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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Curtiss Sarikey, Chief of Staff
Susan Beltz, Chief Technology Officer *[Signature]*

Board Meeting Date May 8, 2019

Subject Ratification of a Service Agreement between Oakland Unified School District and Technology Exchange
Contractor: Technology Exchange
Services For: May 10, 2019 - June 30, 2020

Action Requested and Recommendation

Ratification by the Board of Education of a Service Agreement between Oakland Unified School District and Technology Exchange, Oakland, CA for services that will enable the District to provide hot spot-enabled tablets to high school students as part of the 1Million Project for the period May 10, 2019 to June 30, 2020, for in an amount not to exceed \$84,470.

Background
(Why do we need these services? Why have you selected this vendor)

Oakland Unified School District and Tech Exchange (formerly OTX) have a long history of working together as educational partners, with the Tech Exchange serving as the preferred supplier of refurbished computers to our schools and providing thousands of computers to district families. Tech Exchange has been an integral part of our deployment of tablets and smartphones to high schools provided by the 1Million Project grant awarded to the district in 2017. The mission of the 1Million Project is to help one million high school students nationwide who do not have reliable Internet access at home reach their full potential by giving them mobile devices. All these organizations are aligned around a focus on supporting Oakland students to be college, career and community ready.

The California Advanced Services Fund (CASF) Adoption Account Grant, sponsored by the California Public Utilities Commission, was awarded to the district on December 31, 2018. The grant focuses on covering the costs incurred from the 1Million Project specifically in high schools within East Oakland as identified by the Board of Education Districts 5, 6, and 7. The grant totals \$142, 957 and the district would like to compensate

Tech Exchange for its partnership in the 1Million Project. The organization provides digital literacy training, warehouse management and delivers tablets to school sites as part of the initiative. The CASF grant requires budgets to be loaded and will reimburse expenses during two billing periods: after the six-month Ramp-Up, between July 1, 2019 and September 30, 2019; and after the Year 1 Project Completion, between July 1, 2019 and September 30, 2020. Since the service agreement is covered by the CASF grant, the net cost to the district will be \$0.

Note that in effort to equitably cover costs related to the 1Million Project across the district, Technology Services has applied for additional grants from the California Public Utilities Commission to offset expenses in West and Central Oakland as identified by the Board of Education Districts 1,2, and 3. Grantees for this application will be announced in June 2019.

Competitively Bid

No, Competitive Bid Exception: Professional Service Agreements of less than \$92,600 (increases a small amount on January 1 of each year)

Fiscal Impact

\$84,470 from Funding Resource
010-9135-0-0000-7700-4399-986-9860-2005-0301-99999
010-9135-0-0000-7700-4399-986-9860-2006-0301-99999
010-9135-0-0000-7700-4399-986-9860-2007-0301-99999
General Purpose/CASF Grant (GP), Data Processing, License Agreements,
Districtwide

Attachments

- Tech Exchange MOU 1Million Project-CASF
- 1 Million Project- District Implementation Plan



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

MEMORANDUM OF UNDERSTANDING BETWEEN THE OAKLAND UNIFIED SCHOOL DISTRICT AND TECH EXCHANGE RE 1MILLION PROJECT

This Memorandum of Understanding (this “MOU” or “Agreement”) is made and entered into this 20th Day of May of 2019, between The **OAKLAND UNIFIED SCHOOL DISTRICT** (“OUSD” or “District”) located at 1000 Broadway Suite 680 Oakland, CA 94607 and **TECH EXCHANGE**, a fiscally sponsored project of the **OAKLAND PUBLIC EDUCATION FUND** (“Tech Exchange”), located at 2351 Poplar St. Oakland, CA 94607. (OUSD and Tech Exchange are sometimes referred to collectively in this MOU as “Parties.” Tech Exchange is sometimes referred to in this MOU as “Vendor.”)

WITNESSETH

WHEREAS, Tech Exchange operates a Digital Citizenship and computer re-use program that contributes to eliminating the Digital Divide in Oakland;

WHEREAS, the Vendor and the District desire to establish this relationship for the good of the Parties, and the community they serve;

NOW THEREFORE, the Parties enter into this Agreement as a full statement of their respective responsibilities during the term of this Agreement, and in consideration of the representations made above and the covenants and conditions set forth herein, the Parties agree as follows:

I. INTRODUCTION

THE DISTRICT. OUSD serves more than 37,000 students in 86 district-operated schools and 37 authorized charter schools. Approximately half of the District’s students speak a foreign language at home, and 30 percent qualify as English language learners. Eligibility for free and reduced-price lunches is 72.5 percent. The District employs over 3,800 staff, including certificated (credentialed teaching), classified (non-teaching) and management. We encourage you to explore OUSD’s website for more information about the District at: <http://www.ousd.org>.

In November 2014, the District Board of Education approved the "Pathway to Excellence: 2015-2020" Strategic Plan as the District's roadmap for the next five years to ensure that all students find joy in their academic experience while graduating with the skills needed to succeed in college, career, and community. The strategic plan is rooted in OUSD's foundational principles of putting students first, equity, and integrity, and it clearly spells out the District's three core priorities: Effective Talent Programs, Accountable School District, and Quality Community Schools. One of the components of Accountable School District is "PERFORMANCE MANAGEMENT," including measuring the effectiveness of central services to ensure that student needs are put first and schools receive the support they need to be successful.

This MOU is for services that will enable the District to improve the support of students and families by distributing technology to OUSD's high school sites by all Parties in this MOU cooperating to provide project management, distribution, digital literacy training and development of outreach materials.

History of Relationship. OUSD and Tech Exchange (formerly OTX) have a long history of working together as educational partners, with Tech Exchange serving as the preferred supplier of refurbished computers to OUSD's schools and providing thousands of computers to District families. Tech Exchange has been an integral part of OUSD's deployment of tablets and smartphones to high schools provided by the 1Million Project grant awarded to the District in 2017. The mission of the 1Million Project is to help one million high school students who do not have reliable Internet access at home reach their full potential by giving them mobile devices. The Parties are aligned around a focus on supporting Oakland students to be college, career and community ready.

II. AGREEMENT.

The Parties desire to formalize their collaboration to provide project management, distribution, digital literacy training and development of outreach materials connected to OUSD's implementation of the 1Million Project and the California Advanced Services Fund ("CASF") Adoption Account Grant awarded to the District on December 31, 2018.

The term of this Agreement is May 8, 2019 to June 30, 2020, with optional annual renewals if so agreed upon in writing by the Parties hereto.

In order to achieve an effective collaboration, OUSD and Tech Exchange do mutually agree as follows:

1. Tech Exchange will provide project and warehouse management services to the District needed to distribute tablets from the 1Million Project to designated high school students.
2. Tech Exchange will communicate with schools and provide delivery and scheduling information for this distribution.
3. OUSD will communicate with schools and sites about opportunities for pathway students to receive tablets.
4. Tech Exchange will complete, as necessary, pre-distribution visits to consult with school personnel.
5. Tech Exchange will receive, pack, secure, and deliver at scheduled sites under the supervision of site personnel.
6. OUSD school personnel will securely store tablets/smartphones and provide the last-mile distribution to students.
7. Tech Exchange will document any delivered equipment, provide reports to the 1Million Project and District personnel.
8. OUSD will develop a website to provide students and families with digital literacy and digital citizenship materials, directions for tablet usage including video tutorials, and materials for teachers to integrate tablets into instruction.
9. Tech Exchange will provide free events for families to learn about low cost broadband services and acquire low or no-cost devices.

Tech Exchange agrees that:

- They are solely responsible for staffing and providing services under this Agreement. Vendor certifies that staff and/or trainees are adequately trained and prepared according to prevailing professional standards for providing such services.
- They shall provide adequate supervision of professional staff and/or trainees.
- They will follow all reporting requirements under the Child Abuse Neglect and Reporting Act ("CANRA") as if they themselves are/were subject to CANRA.
- They shall have all of their personnel/agents who will come into contact with OUSD students submit to a tuberculosis risk assessment pursuant to Education Code 49406. If tuberculosis risk factors are identified, Vendor's personnel/agents must submit to an intradermal or other approved tuberculosis examination to determine that he/she is free of infectious tuberculosis. If the results of the examination are positive, Vendor's personnel/agents shall obtain an x-ray of the lungs. At his/her discretion, Vendor's personnel/agents may choose to submit to the examination instead of the risk assessment.

- The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Vendor's services under this Agreement and Vendor certifies its compliance with these provisions as follows: "Vendor certifies that Vendor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Vendor's employees, subcontractors, agents, and subcontractors' employees or agents ('Employees') regardless of whether those Employees are paid or unpaid, concurrently employed by OUSD, or acting as independent contractors of Vendor, who may have contact with OUSD pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. Vendor further certifies that it has received and reviewed fingerprint results for each of its Employees and Vendor has requested and reviews subsequent arrest records for all Employees who may come into contact with OUSD pupils in providing services to OUSD under this Agreement."
- They will provide the aforesaid services at a cost of \$84,470 to the District to be paid from the CASF Adoption Account grant.

III GENERAL PROVISIONS

A. Insurance: Unless specifically waived by the District's Risk Manager in writing, the following insurance is required of the Vendor:

If Vendor employs any person to perform work in connection with this Agreement, Vendor shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws, when applicable. Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease.

Vendor is aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and will comply with such provisions before commencing performance under this MOU.

Vendor shall maintain Commercial General Liability insurance, including automobile coverage, with limits of at least One Million Dollars (\$1,000,000) per occurrence for corporal punishment, sexual misconduct, harassment, bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the Agreement (and within 15 days of each new policy year thereafter during the term of this Agreement). Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Vendor. The policy shall protect Vendor and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

B. Non-Discrimination: It is the policy of the District that in connection with all work performed under contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, Parties agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and the

District policy. In addition, Vendor agrees to require like compliance by their subcontractors. Vendor shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex, sexual orientation or other legally protected class.

C. Drug-Free / Smoke Free Policy: No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on the District property. No students, staff, visitors, contractor, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.

D. Indemnification: Vendor agrees to hold harmless, indemnify, and defend the District and its officers, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation in connection with the performance of this Agreement. Vendor also agrees to hold harmless, indemnify, and defend the District and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to Vendor in connection with the performance of this Agreement. This provision survives termination of this Agreement.

E. Termination: The District may at any time terminate this Agreement without cause upon written notice to Vendor. In the event of termination, the District may secure the required services from another contractor.

F. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: Vendor certifies to the best of his/her/its/their knowledge and belief, that their principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this agreement, certifies that Vendor does not appear on the Excluded Parties List. (<https://www.sam.gov/>

G. Integration/Entire Agreement of Parties: This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by all Parties.

H. Agreement Publicly Posted: This Agreement, its contents, and all incorporated documents are public documents and will be made available by OUSD to the public online via the Internet.

I. Agreement Contingent on Governing Board Approval: OUSD shall not be bound by the terms of this Agreement until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to Vendor absent that formal approval. This Agreement shall be deemed approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.

IN WITNESS WHEREOF, the Parties hereto agree to be bound and have executed this Agreement on the day first mentioned above.



Seth Hubbert
Technology Exchange



Jennifer Quinn, Controller
Oakland Public Education Fund



President, Board of Education
Oakland Unified School District



Superintendent and Secretary,
Oakland Unified School District

Legislative File Id. No. 19-0655
Introduction Date: 05/22/19
Enactment No.: 19-0834
Enactment Date: 5/22/19
By: os

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the General Counsel
APPROVED FOR FORM AND SUBSTANCE

By: 
Michael L. Smith, Attorney at Law

4/16/19
MEMORANDUM OF UNDERSTANDING BETWEEN OUSD AND TECH EXCHANGE RE 1 MILLION PROJECT

District Implementation Plan

Purpose & Goals

The purpose of this document is to provide you with a framework for articulating your district's plan to effectively implement the 1Million Project. It provides a guideline to help you develop your strategies and tactics for review with 1MP leaders as part of our review of your readiness for the next school year. From our perspective, our collective success is comprised of these four key goals:

- **Efficient and effective identification of eligible students**
- **Quick distribution of activated devices into students' hands**
- **Appropriate and significant data usage by students**
- **Clear awareness about and support for the program among senior leaders in the central office, and within each participating high school**

In completing your plan, we encourage you to utilize best practices, many of which can found in the Program Awareness portion of our website's School Resources section. We also encourage you to be as detailed as possible. Finally, please remember, our shared mission is to provide high-speed mobile access to each of your eligible high school students early in the school year so that they can do their homework and achieve their full potential!

Your Team

Who are the key people at the central office **and** in each high school who will be responsible for implementing the 1MP? What role does each person play and how will they be helpful in creating a successful implementation?

Central Office Team	
Colleen Calvano , Executive Director of Technology Services, Technology Services	Oversees strategic planning for the 1Million Project and is the primary approver in Central Office for release of

	technology to sites. Works closely with Tech Exchange to coordinate logistics with site leadership.
Kyleigh Nevis , Instructional Technology Coordinator, Depts of Tech Services & Academics	Provides site support for the use and operation of devices, creates materials for teachers, students, and parents and liaises with the 1Million Project to communicate strategic planning. Works closely with Tech Exchange to coordinate logistics with site leadership.
Vinh Trinh , Manager, Master Scheduling and Comprehensive Student Supports	Liaison for the 1Million Project and sits on the OUSD 1Million Project team to support strategic planning and engages with senior management.
Seth Hubbert , Director, Tech Exchange (partner organization)	Oversees the inventory of devices from the 1Million Project and the team responsible for sorting and preparing activated devices for delivery to school sites. Hosts technology events to provide additional training to parents and students on the use of hotspot-enabled devices.
Preston Thomas , High School Network Superintendent	Senior management and supports the 1Million Project.
Vanessa Sifuentes , Executive Director, HS Network	Senior management and supports the 1Million Project.
Rebecca Lacocque , Director, Linked Learning	Provides recommendations for career pathways to be considered for the 1Million Project.
Nicole Knight , Executive Director, English Language Learner and Multilingual Achievement (ELLMA)	Approves distribution of devices as part of OUSD's program for newcomer students.
Tom Felix , Director, Newcomer/ELL Programs	Provides list of schools with percentages of newcomer students enrolled as part of ELLMA's recommendation.
Lucia Moritz , Deputy Network Superintendent, Linked Learning	Senior management and supports the 1Million Project.
Kennan Scott , Manager, CTE/CS Pathways	Coordinates with sites who have Computer Science pathways receiving devices as part of the 1Million Project.
Jerome Gourdine , Director, Student Achievement, Office of Equity	Coordinates with sites who have students in Equity programs receiving devices as part of the 1Million Project.
Site Support Staff	
William Chavarin , Principal, Castlemont Caroline Haslanger , TSA, Castlemont, HS	Principal Chavarin receives notification of opportunity and approves site for participation.

Joseph Blasher , AP, Castlemont, HS	Haslanger and Blasher coordinate with respective pathway leads to receive devices and distribute to students. They provide leads with parent notification.
Rosemary Rivera , Principal, Fremont HS Tom Skjervheim , Principal, Fremont HS Patricia Segura , TSA, Fremont HS Jasmene Miranda , Media Pathway Lead, Fremont HS	Principals Rivera and Skjervheim receive notification of opportunity and approves site for participation. Segura coordinates the distribution of devices to the newcomer students and provides parents with notification. Miranda coordinates the distribution of devices to the pathway students and provides parents with notification. Miranda also works with students to create how-to videos for operating devices at Fremont and to be distributed out the the HS Network.
Matin Abdel-Qawi , Principal, Oakland HS Emma Matela , TSA, Oakland HS Ana Vasquez , AP, Oakland HS Tiffany Holliday , Pathway Coach, Oakland HS Valeska Munoz , English Immersion, Oakland HS Janis Falco , English Immersion, Oakland HS	Principal Abdel-Qawi receives notification of opportunity and approves site for participation. Matela coordinates the distribution of devices to the newcomer students and provides parents with notification. Matela works closely with Munoz and Falco. Vasquez and Holliday coordinate the distribution of devices to the pathway students and provide parents with notification.
Carmelita Reyes , Principal, Oakland International HS Veronica Garcia , Principal, Oakland International HS Chrissonja Curley , School Technology Specialist, Oakland International HS Sailaja Suresh , Director, Continuous Learning Lab at Oakland International HS	Principals Reyes and Garcia receive notification of opportunity and approves site for participation. Suresh and Curley coordinate the distribution of devices to newcomer students and provide parents with notification. Since Oakland International is only newcomer, they strategically release tablets by grade level.
Willie Thompson , Principal, Rudsdale Continuation	Principal Thompson receives notification of opportunity and approves site for participation. Rudsdale is an Alternative Education school and receives support centrally by Kennan Scott and Lucia Moritz.
Emma Batten-Bowman , AP, Rudsdale Newcomer HS Jenny Choc , STIP Teacher, Rudsdale Newcomer HS	Principal Batten-Bowman receives notification of opportunity and approves site for participation. Choc coordinates the distribution of devices to newcomer students and provides parents with notification.
Bianca D'Allesandro , Principal, Skyline HS Nicole Pierce , Principal, Skyline HS	Principals D'Allesandro and Pierce receive notification of opportunity and approves site for participation.

Anya Gurhold , Pathway Coach, Skyline HS Mark Frey , Computer Science Pathway Lead, Skyline HS	Gurhold coordinates the distribution of devices to pathway leads, including Frey. Gurhold collects pathway student information and also provides parent notification for external communication.
Jarod Scott , Principal, McClymonds HS Colleen Piper , Program Manager, McClymonds HS Leah Jensen , Library Coordinator, McClymonds HS Alberta Smith , Attendance, McClymonds HS	Principal Scott receives notification of opportunity and approves site for participation. Piper is the Data & Tech Lead at the site and works with Jensen to coordinate distribution of devices to pathway students. Smith coordinates with teachers directly and also provides parent notification.
Lucinda Taylor , Principal, Madison Park Upper Jill Johnson , AP, Madison Park Upper Annie Hatch , Pathway Coach, Madison Park Upper	Principal Taylor receives notification of opportunity and approves site for participation. Johnson and Hatch coordinate the distribution of devices to pathway students and provide parent notification.
Amy Carozza , Principal, Coliseum College Prep Academy Derrick Mcmillen , TSA, Coliseum College Prep Academy	Principal Carozza receives notification of opportunity and approves site for participation. Mcmillen coordinates the distribution of devices to pathway lead and provides parent notification.

Specific Goals & Timeline

What are your goals for 1MP implementation and by when will you seek to accomplish them?

Date	Deliverable
February 11, 2019	OUSD Team/1MP Call: Discuss updated Terms and Conditions and the
April 2019	OUSD makes an "order" to 1Million Project by providing a student list which will be used to determine the inventory for 2019-2020.
May 2019	Students make pathway selections at the end of 9th grade, providing an approximate number of students that will need devices for the pathways participating in the 1Million Project in 2019-2020.
June 2019	Based off of available inventory and number of students anticipated to need devices in Year 3, identify additional pathways to be included, if applicable.
June-July 2019	Announcements made to principals regarding number of devices they can anticipate in Fall 2019. This will provide principals with time to develop a site implementation plan and engage teachers in these discussions as they

	return from summer vacation.
August 2019	<p>In early August, principals return to sites and online professional development will be made available to site leads, which will focus on the updated distribution process. It is important to provide professional development at the beginning of the school year because site leads, including tech, pathway, and instructional leads, change annually due to high turnover.</p> <p>In mid-August, enrollment is finalized in Aeries. Student data reports will be pulled for cohorts 1 (newcomer) and 2 (pathway) and provided to the 1Million Project for activation.</p>
September 2019	Shipment(s) received by Tech Exchange and delivery coordinated with sites. Distribution to students will depend on site-based implementation plan and vision.

Effective Student Identification

What is your strategy for identifying students for the program? Please detail the tactics you will use to effectively identify eligible students.

Students are identified based on need. However, due to student data privacy policies which prevent staff from directly targeting students based on Free Reduced Lunch status, OUSD's strategic planning efforts have leveraged support from the Departments of Linked Learning and English Language Learner and Multilingual Achievement (ELLMA) to determine priority students in career and newcomer pathways, respectively. Additionally, the Office of Equity have provided priority students from the African American Male Achievement, African American Female Excellence, and Latino Men and Boys high school programs.

The first priority cohort focuses on newcomer students in grades 9-12 due to the overwhelming need the status represents. Most newcomer students do not have technology at home and face additional challenges as English Language Learners (ELL). Students in Office of Equity programs are also included in this cohort as part of the district's vision of providing additional supports to these student groups.

The second priority cohort focuses on pathway students in grades 10-12. Since the district plans to have pathways across all high schools by 2020 and there are not enough resources to provide devices to all students, devices will be provided to students in pathways with a demonstrated need and interest. Pathways considered include Computer Science, Media, and Architecture pathways, which rely on technology applications for project-based learning, and pathways at Alternative Education schools who have designated site support. When selecting pathways for participation, the percentage of eligible Free Reduced Lunch students is considered in the process.

Efficient Device Distributions

What is your approach to distributing devices early in the school year? What specific steps will you take to successfully distribute activated devices to identified students shortly after receiving them from 1MP?

Distributing devices early in the school year means working closely with our Applications and Enrollment Teams to ensure that students are properly coded as newcomer or pathway students in our student information system, Aeries. Once the 1Million Project provides information regarding the number of devices available for Year 3 distribution at OUSD, we will identify students that are newcomer as well as those that will be entering into a pathway in fall 2019 (incoming 10th graders) as soon as this information is made available in the enrollment file. Depending on amount of tablets remaining in inventory, we will identify additional pathways based on need, interest, and student assignment.

Early implementation also relies on maintaining a strong partnership with Tech Exchange. We will be using funds from the California Public Utilities Commission (CPUC) grant we were rewarded in January 2019 to ensure that their team is fully supported for Year 3. Funding will be allocated for project management and will directly impact high schools in Districts 5, 6, and 7 as identified by the Oakland Unified Board of Education (BOE). The project manager will be responsible for the successful distribution of activated devices to Fremont, Life Academy, Coliseum College Prep, Skyline, Madison Park Upper, Castlemont, Rudsdale, Rudsdale Newcomer, and Sojourner Truth. Note that Life Academy received a large shipment of smartphone devices in Year 1 and was the district's flagship school where the 1Million Project was originally launched with endorsement by Superintendent Kyla Johnson-Trammell and Mayor Libby Schaaf.

OUSD will be applying for additional funding from the CPUC to support high schools in BOE Districts 1, 2, and 3 for the 1Million Project, however, until funding is received OUSD's central office staff will be providing support to sites in those districts. High schools in these districts include McClymonds, Oakland International, Oakland High, Oakland Tech, Dewey and Bunche.

Significant Data Usage

How will you help ensure that students use their new digital tools once they have them? What steps will you take to help ensure action is taken in response to the information we provide monthly re: student data usage?

Evaluating the successful implementation of the 1Million Project requires a quantitative analysis of data usage as well as qualitative analysis of the student's learning environment both at school, at home and in between. Therefore, the process for ensuring that students are benefiting from having the devices will be two-fold.

First, central office will review monthly data usage reports to identify students with devices that indicate either very low or no data usage. Since data reports are sent to the central leadership team, these reports will be parsed and sent to sites for further review. Newcomer and pathway leads at sites will be asked to investigate students that show consistent low or no data usage for over three months.

Second, understanding why students may have little or no data use is as equally important as understanding which students. For example, students may have low or no data usage because they are using a free wifi access point either at school, at a community organization, workplace, or a public library. While many students may complete homework at home, others hold jobs to provide for their families and complete homework during work breaks or participate in an after school program. Additionally, students may be challenged by the technology and require additional support to increase usage, are homeless and are unable to charge their device, or may have lost their device and felt too embarrassed to report, these experiences are more common in the newcomer population where language barriers and traumatic experience play a role. Explanations for low or no usage will be provided to the 1Million Project during the quarterly check-in.

For students that do not have an acceptable reason for not using the device or have demonstrated that they do not need the device, the device will be returned per the 1Million Project's updated Terms and Conditions.

How will you help drive appropriate and significant data usage across each of your high schools?

As with most digital devices, usage depends on familiarity and relevance. Students that struggle to operate a tablet are unlikely to use a tablet. Likewise, students that do not understand the value of the tablet are also unlikely to use a tablet.

In Year 3, there will be a greater focus on providing guides and how-to videos for students. These materials will be created in spring 2019, in collaboration with Fremont High School's Media Pathway, which is creating basic video tutorials in Mam (Guatemalan dialect). Development of collateral will continue in summer 2019 for both student- and teacher-facing supports.

Since participation requires programmatic buy-in from pathways, including newcomer pathways, teachers are encouraged to have students use tablets as instructional materials. The benefit of having tablets leveraged both at school and after school is that there is greater oversight, students can be assigned to use the device for specific projects, and sites can better evaluate impact on academic outcomes.

Creating Program Awareness

How do you plan to drive program awareness among faculty, students and parents in each participating high school so they know this program is available to them? Please specify the actions (and dates if possible) you will take.

In Year 2, the OUSD team, in partnership with Tech Exchange, began providing tablets using an opt-out approach whereby central office worked directly with site leadership and pathway leads to secure buy-in at each participating high school. The advantage of having an opt-out program is that more students could be included and as a site-based program the devices were covered under the district's Acceptable Use Policy, which is signed by students and parents during registration. However, to ensure parent engagement, all participating sites have been required to provide parent notification in the student's home language and respond accordingly to any opt-out requests.

In Year 3, the 1Million Project in OUSD will continue to be opt-out with the same parental notification requirements. In addition, dedicated funds from the California Public Utilities Commission (CPUC) grant will be put toward outreach efforts. These efforts include a community event co-hosted by Tech Exchange in May as part of the annual National Digital Inclusion Week, information booths at Tech Exchange's community center, fliers and posters to be provided to sites, and a new public-facing website. The website will be built during summer 2019 and will be translated into OUSD's common languages, including Spanish, Chinese, and Vietnamese, to ensure that it is accessible to families and the OUSD community.

Engaging With Khan Academy

Khan Academy provides free, world-class content, teacher tools, and reports to support teachers personalized learning for students. The 1Million Project has a partnership with Khan Academy to better harness the power of students' internet access as provided by the 1Million Project.

Would you be interested in learning more about how Khan Academy can support student learning with free resources and free teacher training?

The use of Khan Academy is a site decision and is not centrally supported. Khan Academy is already made available to sites interested in using the platform and can be added to a site's Clever Portal via the district's Clever integration.