totaling \$13,500,000.00

DISCUSSION:

The district created a Grant Face sheet process to:

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

FISCAL IMPACT:

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

- Grants valued at: \$13,500,000.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting grant award for OUSD Schools for the fiscal years 2019-2022, 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 years, if any.

ATTACHMENTS:

Grants Management Face Sheet

Kaiser Foundation Hospital Fund Grant Application and Budget


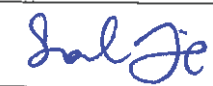
OUSD Grants Management Face Sheet

Title of Grant: Every Student Thrives: Creating a Full Service Community School District	Funding Cycle Dates: July 1, 2019 - June 30, 2022
Grant's Fiscal Agent: <small>(contact's name, address, phone number, email address)</small> Sue Bennett, Grants Manager East Bay Community Foundation 200 Frank H. Ogawa Plaza Oakland, CA 94612 510-836-3223	Grant Amount for Full Funding Cycle: \$4,500,000.00 annually, totaling \$13,500,000.00
Funding Agency: Kaiser Foundation Hospital Fund for Community Benefit Programs Kaiser Permanente Northern California Region	Grant Focus: African American Male Achievement; Health, Wellness and Community Schools; Social and Emotional Learning; Strategic Plan Implementation and Organizational Effectiveness
List all School(s) or Department(s) to be Served: All Oakland Unified Schools	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant contributes to OUSD's transformation into a Full Service Community School District, fully supporting the success of community schools so that every student thrives.
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 5.59% 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.)	This grant provides funding for evaluation of the community schools, school-based health center, and school wellness initiatives. Additionally, all objectives in the workplan are tied to expected outcomes, building upon OUSD's existing comprehensive system of data collection and analysis to evaluate the overall impact as a Full Service Community School District.
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 5.59% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No
Will the proposed program take students out of	Yes. School-Based Health Centers provide some services during the

the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school's day to ensure academic attendance continuity.)	school day and work with schools, students and families to limit loss of class time. The overall goal of these health services is to reduce health-related barriers to learning and attendance so that students can participate fully in school.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Andrea Bustamante, Executive Director Community Schools and Student Services Department Oakland Unified School District 1000 Broadway, Suite 150, Oakland, CA 94607 510-879-2901 Andrea.Bustamante@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Andrea Bustamante		
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera		

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Marcus Battle		
Superintendent	Kyla Johnson-Trammell		

OUSD: Thriving Students Initiative

Status: Under Consideration
Date: 1/9/2019

Aimee Eng

3/14/19

Aimee Eng
President, Board of Education

Organization Information

The ID for this Proposal is #3849. Please make a note of it for future reference.

Kyla Johnson-Trammell

3/14/19

Kyla Johnson-Trammell
Secretary, Board of Education

Application Contact First Name Mara
Application Contact Last Name Larsen-Fleming
Application Contact Prefix Ms.
Application Contact Title Director, Health & Wellness, Community Schools & Student Services
Application Contact Phone Number 510-684-6549
Application Contact Email Address jkaplanrasheed@gmail.com
Organization Legal Name Oakland Unified School District
Federal Tax ID or Employer Identification Number 94-6000385

(IRS): Classification

(IRS): Affiliation

(IRS): Foundation Code

(IRS): Assets

(IRS): Income

(IRS): NTEE Code

(IRS): NTEE Activity

Tax Status Schools or universities

Upload Your Organization's W9 Form [OUSD W-9 113018.pdf](#)

Organization Website www.ousd.org

Organization Primary Address (line 1) 1000 Broadway

Organization Primary Address (line 2) Suite 680

Organization City Oakland

Organization State California

Organization Zip Code 94607

Is your Primary Address the same as your Mailing Address? Yes

Is the person submitting the application also the CEO/Executive Director of the organization? No

Organization CEO/Executive Director Contact First Name Kyla

Organization CEO/Executive Director Contact Last Name Johnson-Trammell

Organization CEO/Executive Director Contact Prefix Ms.

Organization CEO/Executive Director Contact Title Superintendent

Organization CEO/Executive Director Contact Phone Number 510-879-8200

Organization CEO/Executive Director Contact Email kyla.johnson@ousd.org

What is your organization's mission statement? OUSD will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Please provide a brief overview of your organization's history. In 2010, OUSD launched a community informed Strategic Plan to achieve our goal that all students graduate college & career ready, and with Kaiser's support, became the first district nationwide to adopt a districtwide vision for Full-Service Community Schools. Today, OUSD is integrating a strong academic program with social, health, and other services addressing student and family needs and moving closer to our goal to disrupt the predictive power of race and demographics on student achievement.

What year was your organization founded? 1865

Does your organization have a Board of Directors? Yes

Upload a listing of your Board of Directors, including their affiliations [OUSD Board of Education 2019.docx](#)

Upload a listing of your Executive Officers or Leadership Team [OUSD Leadership Team Jan 2019.docx](#)

Is your organization engaged in one or more active contractual agreements for supplier/vendor or member services with Kaiser Permanente? Yes

Provide a description of your organization's contract(s) with Kaiser Permanente, including start and end dates. OUSD is grateful for the partnership and investment from Kaiser Permanente over the last decade making possible the critical programs that continue to impact 37,000 Oakland children and families each year. 4,277 of our employees and 4,171 dependents are currently enrolled in Kaiser Permanente's health plan as part of their OUSD employee benefits. The current contract began on 7/1/2018 and ends on 6/30/2019 and is renewed annually.

Do any Kaiser Permanente employees or physicians serve as a Board member or employee of the organization? No

Does Kaiser Permanente currently provide a significant amount of technical assistance, supplies, equipment, or other resources to support this organization and/or project? Yes

If yes, please describe. Kaiser's investment to date has provided key leverage for OUSD's Strategic Plan, including groundbreaking work in African-American Male Achievement, community schools, health & wellness, Social & Emotional Learning, and strategic planning/Org. Effectiveness & Culture. As our top health plan, Kaiser supports employee wellness programming (screenings, benefits fair, wellness challenges/events).

Fiscal Sponsor

Does your application include a fiscal sponsor? No



Request Overview

Is the person submitting the application also the contact for questions about the proposed project? No

Project Contact First Name Curtiss

Project Contact Last Name	Sarikey		
Project Contact Prefix	Mr.		
Project Contact Title	Chief of Staff		
Project Contact Phone	415-806-5287		
Project Contact Email	curtiss.sarikey@ousd.org		
Project Title	OUSD: Thriving Students Initiative		
Grant Term	Proposed start date of grant term	Proposed end date of grant term	Duration of grant term in months
Enter Info	7/1/2019	6/30/2022	36
Grant Range	Tier 3		
Enter the exact grant amount requested from Kaiser Permanente.	13,500,000.00		
What is the total cost of the project for which you are requesting support?	29,736,025.67		
Please attach the Project Budget	OUSD_Kaiser_Budget_2019-22.xlsx		

Project Information

Briefly describe the population(s) and location(s) who will be impacted by this project	OUSD is a high-need urban district with 37,000 K-12 students in 87 schools. 75% of students are low income and most would be the first in their families to go to college. 90% are students of color (Latinos 44% & African-Americans 27%), 50% speak a second language, 45% live in single parent homes, kinship care, or foster care, 40% receive government aid, and 25% of students live in public housing.		
Please select the city or cities within the Kaiser Permanente service area where your project activities will take place. If your request is not related to a specific project, select the city or cities that your organization serves.	Option	Percentage	Primary
	Oakland	100	Yes
Please select the Community Health Need which your project will address. If your request is not for a specific project, select the Community Health Need(s) most aligned with your organization's work.	Option	Percentage	Primary
	Education	100	
Is your project intended to benefit a particular age group?	Yes		
Please select the age group(s) which this project will specifically benefit.	Option	Percentage	
	B. 6-12 Children	49	
	C. 13-18 Teens	41	
	A. 0-5 Children	10	
Is your project intended to benefit a particular racial or ethnic group?	No		
Please provide a 1-2 sentence executive summary of your project, including your organization's full name, the project title, goal(s), and target population and communities. If your request is not related to a specific project, please refer to your organization's overall work.	With sustained investments from Kaiser for Oakland Unified School District's Every Student Thrives Initiative, OUSD will leverage infrastructure that has been developed, build on the lessons we have learned through the last eight years, and continue to make significant progress scaling our work in community schools, expanding healthy, safe, and supportive school environments, and providing culturally relevant support for African-Americans, Latino students, and Asian and Pacific Islander students. Ultimately, these funds will accelerate our		

progress in creating a sustainable system of care that will impact thousands of children, families, teachers, and schools across our city for many years to come.

Please provide a high-level overview of the project activities and explain how the project will address the identified Community Health Need. Please note any evidence-based strategies utilized in the project design. If your request is not related to a specific project, please refer to your organization's overall work.

The Oakland Unified School District's mission is to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day. Our vision and commitments, as outlined in our strategic plan, "to provide every student with access to a high-quality school and ensure each student is prepared for college, career, and community success" is in direct alignment with Kaiser's Education and Economic Security strategy to "improve educational attainment and college readiness among youth from educationally disadvantaged backgrounds."

Eight years after Kaiser's initial investment in OUSD's Thriving Schools Initiative, the core mission remains: to ensure that all students graduate college, career, and community ready. While there is significant work still to achieve this goal, there is much also to celebrate.

-Graduation is up and dropout rates have declined. Over the past seven years, OUSD has cut the dropout rate in half. In 2011-12, one in four students dropped out before graduating. In 2017-18, the cohort dropout rate has decreased to 12.9%. Cohort graduation rates have also improved significantly. In 2011-12, the cohort graduation rate was only 59.3%. In 2017-18, cohort graduation rate was 73.5%. The past two years have seen the largest gains in graduation rates in many years. Furthermore, four OUSD high schools now have four-year cohort graduation rates of 91% or higher.

-Subgroups graduation and dropout rates have also shown significant gains. In 2011-12, only 55.7% of African American girls were graduating high school and almost 27% were dropping out altogether. In 2017-18, the dropout rate has decreased to only 7% and more than 80% of AA girls are graduating high school. Similarly, we have seen clear gains for African American male students over the past seven years. Only 51% of African American male students were graduating in 2011-12, and one in three AA males were dropping out of high school. In 2017-18, the cohort graduation rate had increased to nearly 70% and the dropout rate decreased by nearly two-thirds (11%).

-Reading at grade level has increased significantly. Since the baseline year of 2012-13, Scholastic Reading Index assessment rates have increased by 12.2% for 3rd grade, 8.9% for 6th grade, and 11.3% for 9th grade. In 2011-12, overall rates of students reading at or above grade level were only 22.4%. In 2017-18, nearly 37% of students are reading at or above grade level. This shows both progress and certainly opportunity for continued growth.

-Suspensions have gone down overall. Suspensions have declined by half since 2011-12 — from 7.2% down to just 3.9% of students receiving out of school suspensions in 2017-18. Yet, we still have serious work to do in supporting all students and decreasing disproportionality, since rates for students of color, particularly African American students, are still more than double that of their peers (10.8% AA males and 6.9% AA females) and have shown very little change over recent years.

-Doubled the number of students in Pathways. As a strong indicator for

college and career readiness, from 2011-12 to 2017-18, OUSD doubled the percentage of students participating in career pathway programs in high schools. In 2011-12, only 38% of high school students were enrolled in Pathway programs. By 2018-19, aligning with our whole district approach, nearly 83% of high school students participated in Pathway programs.

-Significantly increased ELL reclassification rates in elementary. ELL classification rates at the elementary school level increased from 11.4% to 17.5% between 2015-16 and 2017-18. Overall, fluency among English Language Learners increased from 11.2% in 2016-17 to 14.3% in 2017-18.

-Reduced consumption of sugar-sweetened beverages and fast food. In the last year, we have seen a 7% decrease in high school students and 5% decrease of middle school students who report drinking one or more soda or other sugar sweetened beverages in the past 24 hours. Also in the last year, there has been a near 4% decrease in high school students and middle school students who report eating fast food in the past 24 hours.

-Increased access to healthcare through school-based health centers. Over the last eight years, Oakland's school-based health centers have provided more than 250,000 total visits. Medical and behavioral health were the most common services provided. While frequent users of the school health centers were more likely to report academic, social, emotional and sexual health risk factors, indicating that school clinics are reaching students with higher need, these students also reported being more likely to know where to go for help when feeling sad or depressed and always getting mental health care when they needed it. School-based health center clients consistently report that the school-based health centers help them do better in school.

Scaling Kaiser's investments will help to continue to transform the system of education in Oakland, support the whole child and, most importantly, improve outcomes for all of Oakland's children and families.

With this renewed Kaiser grant award, we will continue to invest in four key areas of programming including:

- 1) Systems and Organizational Improvement
- 2) Health, Wellness, and Community Schools
- 3) Social and Emotional Learning
- 4) Equity and African-American Male Achievement

Grant funds will support core staffing, infrastructure, evaluation, and programming, which have all been central to our success to date in

improving academic, social, emotional, and physical health outcomes for Oakland youth. Additionally, we are requesting an increased investment to support several new critical areas of work (addressing student homelessness and staff wellness and teacher retention), as detailed below.

SYSTEMS AND ORGANIZATIONAL IMPROVEMENT

OUSD is committed to ensuring quality community schools in every neighborhood so every child gets a great education and graduates college, career, and community ready. As we continue our work to improve teaching and learning, it is clear that achieving our mission also requires simultaneous focus on systems improvement. All three of the Superintendent's goals (Fiscal Vitality, Organizational Resilience, and Quality Community Schools) require significant restructuring and reform to OUSD's central office because stable finances and budgeting, effective systems, human capital capacity building, and leadership are all vital to a high functioning organization, and in the case of public schools, high quality classroom experiences for all students. Over the next three years, we will move from stability, to recovery, and then to vitality in all key areas of central office operations. We are driving towards greater efficiency but also towards a more school-facing system that provides better services and technical assistance to those who work most closely with our students.

With support from Kaiser, we have achieved several key successes to date:

- Systems change and policy is central to all of the work we do. OUSD has adopted a number of key policies that will move forward our central vision and mission, including the recently adopted Equity Policy that outlines systemic equity work from the classroom to the board room. Several Community School policies have been designed, adopted, and implemented including those in Social Emotional Learning, School Discipline (restorative practices), student and family engagement, school site governance, and the revised Health and Wellness Policies (overarching District Wellness Policy and Condom Availability Policy).

- Organizational effectiveness is prioritized in collectively developed districtwide values: Students First, Equity, Excellence, Integrity, Cultural Responsiveness, and Joy. To date, more than 2,200 OUSD employees have participated in values-based development sessions ranging from workforce, leadership, and student leadership development to executive-level and team-focused improvement. We are also focused on supporting classified staff, often the most overlooked employee groups in the organization.

- Several critical central office redesign efforts are now well underway. The Human Resources improvement analysis was launched and a deep analysis of all aspects of fiscal services was completed with our partners at West Ed. The core and advisory leadership teams are assembled and meeting regularly, and an expert Interim CFO was hired and FCMAT review was completed, resulting in the approval of our fiscal vitality plan. The new integrated business platform Escape was launched and includes new monitoring and reporting processes. The new Deputy Chief of Innovation and Chief Business Officer have been hired. The

Community of Schools policy was adopted (BP6006) and extensive analytical work is underway to support development of a city wide map.

GRANT ACTIVITIES: With continued investment in Systems and Organizational Improvement, we will undertake a comprehensive work plan that includes developing and implementing the Superintendent's priorities and Strategic Plan that will guide the district through 2025, as well as the implementation of the Fiscal Vitality Plan, the Community of Schools board policy, the Central Office Redesign Plan, and the Human Resources Redesign Plan.

To successfully implement the strategic plan, Organizational Effectiveness and Culture is also a key strategy for change management in OUSD. By shifting mindsets, behaviors, and systems, we will create an organizational and school culture and climate where staff and students will thrive. Organizational Effectiveness and culture work is focused on implementation of district values and values-based leadership development in partnership with other key departments, including Talent/HR, Health and Wellness, and Social, and Emotional Learning to expand reach and impact.

We will also build capacity in our Innovation and Community of Schools teams by supporting new positions and improved communication and community engagement efforts. We will continue to develop strategies and actions across all components of the Community of Schools plan, including: updates to the student assignment policy and processes based on attendance boundaries, school and program feeder patterns, and with an eye to creating more equitable access to the highest performing schools; expanded partnerships with charter schools for mutual sharing of successful practices; and continual updating of our analysis to recommend changes to the school portfolio based on community input, changing enrollment, and school performance. Engaging consultants with expertise in real estate and zoning, will support our work towards generating maximum revenue for underused properties.

With increased grant funding, we propose to deepen investment in staff wellness and staff leadership development. Many OUSD staff lack the support, relationships, time, knowledge, skills, and resources necessary for their work to feel sustainable. As a result, we are experiencing a downward trend in teacher retention in recent years. Only 81% of our teachers return annually, and an average teacher remains in the district for only 7.63 years. We hire an average of 437 teachers annually. This turnover destabilizes school communities and disrupts relationships for students and families.

In addition to initiating multiple entry points to grow our experienced and effective teachers, we also aspire to shift working conditions through enhancement of professional learning opportunities. Podolsky, et al, (2016) argue that key retention factors for all teachers include school leadership, administrative support, and sufficient resources targeting teaching and learning. Providing leadership development is critical to developing equitable, quality schools that serve OUSD students well.

In the 2017-18 school-year, we conducted a baseline survey with all staff aimed at understanding the factors that impact staff retention. This survey, which will now be conducted annually, similarly indicated that leadership and professional development should be a key area of focus if

we are going to stem the tide of high staff turnover. Creating opportunities for our teachers, principals, and central office staff to stay, grow, develop, and contribute to creating positive working conditions for themselves and others is critical to creating stable and effective school learning communities and a strong, healthy, well-staffed school district.

We also know that vicarious and secondary trauma is impacting staff wellness and sustainability. Together, these factors contribute to high absenteeism and high turnover, as well as decreased effectiveness. As an organization, we are exploring how we recruit the best people, invest in them, and make our organization and our school communities desirable and conducive environments in which teachers can and want to stay. We will also continue to increase staff engagement and implement and expand values-based leadership development, with a focus on managers and provide coaching for teams to increase retention and morale, while also building advisories for leadership staff and principals.

We have developed a draft theory of action for staff wellness, with input from stakeholders across the district, including key departments, teachers, principals, central office staff, and community partners to guide a multifaceted staff wellness initiative, including the following strategies:

- Widely promote benefits and free/low cost health resources to increase awareness and utilization.
- Embed meaningful and consistent recognition, appreciation, celebration of staff across all levels of the organization.
- Implement leadership and professional development rooted in SEL, District Values, Sustainability/Wellness, and Trauma-Informed Principles.
- Create opportunities for staff wellness promotion at school sites and central departments, especially during contracted time.
- Provide professional development & coaching for sites and departments with high need (e.g. high turnover, high absenteeism, low staff morale, etc.).
- Provide healing centered care and response for high need staff.

These strategies will be co-led by several departments including Health & Wellness, Organizational Effectiveness, and Talent/HR. Additionally, we have developed a partnership with The Teaching Well, a local community based organization that cultivates healthy, resilient educators through experiential programs based in mindfulness, sustainable leadership practices, and resilience and trauma informed principles. We believe, and research supports, that the well-being of adults in our system is necessary for our students to thrive.

HEALTH, WELLNESS, AND COMMUNITY SCHOOLS

Full Service Community Schools work to ensure that every student in Oakland has a safe, welcoming, and supportive place to learn in order for them to graduate college, career, and community ready. Community schools leverage partnerships with local government, community

organizations, and other stakeholders to support positive outcomes for students, families, and the broader community. In the Full Service Community School model, partners support access to education by providing a wide range of learning supports to ensure that all Oakland students and their families are healthy, engaged in school, college and career ready, and successful in school and life. Health and wellness is a core element of the community school model, and we continue to focus our efforts on increasing access to healthcare, high quality health education, and the development of healthy school environments that support teaching and learning. At the site-level, Community School Managers are the heart of the community school, coordinating all services and on-site partnerships, and lifting up community school priorities including development of multi-tiered systems of support and Coordination of Services Team (COST) facilitation, school attendance, access to health services, school climate, and family engagement.

With support from Kaiser, OUSD has achieved several important milestones over the last decade:

- More than doubled the number of School-Based Health Centers from seven to 16 and dramatically increased student access to health services.
- Increased the number of schools supported by Community School Managers from just five to forty-one.
- Scaled Coordination of Services Teams (COST) to the entire school system, with 100% of schools implementing COST with coordination, referral, and triage systems in place to connect students to critical support services.
- Established a Central Family Resource Center, in partnership with Alameda County Health Care Services Agency and East Bay Agency for Children, to serve families across Oakland and to-date we have enrolled thousands of families in health insurance programs and CalFRESH.
- Increased access to quality community schools and built strong infrastructure to support site level implementation of Community Schools.
- At the district-level, OUSD designed the Community Schools and Student Services Department (CSSS), bringing together district and community leaders to support school site implementation.
- Community School Priorities have been established for all schools with CS Managers to create a foundation and standards across the district.
- CSSS also leads a monthly professional learning community, helping support CS Priorities and building staff capacity around best practices and shared learning across sites. Additionally, OUSD's Partnership Process has been established for aligning partnering community organizations, and CS Managers participate in their site-based budget process - ensuring sustainability.

The Gardner Center at Stanford University has been conducting research on OUSD Community Schools since 2014, primarily funded by Kaiser. Results from their research of school data, teacher surveys, and interviews with principals and network superintendents has determined that the addition of community schools at school sites funded by Kaiser has provided the following impact:

- Strengthened collaboration around teaching and learning.
- Increased family engagement both in support of students' academic and social emotional growth and in support of family members themselves

(through Family Resource Centers, adult education, parent/family leadership support and other resources)

- Enhanced the coordination of social emotional, school climate and mental health supports such as Restorative Justice, PBIS, counseling and mentoring at target sites.

- Created more effective Coordination of Service Team (COST) services.

- Provided more resources at school sites for students and teachers by assessing needs and bringing in community partners to fill gaps.

- Reduced chronic absence at a higher rate than at non-CS schools.

- Reduced suspensions and disciplinary referrals, particularly for African-American students.

National data further supports the effectiveness of the community school model (Oakes, Meier, Daniel, Lim, 2017) and increasing access to health and wellness through schools as methods for improving health and education outcomes for students and their families. CDC reports confirm that healthy students are better on all levels of academic achievement: academic performance, education behavior, and cognitive skills and attitudes. Moreover, community schools have been lifted up in the research as a key strategy for closing the achievement gap, particularly for students of color, English language learners, low income students, and students with disabilities (Darling-Hammond, 2018. Community Schools: "A Powerful Strategy to Disrupt Inequitable Systems").

GRANT ACTIVITIES: With continued investment in the community schools model, OUSD and its partners will sustain and strengthen school-based health centers, linkage of schools without health centers to nearby clinics, health insurance enrollment and connection of families to health homes, family support services, and other learning supports. We will deepen implementation of the District's Wellness Policy and programs to create healthy learning environments. We will co-design and lead strategies aimed at improving the health and wellness of OUSD staff, in order to improve staff retention, effectiveness, and ultimately to improve student achievement. We will continue to build on the successful implementation and expansion of the Community School model. Through the leadership of Community School Managers, we will increase partnerships, expand efforts to increase attendance, improve school climate, increase family engagement, and integrate health, wellness, and other community school programs into the core work of schools.

With additional investment from Kaiser over the next three years, we will focus a portion of our Community Schools, Health, and Wellness efforts on the housing crisis that Oakland is experiencing. Without enough affordable and permanent housing options available for our families, students' daily lives and academic experiences are being negatively impacted. To address housing at a systems level, we continue to partner in the JPA/Thrives Housing Impact Table to align and coordinate expanded services for OUSD homeless students and families. While OUSD does provide supports to families through the McKinney Vento Program, we are limited in the ability to provide sufficient case management and support services. In addition, our homeless students are in need of additional academic supports as they are not performing at the level of their peers.

With this grant, we will expand and better align services to support families experiencing homelessness. We will identify a plan for student and family case management and support with increased services, which

may include a partnership with BAYAC AmeriCorps to hire local staff to implement services. We will increase integration with the Central Family Resource Center, which is co-located on the Lakeview Campus, to ensure that families receiving services through McKinney Vento are also connected to emergency food, resources, and referrals through the Central Family Resource Center. In order to ensure that families experiencing homelessness feel welcome and supported, we will also focus efforts on building cultural competency and customer service skills of the Central Family Resource Center staff, as well as increasing their awareness and understanding of the unique needs of these families. Additionally, we would like to explore the feasibility of models like the CAREavan Program in Union City to allow families to park at select school and community agency locations overnight and access bathroom and kitchen facilities. San Francisco has a similar model at the Horace Mann campus, where families can sleep in the gym overnight and access shower and bathroom facilities. We look forward to partnering with Kaiser in this critical work.

SOCIAL AND EMOTIONAL LEARNING

Social and Emotional Learning (SEL) for students has moved from being an outlier initiative to a central tenet of OUSD's organizational systems and structures. Social and emotional learning is a process through which children and adults develop intrapersonal, interpersonal, and cognitive skills and competencies (self-awareness, self-management, responsible decision-making, relationship skills, and social awareness). In OUSD, we believe that strengthening our social and emotional skills and competencies is fundamental to student success and enhances our ability to connect across race, class, culture, language, gender identity, sexual orientation, learning needs, and age. Kaiser funding helps support high level professional learning for teachers and leaders and continues to have an increasingly positive impact on instructional practices and student learning.

According to research published in Child Development in 2017, "Social and emotional learning (SEL) teaches children to recognize and understand their emotions, feel empathy, make decisions, and build and maintain relationships. A widely cited 2011 meta-analysis previously showed that SEL programs immediately improve mental health, social skills, and academic achievement. The current study shows that school-based SEL interventions continue to benefit students for months and even years to come." Furthermore, academic performance of students exposed to SEL programs was shown to be an average 13 percentile points higher than their non-SEL peers, and researchers demonstrated a 6% increase in high school graduation rates, and an 11% increase in college graduation rates.

With support from Kaiser, OUSD has developed a model of successful SEL for districts nationwide:

- Development of districtwide SEL Policy and standards in 2013. Because of our track record in this area, OUSD leaders also contributed to the development of the California Department of Education's SEL Guiding Principles through the Collaborative for Academic and Social Emotional Learning (CASEL) Collaborating States Initiative.

-Integrated Social and Emotional Learning (SEL) for students and adults is now a central tenet of OUSD's organizational systems and structures. SEL is named in every schools' site plan for the year, it is embedded in every district agenda and professional learning event, it is named in the Superintendent's Work Plan, there is a district supported three-person SEL Team, and it is part of the performance assessments for both teachers and leaders.

-Implementation of Caring School Communities Curriculum at 17 schools and creation of five learning hub sites, which has led to a deeper understanding of what it means and looks like to develop a school-wide approach to SEL.

GRANT ACTIVITIES: With continued investment from Kaiser, we will build on what we have learned about school-wide implementation to expand equity-based SEL practices and curriculum implementation across all school levels. The SEL unit will also partner with the Office of Equity/ AAMA and the Organizational Effectiveness and Culture Unit to articulate the relationship between SEL and Equity and increase alignment to ensure that SEL principles are embedded in adult professional and leadership development under the staff wellness theory of action.

EQUITY & AFRICAN AMERICAN MALE ACHIEVEMENT

With support from Kaiser, OUSD launched the first department in the nation focused on African American Male Achievement (African American Male Achievement) within a school district, and deepened this commitment through the new Office of Equity with expanded focus on African-American Female Excellence, Latino, and Asian and Pacific Islander student achievement. Using a targeted universalism strategy, the Office of Equity leverages policy change, teacher professional development, student and parent leadership, and works to shift the narrative around what it means to educate students of color. Research indicates that culturally responsive pedagogy is central to closing the achievement gap for students of color (Watson (2018); Gay (2013); Andrade & Morrell (2008); Ladson & Billings (1994, 1995).

Today, AAMA serves the interest of all 4,800 African American (AA) male students within OUSD, and 20% of OUSD's AA male population is enrolled in or supported by AAMA programing. Since 2011-12, the cohort graduation rate for AA male students has increased over 10%, from 59% to 70%. During this same timespan, the cohort dropout for AA male students has decreased by nearly 20%, from 31 to 11%.

Additionally, Scholastic Reading Inventory (SRI) scores for AAM students have increased across all grade levels assessed since 2012-13: 3rd grade: 27% to 35% (8% growth), 6th grade: 14% to 23% (9% growth), 9th grade: 24% to 28% (4% growth). As reading scores at these critical grades are powerful predictors of graduation, this growth is an indication that we are moving closer to our central goal that all students graduate college, career, and community ready.

For AA male students, suspensions have decreased significantly, from

nearly 18% in 2011-12 to about 11% in 2017-18. While the suspension rate for AAM students remains disproportionately higher than the district-wide suspension rate of 3.9%, the rate has fallen twice as far for African American male students in the same seven-year time period.

GRANT ACTIVITIES: Over the next three years, with continued investment from Kaiser, OUSD will achieve our objective to implement effective programs, systems and policies and improve culture, conditions, and staff competencies to eliminate inequitable achievement and life outcomes for students situated farthest from opportunity, with a focus on African American Male students. This grant will support activities designed to improve school climate and reduce disproportionate discipline for African-American Male students district-wide and to continue to implement the discipline matrix and universal referral process. We will also continue to develop student leadership and motivational programs (African American Student Leadership Council, peer academic support, cascading mentorship at high schools, ManUp conferences, and expanded celebrations of student achievement). We will also build the Equity Professional Learning Community for staff, and increase character development and academic support for African-American Males participating in the Manhood Development Program.

Measurable Objectives: List up to 5 concise "SMART" objectives for the proposed request. If you are responding to a request for proposals that does not require you to determine measurable objectives at this time, please enter N/A.	List of Objectives	Activities	Timeline	Outcomes	Measurement
Objective 1	SYSTEMS & ORGANIZATIONAL IMPROVEMENT: By June 2022, build a sustainable, high quality, and effective school district with district-wide systems and practices that support organizational resilience, fiscal vitality, and access to quality community schools.	<ul style="list-style-type: none"> -Implement Fiscal Vitality Plan -Implement Human Resources Redesign Plan developed by the Alma Group to transform Talent department to ensure effective and quality recruitment, retention and service to school sites and central office departments. -Implement Central Office redesign plan with a focus on service to schools and horizontal/cross-departmental teams focused on 	This work will be conducted over the 36-month grant period and completed by June 2022 (or otherwise noted).	<ul style="list-style-type: none"> -Full implementation of Fiscal Vitality Plan -Fiscal solvency/no state intervention; successful compliance with AB1840 -HR redesign analysis and action plan developed and implemented -New OUSD Strategic Plan will be finalized implemented -Updated Central Office Redesign Plan finalized and implemented -Innovation Office team fully in place 	<ul style="list-style-type: none"> -Monthly, interim, and year-close financial reports -Verified Multi-Year Budget Projections (MYPs) -Fiscal Vitality Plan action steps in Stability and Recovery stages of the plan -Audit reports (reduce/eliminate findings) -Employee retention survey -Human Resources improvement plan -HR improvement plan

implementation of key goals. This process will assess the tools and systems around communications, professional development, and program management that we currently have and will need, to successfully reach our current vision.	by Fall 2019.	benchmarks and data points
-Continue to implement and expand values-based leadership development, with a focus on managers to support teams and individuals.	-Increased information exchange and engagement between OUSD and internal and external stakeholders	- Superintendent's Priorities and Strategic Plan draft documents and online communications
-Provide coaching for teams experiencing high turnover, low staff morale, etc.	-Engagement plan developed and implemented including a variety of school site, regional, and city-wide activities.	-Central office redesign theory of action and documentation including revised organizational charts and cross-departmental team structures
-Continue to develop and implement updated Superintendent's priorities and Strategic Plan that will guide the district through 2025. We will continue to deepen and execute on our equity-focused Full Service Community School district mission and	-Community of Schools policy and plan, including the Blueprint for Quality Community Schools implemented and ongoing continuous improvement and progress monitoring established.	-School site/principal satisfaction surveys of central office services
	-Electronic/Online constituent feedback opportunities implemented	-Community stakeholder engagement numbers and feedback
	-Facilities/real estate expertise for surplus properties secured, surplus properties identified, and real estate transactions for lease, sale or swap in progress and/or some	-Feedback from leadership staff
		-Communication materials developed
		-Web, social media, and other communications analytics on usage and impact
		-Parent and student engagement surveys (CHKS)
		-Community of Schools city-wide

vision.

-Internally, increase staff engagement through surveys and new, flatter leadership structures.

-Conduct weekly CORE team (chiefs and deputy chiefs team), bi-weekly Advisory (30-40 central office leadership staff including network superintendents and department heads) and a Principal Advisory Committee of 18 site administrators elected by their peers.

-Bolster communications and engagement capacity through one or more contracts or consultants in the areas of communications planning, web design, and graphic design.

-Develop more effective internal communications systems.

-Implement Community of Schools board policy

-Engage consultant

projects completed.

map of OUSD footprint, types of educational programs and feeder patterns

with expertise in assessing use of surplus properties within current zoning regulations, determine options for sale or long-term lease based on current state law or new AB1840 legislation, and assist OUSD in generating maximum revenue for each property through sale or lease, and determine how to stabilize high quality charter schools through long-term leases.

-Support and build capacity of the Innovation Office to lead Community of Schools implementation, including: the Deputy Chief of Innovation, the Charter Office, Student Assignment Office/Family Welcome Center, and Coordinator of School Improvement



-Develop strategies and actions across all components

of the Community of Schools plan, including: updates to the student assignment policy and processes based on attendance boundaries, school and program feeder patterns, and with an eye to creating more equitable access to the highest performing schools; expanded partnerships with charter schools for mutual sharing of successful practices; and continual updating of our analysis to recommend changes to the school portfolio based on community input, changing enrollment and school performance

Objective 2

HEALTH, WELLNESS, & COMMUNITY SCHOOLS: By June 2022, implement and expand full service community school model to increase access to health and social services,

-Sustain and expand comprehensive health and wellness services through 16 school-based health centers.

-Increase integration of school-based health centers/services with school, as well as other

This work will be conducted over the 36-month grant period and completed by June 2022 (or otherwise noted).

-Increased # of clients/visits by race, ethnicity, gender and visit type

-Increased # students screened for STI

-Increased % students served

-Improved contraceptive

-School-Based Health Center Evaluation Conducted by UCSF; California Healthy Kids Survey

-Wellness Evaluation Conducted by Bright Research Group; California Healthy Kids

healthy school environments, and other learning supports.	<p>on-site service providers.</p> <p>-Continue to expand the reach of existing school-based health centers to new schools, populations and service hours.</p> <p>-Sustain and expand health insurance enrollment and family support services through the Central Family Resource Center.</p> <p>-Expand services and supports provided through the Central Family Resource Center, and increase alignment with McKinney Vento Program to reach students and families experiencing homelessness.</p> <p>-Implement expanded Case Management model for McKinney Vento Program to serve students and families experiencing homelessness.</p> <p>-Explore feasibility of using district</p>	<p>e/ condom use</p> <p>-Decreased or maintained acuity of dental screening classification at follow-up</p> <p>-SBHCs increased sustainability /Increased third party revenue</p> <p>-Increase number of children and families enrolled in health coverage</p> <p>-Increased number of students with medical and dental homes</p> <p>-Decreased % of schools selling unhealthy foods as fundraisers</p> <p>-Increased % of students who eat 2 servings of fruits and 2 servings of vegetables a day</p> <p>-Decreased % of students who drink 1 or more soda/sugary beverages a day</p> <p>-Increased % of students who pass 5 out of 6 Physical Fitness Tests</p> <p>-Increased site</p>	<p>Survey</p> <p>-Community Schools Evaluation Conducted by the Gardner Center at Stanford</p>
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facilities to provide safe spaces for families experiencing homelessness to sleep and access bathrooms and other basic needs.	implementation of district wellness policy
-Revise and implement OUSD Wellness Policy; Continue to lead quarterly District Wellness Council meetings to serve as advisory board to Wellness Policy and programs.	-Increased # of students connected to support services through COST
-Expand district-wide wellness champion program to have a champion at every school site to foster implementation of district wellness policy and key wellness programs.	-Increased # of students identified on early warning indicator lists pro-actively referred to COST
-Create and disseminate high quality communications tools around school wellness policy, practices and programs.	-Increase student attendance and school-wide systems to support students attending school
-Community School Managers will create works plans to focus on Community School Priorities: 1) create MTSS	-Increase # of Attendance Teams district-wide using data dashboards and tools as measured by Attendance Rubric
	-Improved partner infrastructure expanded including tools and materials to support partnerships

systems and intervention to increase student attendance; 2) increase effectiveness of COST; 3) increase number of community based partners on-site linked to school goals; 4) increase access to health services; and other services at schools sites to address Single Plan for Student Achievement (e.g. student leadership, family engagement, school climate).

-Increase Student Attendance resources and training district-wide (e.g. Attendance Team workshops, data protocols, and data systems) to address chronic absence through a community school approach to understand holistic needs and address barriers to coming to school.

- Implementation and development of fully functional and supported

- database, data partnership assessments, orientation

-All CBOs participate in annual orientation and annual registration process with MOUs

-Students, families, partner agencies will have increased awareness and understanding of community school model and resources available to support student learning

-Mitigate barriers to learning, reduce chronic health conditions, and meet the basic needs of students and families (e.g. access to healthy food and addressing food insecurity, homelessness)

-Increase access to quality community schools

-Address staff wellness and leadership development

Salesforce
Partnership
database,
develop new
procedures
(workflow,
follow up
systems,
public lists);
No-Cost
MOU
completed
online;
Continue to
develop
central tools
and systems
to strengthen
site-based
community
partnerships.

-Develop
and
implement
community
schools
communicati
ons strategy
to increase
awareness
and
sustainability

-Monthly
Professional
Learning
Community
for
Community
School
Managers to
address
Community
School
Priorities and
increase
alignment
with district
focus areas.

-Host 2
Community
School
awareness
events
annually with
district staff
and
community
partners.
Events will
include: Site
visits, Open
Houses,
Speaker
Series and
Professional
Developmen

t. Potential Subjects: Trauma Informed, Attendance Teams, SEL, Literacy Partnerships , Data Protocols, and RJ.

-Expand programming to support staff wellness, including districtwide promotion, and increased supports for sites and school leaders.

Objective 3

SOCIAL & EMOTIONAL LEARNING:
By June 2022, OUSD will increase student engagement and learning for all students through intentional Social and Emotional Learning (SEL) instruction and integration of climate and culture-building strategies within academic pedagogy and practice.

-Continue to expand the implementation and support for evidence based SEL programming throughout elementary schools as a component of a school-wide SEL approach.

-Continue to expand the implementation and support for evidence based SEL programming throughout Middle School Advisory as a component of a school-wide SEL approach.

-Continue to expand the implementation and

This work will be conducted over the 36-month grant period and completed by June 2022 (or otherwise noted).

-Reduce discipline incidence for participants by 25%

-Reduce chronic absenteeism for participants by 75%

-80% of participants will show an improvement in their classroom engagement.

-Strengthen self awareness, self management , social awareness, relationship skills, and responsible decision-making for all youth and adults across race, class, culture, language, gender identity, sexual orientation,

-OUSD Data Dashboards/ Balanced Scorecard

-California Healthy Kids Survey, CORE SEL Survey, CSC Implementation Survey and DESSA Assessment

		support for explicit evidence based SEL programming implementation throughout High School Pathways as a component of a school-wide SEL approach and informed by the revised graduate profile.		learning needs, and age.	
		-Continue to partner with Office of Equity and Organizational Effectiveness and Culture Unit to articulate the relationship between SEL and Equity and increase alignment.			
Objective 4	EQUITY & AFRICAN AMERICAN MALE ACHIEVEMENT: By June 2022, OUSD will implement effective programs, systems and policies and improve culture, conditions, and staff competencies to eliminate inequitable achievement and life outcomes for students situated farthest from opportunity, with a focus on African American	-Improve school climate and reduce disproportionate discipline for African-American Male students district-wide; Continue to implement discipline matrix and universal referral process. -Develop student leadership and motivational programs such as: African American Student Leadership Council,	This work will be conducted over the 36-month grant period and completed by June 2022 (or otherwise noted).	-Increased cohort graduation rate -Decreased cohort dropout rate -Increased % 3rd, 6th, and 9th grade students reading at or above grade level on SRI -Decreased chronic absence rate -Decrease suspension rate -Reduce participant discipline incidence by 25%	OUSD Data Dashboards/ Balanced Scorecard

Male students.	peer academic support, cascading mentorship at high schools, ManUp conferences, and expanded celebrations of student achievement	-Reduce participant chronic absenteeism for 75%
	-Implement Professional Learning Community for staff (Community of Practice).	-80% of participants will show an Increase in GPA
	-Increase character development and academic support for African-American Males participating in the Manhood Development Program at at least 16 middle and high schools and sustain cohorts of students from 8th to 12th grade to provide continuous positive peer group.	-90% of students will read at or above grade level reading

How many people will be directly served by this funding? 43866

Upload any additional information that you would like Kaiser Permanente to consider (annual report, strategic plan, relevant media coverage, success stories, etc.)

[OUSD Additional Information Kaiser Grant 2019.docx](#)

Program Information

Please list key partners who have a significant role in this project, and indicate whether an MOU (Memorandum of Understanding) or a Letter of Agreement is in place. If your project does not involve key partners, please enter N/A.

Oakland's success is rooted in our long-term partnerships with local government and community stakeholders - helping build critical capacity to align resources and programs towards collective impact. Oakland's full service community school mission and strategy is strongly aligned with Kaiser Permanente's Total Health Framework, the Youth Ventures Joint Powers Authority (JPA), and Oakland Thrives Leadership Council's (OTLC) areas of impact aimed at improving the health of individuals, families, and communities by addressing the social, economic, and environmental determinants (see appendix). We are also the key partner

with the City of Oakland Mayor's Office, East Bay College Fund, and the Oakland Education Fund in the Oakland Promise, and we expect our MOU will be approved by the OUSD board on January 9. The large number of students and families we serve and staff we employ, combined with the core strategies being implemented to improve educational outcomes as social determinants for lifelong health, uniquely positions the District to successfully scale initiatives aligned to the Kaiser Total Health Framework, the JPA, and OTLC to achieve broad and long-term impact. We believe that the broad and long-term impact on our students and families is not only a moral imperative, but also an economic necessity for our city as a whole. Oakland cannot afford to continue to leave so many students behind if we hope to achieve sustainable growth, health, and prosperity for all of Oakland's citizens.

OUSD also has established active MOUs with the Oakland Housing Authority, the Trust for Public Land related to our green/living schoolyard initiative, and we are re-establishing an MOU with the Center for Ecoliteracy to support the district and nutrition services department to launch the central kitchen operation and education program. Additionally, OUSD has an active five-year master MOU with Alameda County.

It is clear that as an institution, we are necessary, but insufficient. In fact, any one agency or institution alone is insufficient to create health, well-being, and overall success for children, families, and their communities. It is only through intentional collaboration and deep partnerships across all sectors that we will be able to achieve this vision. OUSD's collaboration with institutional partners, like the Alameda County Health Care Services Agency has helped build critical supports, including school-based health centers, behavioral health services, and health coverage enrollment to ensure that students are healthy and ready to learn. School-Based Health Centers lead agencies and providers include Asian Health Services, East Bay Agency for Children, East Bay Asian Youth Center, Fred Finch Youth Center, La Clinica de La Raza, LifeLong Medical Care, Native American Health Center, UCSF Benioff Children's Hospital Oakland. OUSD's Central Family Resource Center is operated through a contract with East Bay Agency for Children.

We will continue to partner with The Teaching Well, a local non-profit community-based organization to expand our capacity to improve staff wellness. The Teaching Well has been a core partner and co-facilitator for a cross-agency staff wellness committee to develop a shared theory of action and recommendations for key strategies to be implemented over the next three to five years. The Teaching Well has also piloted Principal Professional Development focused on sustainable leadership.

Describe how you will evaluate the success of the program, including the methods that will be used to collect and analyze the data measurements listed in your workplan. Please identify the internal or external evaluator and be clear on how we will know that the project is successful. If your application does not require an evaluation plan at this time, enter N/A.

OUSD will evaluate this work as indicated in our SMART goals, engaging the community and stakeholders in surveys and other methods to elicit feedback and community investment, and in evaluations in each area of work (school site/ leadership evaluations, California Healthy Kids, OUSD Data Dashboards/Balanced Scorecard, CORE SEL Survey), and those conducted in partnerships with UCSF SBHCs, Bright Research Group, and Stanford Gardner Center.

Provide a brief overview of your organization's goals for the next three years. How does this project fit in with those goals?

The Oakland Unified School District's primary goal is to ensure quality community schools in every neighborhood. Ensuring that every child receives a great education and graduates college, career, and community ready requires simultaneous focus on systems improvement as well as teaching and learning. We know there is a direct line from effective and healthy people, systems, processes, and customer service centrally, to student achievement.

With functional and financial efficiency centrally, OUSD will provide schools with better services and improved technical assistance, which will translate into school communities that are able to provide students with higher quality teaching and learning in classrooms. In any school district, particularly a complex urban district, there is no one solution to improving outcomes for kids. A highly effective school district needs a systems approach that addresses: academic and social emotional learning, business and operational excellence, and strong governance. OUSD's recent record increase in graduation rates, and equally significant increase in third grade reading, is a promising sign of sustained and focused effort in academic, social emotional learning, and development of community school supports that improve student readiness to learn. In order to achieve even greater results and sustained improvement, we know that major improvements in our business, operations, and talent development are critical pieces of this roadmap.

OUSD ORGANIZATIONAL GOALS

Over the next three years, Superintendent Johnson-Trammell has committed to three critical interconnected goals that will move our district forward to fulfill both our mission and vision. By focusing on Fiscal Vitality, Organizational Resilience, and Access to Quality Community Schools, we will build stable finances and budgeting, build effective systems, increase human capital capacity, and develop successful leadership, which are all vital to both a high functioning organization and high quality classroom experiences for all students.

FISCAL VITALITY: Ensuring a financially healthy and stable District is critical to providing the necessary resources and services to all students, and especially to students with the greatest need. Fiscal vitality is also essential to staff recruitment, retention and effectiveness. Moreover, fiscal vitality is foundational to ensuring that we sustain key investments in programs and strategies that improve quality whole child experiences for our student. To promote fiscal vitality, we must tap into our shared values of Students First, Integrity, and Excellence. Our values are what will keep us focused on our vision and mission.

ORGANIZATIONAL RESILIENCE: The bedrock of an effective organization is people. We must build a culture that values divergent perspectives, creative problem-solving, and mutual accountability. The unique talents, dedication, and love of OUSD and the City of Oakland will strengthen our organization. It takes all of us, together, to prevail and overcome challenges to create a school district that all parents feel proud to send their children to. Our focus on recruitment and retention of a diverse staff is essential, and building values-based leaders and teams will lead to higher quality schools for all students.

QUALITY COMMUNITY SCHOOLS: Students, regardless of their background or zip code, deserve access to a high quality education. Together we can build equity in access to quality schools for students across Oakland. Our goal is to invest more in fewer quality community schools so that every student gets what they need to succeed. Leaning into our shared values of Students First and Equity, we will keep this priority at the core of our work moving forward.

As we collaborate to build strong infrastructure and the resources needed to increase access to Quality Community Schools for all students, we will focus on integration & alignment toward equity & impact. This work will be grounded in two central questions moving

forward:

- 1) How do we create the conditions at both the school and organizational level in which everyone thrives?
- 2) What is the long-term vision of a healthy and equitable school system?

Over the past eight years, OUSD has successfully managed, implemented, and demonstrated success with Kaiser's investments. We have done this through many transitions to our now fifth superintendent during this period. We have also leveraged Kaiser's investment to expand and improve quality across all components of the grant through periods of significant budget reductions and uncertainty. Over the next three years, OUSD will be implementing the new Community of Schools board policy designed to address the foundational issues of sustainability, quality, access and equity that have hindered OUSD from reaching its full vision and mission. Currently, quality community schools is one of three of the Superintendent's priorities and is outlined in her board approved work-plan. This priority from the top is a key mitigating factor in seeing this work as the "main thing", not as simply an expendable initiative.

The superintendent's three priorities will guide our work over the next few years and will be bolstered by a refreshed strategic plan grounded in the Community Schools, Thriving Students plan. These priorities will also be reflected in our budget development process to ensure ongoing commitment, leveraged investment and sustainability of the Kaiser investment. Additionally, in our modeling around right-sizing the district, we completed demographic analysis and accounted for the impact on enrollment in our multi-year budget projections to mitigate possible revenue fluctuations. We are also engaging in revenue generation activities including a multi-year enrollment campaign, starting with our middle schools, and efforts to improve attendance.

From the beginning, the strength of this work resides with the ownership and commitment to community schools, health and wellness, and equity from our students, families, community partners and a host of other local, state, and national partners in the work. Our school communities continue to name Community Schools as their top priority in our LCAP and budget engagement processes. This level of active support for the components of the Kaiser project are key in achieving our district wide vision and mission.

This is a distinguishing moment for the Oakland Unified School District. The right leadership is in place at the Superintendent and executive cabinet level, the school board has established new budget and school portfolio policies to pave the way, and engagement with the community is underway to coalesce around a common Blueprint that guides us to realize our goals of sustainability, quality, access, and equity for all Oakland students.

Please describe how you engage community constituents in your organization's planning, goal-setting, or other activities that help determine the organization's overall direction.

OUSD partners with students, families, and community partners through LCAP Parent & Student Advisory Committee, District Budget Advisory Committee (DBAC), Wellness Council, and ongoing conversations to inform school quality, access, equity, and sustainable school size. The annual CA Healthy Kids Survey engages families, staff, and students, and we recently launched a staff retention survey.

If there are any significant challenges or risks which could affect the success of the project, please describe and explain how you will mitigate those risks. What organizational or community assets will help you ensure success for the project?

This work involves tough trade-offs, including budget reductions, right-sizing our facilities footprint while implementing school improvement efforts. Risks exist around sustaining and expanding the Community Schools, Thriving Students Initiative, retaining high quality staff during implementation, short-term loss of enrollment, and keeping the long term focus on the community schools strategy.

Financial Information

Indicate the start and end of your organization's fiscal year.

Start

End

Fiscal Year start/end

July

June

Did your organization have an operating surplus or an operating deficit on your income statement for the previous fiscal year?

Operating Surplus

Enter the dollar amount of the surplus for the previous fiscal year, using only numbers, no currency symbols.

22,718,924.00

What is the amount of your organization's total operating expenses for the current and previous fiscal year?

Current

Previous

Enter Info

607,081,782.00

534,941,749.00

From your balance sheet, what are your organization's current assets?

33,373,349.36

From your balance sheet, what are your organization's current liabilities?

39,122,875.30

From your balance sheet, what was your organization's total cash at the end of your previous fiscal year?

68,375,574.00

Attestation

Non-Discrimination Policy - Applicant: Does the applicant organization have a documented policy which prohibits discrimination in its programs, services, policies, hiring practices and administration on the basis of race, color, ethnicity, ancestry, national origin, age, gender, gender identity or expression, sexual orientation, marital status, or physical or mental disability?

Yes

Non-Proselytizing Policy - Applicant: If the applicant organization is a religious or faith-based organization, will any portion of the grant be used to support general operations, services and programs of the congregation/membership/students, or to advance religious doctrine or philosophy?

N/A - not a religious or faith-based organization

Non-political activity policy: Will any portion of the grant be used for political advocacy, partisan activities, gifts to or on behalf of state and federal government officials, lobbying, election campaigns, or participation in fundraising events for the purpose of supporting a political action committee (PAC) or committee on political education (COPE)?

No

**Northern California Region
GRANT APPLICATION**

PROJECT BUDGET	TOTAL BUDGET	Other Revenue Sources	In-Kind (if applicable)	Request from Kaiser Permanente (annual)	Request from Kaiser Permanente (Total for 3 years)	Budget Justification (Narrative)
PERSONNEL STARTING EXPENSES (including the principal)						
SYSTEMS & ORGANIZATIONAL IMPROVEMENT:						
Chief of Staff (1.0 FTE)	\$ 403,448.28			\$ 134,182.76	\$ 403,448.28	Provides strategic management of office of superintendent including communications, public affairs, organizational effectiveness, board of education, resource development, partnerships, planning and executive leadership team development.
Senior Director of Strategic Projects (1.0 FTE)	\$ 420,000.00			\$ 140,000.00	\$ 420,000.00	Provides project management for superintendent's workplan with QUSD Board of Education and staff, and assist in facilitation of district leadership teams and cross-functional workgroups.
Executive Director, Org. Effectiveness (1.0 FTE)	\$ 463,500.00			\$ 154,500.00	\$ 463,500.00	Leads Organizational Effectiveness initiative and values based leadership development throughout the district.
AAMA:	\$ -					
AAMA Staff	\$ 3,096,947.37	\$ 2,321,085.30		\$ 258,620.89	\$ 775,842.07	AAMA Program Manager to lead program development and implementation, MDP Facilitators teach MDP classes.
	\$ -					
	\$ -					
	\$ -					
HEALTH, WELLNESS & COMMUNITY SCHOOLS:						
Director, Health and Wellness (.95 FTE)	\$ 398,337.13	\$ 26,102.13		\$ 122,745.00	\$ 368,235.00	Responsible for supervision of the Health and Wellness Unit, including Health Access/School-Based Health Centers, Health Education, and Healthy School Environment Initiatives; Supervises 7 Community School Managers & co-facilitates the Community School Manager Professional Learning.
Coordinator, School Wellness (.95 FTE)	\$ 351,687.24	\$ 24,936.24		\$ 108,917.00	\$ 328,751.00	Responsible for the implementation of the District Wellness Policy, including management of the Wellness Champion Program, Wellness Evaluation, and support for Physical Education & Nutrition Education.
Clinic Liaison (.85 FTE)	\$ 256,678.13	\$ 52,277.26		\$ 68,100.63	\$ 204,301.88	Facilitates development of mobile dental clinics, provision of technical assistance for the School-Based Health Centers, and linkage of schools without school health centers to nearby clinics.
Wellness Specialist (1.0 FTE)	\$ 316,125.00	\$ 293,625.00		\$ 7,500.00	\$ 22,500.00	Supports implementation of the Wellness Champion Initiative, Food Corps, and youth leadership in wellness.
Coordinator, Community School Leadership (1.0 FTE)	\$ 343,948.50			\$ 114,648.50	\$ 343,948.50	Responsible for supervision of 18 Community School Managers, design and facilitation of the monthly Professional Learning for CSMs, development of tools to support their work, and supervision of the Partnerships Manager.
Manager, Partnerships (1.0 FTE)	\$ 311,850.00			\$ 103,850.00	\$ 311,850.00	Responsible for the development and oversight of the partnerships database, toolkit, and certification process.
Community School Managers (10 x .5 FTE)	\$ 10,181,500.00	\$ 10,531,500.00		\$ 450,000.00	\$ 1,350,000.00	Provides site-based coordination of services and partnerships, facilitation of COST, attendance, school climate, health and wellness, and family engagement, and other community school initiatives.
Administrative Assistant (.5 FTE)	\$ 253,447.85	\$ 148,063.75		\$ 34,482.70	\$ 103,449.10	Supports Health and Wellness and Community Schools Unit with contracts, budget, stipends, ordering, events, etc.

