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# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** May 26, 2021

**Subject** Grant Application – California Department of Education - California Community Schools Partnership Program – Community Schools and Student Services Department

**Ask of the Board** Approval by the Board of Education, pursuant to Board Policy 3290, of the District’s Community Schools and Student Services Department’s application to the California Department of Education seeking funding in the amount of \$2,987,406.90 through the California Community Schools Partnership Program (CCSPP) to support CCSPP goals at nineteen District elementary schools for the period March 13, 2020 through September 30, 2022.

**Background** Oakland Unified School District’s (OUSD) 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. However, COVID-19 has magnified racial and socioeconomic inequities and caused learning loss and unmet health/mental health needs, particularly for low-income students, English Language Learners, unhoused students, foster youth, students with dis/abilities, and students of color.

To overcome the academic and health challenges caused by COVID-19, we have set the following goals: (1) Strengthen school-family engagement to support student success and limit COVID-related learning loss; (2) Expand support services to address impacts of poverty, pandemic, and trauma on students’ well-being and learning; (3) Expand and improve student academic supports and enrichment opportunities; (4) Strengthen collaborative leadership practices with students, families, teachers, site staff, community partners.

In furtherance of these goals, has applied for a California Community Schools Partnership Programs grant, which would provide funds to be used in 19 OUSD community elementary schools by providing staff professional development and

training (i.e., case management, virtual home visits, social-emotional support, trauma-informed support); afterschool programming; and targeted supports (including tutoring and academic support, mental health supports, mentorship, and translation needs). The application contains a cover sheet listing the nineteen school sites to be served via this grant, a program abstract, an application questionnaire containing background information, a statement of need, who the District's community partners will be, program implementation and outcomes measures, sustainability, and a budget narrative and a partner roles and responsibilities chart.

BP 3290 provides: "In order to facilitate timely receipt of funds, the Board may approve the application for a gift, grant, or bequest, rather than the gift, grant, or bequest itself, so long as the application sets forth all substantive terms of gift, grant, or bequest." Here, the District's CCSP application does contain all substantive terms of the grant. Timely receipt of funds requires that the Board approve the application rather than the grant because the grant cycle began on March 13, 2020 and will end September 30, 2022. In order to spend down all grant funds by the end of the grant cycle, it is urgent that the District approve acceptance of the funding and begin implementation. While the District has not yet received an official Grant Award Notification letter from CDE, CDE has posted on its website a Grant Award Notification Web Posting List OUSD has been awarded \$2,987,406.90 for this grant.

<b>Discussion</b>	Support for this application and acceptance of funding if granted will help bring the District closer to reaching its vision of all OUSD students will finding joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.
<b>Fiscal Impact</b>	Grants for OUSD schools in an amount not to exceed \$2,987,406.90.
<b>Attachment(s)</b>	<ul style="list-style-type: none"><li>● Grant Management Face Sheet</li><li>● Grant Application</li><li>● Grant Award Notification Web Posting</li></ul>

# OUSD Grants Management Face Sheet

<b>Title of Grant:</b> California Community Schools Partnership Program	<b>Funding Cycle Dates:</b> March 13, 2020, through September 30, 2022 <i>(awarded April 1, 2021)</i>
<b>Grant's Fiscal Agent:</b> Andrea Bustamante OUSD Community Schools Student Services 1000 Broadway, Suite 150 <a href="mailto:Andrea.bustamante@ousd.org">Andrea.bustamante@ousd.org</a> (510) 879-2901	<b>Grant Amount for Full Funding Cycle:</b>  \$2,987,406.90
<b>Funding Agency:</b> California Department of Education Career and College Transition Division California Community Schools Partnership Program 1430 N Street, Suite 4202 Sacramento, CA 95814	<b>Grant Focus:</b> (1) Strengthen school-family engagement to support student success and limit COVID-related learning loss. (2) Expand support services to address impacts of poverty, pandemic, and trauma on students' well-being and learning. (3) Expand and improve student academic supports and enrichment opportunities. (4) Strengthen collaborative leadership practices with students, families, teachers, site staff, community partners. CCSPP funds will be used to support these goals in 19 OUSD community elementary schools by providing staff professional development and training (i.e., case management, virtual home visits, social-emotional support, trauma-informed support); afterschool programming; and targeted supports (including tutoring and academic support, mental health supports, mentorship, and translation needs).
<b>List all School(s) or Department(s) to be Served:</b>  Community Schools Student Services will lead CCSPP implementation at 19 elementary schools with Community School Program Managers.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	<p>The following resources will be provided to support and sustain student academic, social and emotional learning and support conditions for learning:</p> <ul style="list-style-type: none"> <li>.25 FTE of 19 Community School Program Managers. CSMs will support the proposed CCSPP work by (1) identifying students' academic, social-emotional, or health services needs; (2) coordinating partnerships to provide expanded learning, tutoring and academic support, mental health supports, mentorship, translation</li> </ul>

	<p>needs, etc. to students/families, and (3) case managing students to track progress and success of interventions.</p> <ul style="list-style-type: none"> <li>• Academic Interventions/Tutors will provide academic interventions and supports at schools, distributed per site for leadership teams to identify most appropriate community partner support.</li> <li>• BACR's BAYAC AmeriCorps Mentor, spend 10-month terms of service at partnering schools to provide academic and social-emotional mentors during school day.</li> <li>• Family Engagement Mentors, provide outreach to families and students to re-engage in schools and connect to family supports.</li> <li>• Overdrive licenses, facilitate literacy goals and limit learning loss due to COVID-19 by providing access to virtual books/online library.</li> <li>• Mental Health Providers (via Alameda County Health Care Services Agency) provide additional supports to students beyond Medi-Cal funding via support groups and supplemental direct support.</li> </ul>
<p>How will this grant be evaluated for impact upon student achievement?</p> <p>(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 5.66% 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.)</p>	<p>OUSD's Office of Research, Assessment and Data (RAD) will monitor participation data to gauge the program's effectiveness in reaching underrepresented groups. Research partners from the John W. Gardner Center at Stanford will work with RAD to evaluate program effectiveness and impact to produce learning summaries and final report.</p>
<p>Does the grant require any resources from the school(s) or district? If so, describe.</p>	<p>OUSD will provide the following contributions to staff salaries. These have been allocated in 2021-22 Budget Development Process:</p> <ul style="list-style-type: none"> <li>• .25 FTE of Community School Leadership Coordinator to oversee project (funded by Kaiser Foundation)</li> <li>• .75 FTE of 19 Community School Managers salary (Funded by school site budgets, Kaiser Foundation)</li> </ul>
<p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p> <p>(If yes, include the district's indirect rate of 5.66% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</p>	<p>Yes</p>
<p>Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</p>	<p>No</p>

Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Ali Metzler, Community School Leadership Coordinator Community Schools and Student Services Department Oakland Unified School District 1000 Broadway, Suite 150, Oakland, CA 94607 (510) 879-2906 ali.metzler@ousd.org
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**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal	Andrea Bustamante	DocuSigned by: <i>Andrea Bustamante</i>	4/22/2021
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera	800EC2B9F1FE4AB... DocuSigned by: <i>Sondra Aguilera</i>	4/22/2021

**Grant Office Obtained Approval Signatures:**

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

Approved as to form by OUSD Staff Attorney Joanna Powell on 4/22/21.

*Joanna J. Powell*

*Shanthy Gonzales*

Shanthy Gonzales, President, Board of Education

*Kyla Johnson-Trammell*

Kyla Johnson-Trammell, Secretary, Board of Education

## Form B-2: Cover Sheet

### California Community Schools Partnership Program

#### Request for Applications

Please complete the following for an application consisting of a consortium of community schools:

**Lead Local Educational Agency (LEA):** Oakland Unified School District

**Lead LEA's Mailing Address:**

1000 Broadway #300  
Oakland, CA 94607

**Lead LEA's County-District-School Code:** 01612590000000

**Program Primary Contact:**

**Name:** Andrea Bustamante  
**Title:** Executive Director, Community Schools Student Services  
**Phone:** 510-879-2901  
**Email:** andrea.bustamante@ousd.org

**Program Secondary Contact:**

**Name:** Ali Metzler  
**Title:** Community School Leadership Coordinator  
**Phone:** 510-879-2906  
**Email:** ali.metzler@ousd.org

List of member consortium LEA(s): Allendale Elem., Bridges Acad., Brookfield Elem., Community United Elem., East Oakland Pride, Korematsu Discovery Acad., Fruitvale Elem., Futures Elem., Garfield Elem., Global Family Elem., La Escuelita Elem., Madison Park Acad., Markham Elem., Martin Luther King, Jr. Elem., New Highland Acad., Prescott School, Reach Acad., Rise Community Elem., Think College Now

I support this application for a California Community Schools Partnership Program (CCSPP) grant. I assure that the LEAs applying for the CCSPP grant will adhere to the intent and letter of California Senate Bill 820, Chapter 110, and the Budget Act of 2020 along with the grant requirements and specifications identified in the Request for Applications. By signing/typing your name electronically, you are agreeing that your electronic signature is the legal equivalent of your manual signature on this Form. Sign and date below.



December 2, 2020

E-Signature of LEA Superintendent or Designee

Date



December 2, 2020

E-Signature of Lead LEA Site Principal

Date

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## Form C: Program Abstract

Complete the form below with an overall description of the proposed program in this application. Limit to one page.

**Local Educational Agency:** Oakland Unified School District

**Funding Amount:** \$2,987,406.90

**Project Overview:** Oakland Unified School District's (OUSD) 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. For us, equity means providing each student with the academic, social, and emotional support they need to prepare for college, career, and community success in the future. However, COVID-19 has magnified racial and socioeconomic inequities and caused learning loss and unmet health/mental health needs, particularly for low-income students, English Language Learners, unhoused students, foster youth, students with dis/abilities, and students of color. To overcome the academic and health challenges caused by COVID-19, we have set the following goals: (1) Strengthen school-family engagement to support student success and limit COVID-related learning loss. (2) Expand support services to address impacts of poverty, pandemic, and trauma on students' well-being and learning. (3) Expand and improve student academic supports and enrichment opportunities. (4) Strengthen collaborative leadership practices with students, families, teachers, site staff, community partners. CCSPF funds will be used to support these goals in 19 OUSD community elementary schools by providing staff professional development and training (i.e., case management, virtual home visits, social-emotional support, trauma-informed support); afterschool programming; and targeted supports (including tutoring and academic support, mental health supports, mentorship, and translation needs).

**Major Partnerships:** East Bay Asian Youth Center, Bay Area Community Resources, Bay Area Youth Agency Consortium AmeriCorps, Alameda County Health Care Services Agency



# Application Questionnaire

## Section I: Background Information

### I.1. Mission, Vision, and Description of OUSD's Community School Model

Mission: Oakland Unified School District (OUSD) is building 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.

Vision: All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

OUSD's Community Schools model has been the district's strategy to achieve equitable outcomes for all students since 2011, incorporating social-emotional learning, schoolwide positive behavior interventions and supports, and restorative justice. OUSD uses a comprehensive, multi-tiered system of support (MTSS) for coordinating and aligning academic, behavioral, and social-emotional learning for each student, based on a careful evaluation of student needs and barriers. OUSD addresses a comprehensive, whole child approach to school improvement and student success involving four evidence-informed programmatic features:

**Integrated Support Services:** Through our school-based Coordination of Services Teams (COST) and Community School Managers (CSM), OUSD identifies and refers students who may benefit from academic and behavioral supports. We designed built-in services like reading acceleration opportunities through afterschool programs and summer school. We provide case management for foster youth and unhoused students. We also ensure students receive wraparound services such as mental and

physical health services, nutrition, and other social services. Support staff (paraeducators and instructional support specialists) and contracted service providers (mental health clinicians) partner with OUSD to support students. Health center staff are part of school-based teams to provide routine care and manage chronic health issues.

**Family and Community Engagement:** OUSD's Student, Family & Community Engagement Office inspires, engages, and supports OUSD students, families, and communities in becoming authentic co-owners of our schools, sharing responsibility for every student becoming college- and career-ready. Through community organizing and building OUSD capacity, the Office expands participation in learning, leadership, and advocacy by bridging OUSD staff with students, families, and community members. Strategies to build relationships between parents and school staff and provide parents with the tools and capacities they need to support their children include parent-teacher home visits, parent education classes, partnering with parents in Restorative Justice circles and other positive discipline strategies, parent resource centers, Parents Raising the BAR (Behavior, Attendance, & Reading) trainings, and school-wide events for families. Family Resource Centers provide enrollment assistance for health care insurance and CalFresh, workshops, and capacity building resources.

**Collaborative Leadership and Practices for Educators and Administrators:** OUSD schools have various leadership teams who engage in shared leadership. The principal, Community School Manager, key partners, and select teachers collaborate in leadership, planning, and coordination. Community School Managers (CSMs) leverage the expertise of all site stakeholders by identifying collective goals and structuring the day-to-day collaboration of partners, teachers, and families. Family Engagement

specialists provide School Site Council trainings for parent representatives, and support schools in implementing OUSD's school governance standards and family engagement standards. The Regional Family Engagement Liaison (RFEL) builds ongoing structures for direct parent-teacher communication, relationship building, academic partnership, and shared decision making. School Site Councils (SSCs) provide collaborative leadership and decision making to support continuous improvement of student academic, health, and social-emotional outcomes. COST teams connect school leadership with leaders from key partner organizations and service providers. The Parent-Student Advisory Committee (PSAC) helps to develop and implement the Local Control and Accountability Plan. Furthermore, every school has professional learning communities for teachers, administrators, and support staff.

**Expanded Learning Time and Opportunities:** OUSD offers many afterschool and summer programs that combine enrichment activities with academic supports and computer-based tools that allow students to accelerate learning and advance at their own pace. Community-based agencies also integrate enrichment into the academic program and support social-emotional learning, mental health, and literacy.

## **I.2. Description of 19 OUSD Community Elementary Schools**

OUSD adopted a Full-Service Community School model during the 2011-12 academic year. Since then, we have invested heavily in staffing and community partnerships to ensure students receive the support they need for success.

For the CCSPP proposal, we have identified 19 community elementary schools serving low-income communities—who have been disproportionately impacted by COVID-19—for additional support. These 19 schools had a 2019-2020 enrollment of

6,481 students with the following demographics: 61.10% Hispanic/Latinx, 22.79% African American, 7.36% Asian, 2.41% White, 1.87% Multiracial, 1.31% Pacific Islander, 0.77% Filipino, 0.31% American Indian/Alaska Native, and 2.08% not reported.

These 19 schools have a variety of community partners that provide healthcare (including mental health services), afterschool programs, learning opportunities, and mentorships: East Bay Agency for Children operates our central Family Resource Center and is also an afterschool provider. East Bay Asian Youth Center (EBAYC) provides CSMs and resources at two sites and provides strong family supports. Lincoln Child Center is a key behavioral health partner in West Oakland Schools. Bay Area Community Resources (BACR) provides AmeriCorps members as academic and social mentors during and after the school day. EBAYC, BACR, Oakland Leaf, and 11 other agencies operate afterschool programs, serving on COST Teams and implementing Restorative practices within their programs in alignment with the school day. La Clinica, EBAYC, and Attitudinal Healing Connection support family and community engagement. In partnership with Alameda County Health Care Services Agency, community-based health/behavioral health providers give school-based physical and mental health services. Attendance Works provides training and resource development for improved student attendance. The Oakland Thrives Leadership Council (OTLC) also supports student attendance through leveraged resources and partnerships.

### **I.3. Academic, Health, and Social Services Needs and Assets**

Chronic absence is a leading indicator of unmet academic, health, and social services needs. Low-income students, homeless students, English learners, and students of color have much higher rates of chronic absenteeism than our general

student population. OUSD has built chronic absence tracking and interventions into our core work, including professional development for staff and teachers, community outreach through the OTLC, and an aggressive messaging campaign to parents. We have established Attendance Teams at all of our community schools to coordinate initiatives for increased school attendance and connectedness.

In this proposal, we have identified 19 elementary schools with high chronic absence rates who need additional support to overcome the challenges created by COVID-19. (The list of schools is provided in the next question.) These schools are in low-income communities, where the average eligibility for free/reduced price meals is 89.6%, 1.6% of students are unhoused, and approximately 19 students are in foster care. Academically, students in these schools were lagging before school closures this spring—which caused year-end assessments to be cancelled—so we are addressing student learning needs with current assessment data, rather than assessing learning loss. For example, the majority of students in these schools are behind in Reading (where an average of 34.0% of students test one grade level below and 35.3% of students test two or more grade levels below). Notably, these schools have large numbers of Newcomer students (avg. 10.9% with a range of 3.3%-18.8%) and English Language Learners (avg. 55.0%) as well as 885 students receiving special education services. Ultimately, these schools all have high rates of chronic absence, which has worsened this year due to COVID-19 (avg. 20.9% in 19-20 and 23.6% in 20-21).

In these schools, many OUSD students and their families are grappling with poverty, housing instability, food insecurity, the risk of deportation, neighborhood crime and violence, and the stress and trauma that accompany these challenges. These

enormous barriers disproportionately impact children of color, as reflected in the district's truancy rates, student proficiency, and dropout rates. Low parental education levels and limited English language proficiency (over 50% of OUSD families speak a language other than English at home) also has a negative impact on engagement and achievement. OUSD has invested heavily in providing students and families with an array of social-emotional supports, such as mental health professionals on staff and available through partner organizations, support groups for students dealing with similar life challenges, staff training in trauma-informed practices, and one-on-one mentorships.

As described in section II.2., COVID-19 has had a tremendous destabilizing effect for students at OUSD. School closures/distance learning has led to decreased attendance and academic outcomes, as well as a loss of typical school/community partnership support for food, health, and mental health needs.

## **Section II: Statement of Need**

### **II.1. Free and Reduced Price Meal (FRPM) Data**

Free and reduced price meal eligibility data for 2019-2020 were obtained on the State of California Department of Education Student Poverty FRPM Data webpage: Allendale Elem., 82.7%; Bridges Acad., 92.6%; Brookfield Elem., 84.8%; Community United Elem., 90.0%; East Oakland Pride Elem., 91.0%; Fred T. Korematsu Discovery Acad., 95.9%; Fruitvale Elem., 88.0%; Futures Elem., 94.1%; Garfield Elem., 90.0%; Global Family Elem., 90.1%; La Escuelita Elem., 86.6%; Madison Park Acad., 90.7%; Markham Elem., 91.7%; Martin Luther King, Jr. Elem., 91.7%; New Highland Acad., 91.1%; Prescott School, 90.1%; Reach Acad., 85.5%; Rise Community Elem., 90.8%; Think College Now, 87.4%. The average FRPM rate for these schools is 89.6%.

## **II.2. Needs for Expanded Access to Integrated Services due to COVID-19**

Oakland unemployment rose rapidly during the shelter-in-place order from 3.4% in Feb. to 15.6% in June. At some OUSD schools, principals found that up to 80% of families had lost some/all income. Additionally, Oakland has been disproportionately affected by COVID-19 compared to other Alameda County communities due to overcrowded housing and a high percentage of essential workers: While the overall county case rate in mid-Aug. was 939 cases/100,000 residents, three Oakland zip codes—where the majority of the 19 schools in this application are located—had case rates of over 3,000 cases/100,000 residents. Further, many families lack health insurance, creating additional financial burdens and barriers to care.

OUSD staff, community members, and community partners have mobilized to support families most in need. We have provided financial support and food to the most vulnerable, including newcomer and unhoused families. Extended school closures/distance learning in March 2020 led to unfinished learning/learning loss, which teachers are working hard to address via distance learning. To overcome both a technology access gap and technology literacy gap, OUSD has provided students and families with Chromebooks, internet hotspots, and multilingual technology support. Finally, students have ongoing, significant mental and social-emotional health needs caused by the shelter-in-place order that teachers and staff are trying to address.

## **Section III: Partnerships**

### **III.1 OUSD's Community School Consortium**

OUSD's community school consortium is a network of schools with a district lead. OUSD's Community Schools Student Services (CSSS) office provides centralized

resources and systems (e.g., central onboarding for partners, the Aeries data system, professional learning community for Community School Managers, technical assistance, etc.). Schools' strategic partnerships leverage resources to provide site-level supports and services to address student and school needs. CSMs, COST teams (including teachers, staff, and community partners), and other school staff and partners coordinate to ensure access to integrated services. School leadership (including administration, teachers, support staff, and CSMs), staff, community partners, the district, students, and families are engaged to track and support student outcomes, inform planning and school goals, drive school improvement, and ensure accountability. Parents are engaged in their students' learning and school community and families access needed services. Students can access services and supports to help themselves learn.

### **III.2. OUSD's Collaborative Governance Structure**

OUSD uses a collaborative governing structure that includes the Board of Education at the district level and School Site Councils (SSCs) at the school level. Seven of the Board's members are elected publicly and two are student-elected. While the Board holds full power in all areas of district governance (community relations and governance, personnel management, facilities management, student achievement, and financial management), the Board solicits information from several advisory bodies for decision making. Advisory bodies include the Community Advisory Committee (parents, teachers, administrators, students and community members who advocate on behalf of students receiving Special Education services); the LCAP Parent-Student Advisory Committee (which includes representation from disadvantaged populations such as parents of foster youth, English Language Learners, African American males or Latino



students, low-income families, and students with special needs); and the English Language Learners Parent Advisory Committee. Regular Board meetings are held twice per month except during July; special meetings are called when necessary.

The Board empowers SSCs (composed of students, staff, parents, and/or community members) to align and manage resources to effectively address students' needs. Each OUSD school has an SSC, which advises the Principal on the content of the school's School Plan for Student Achievement. Key advisory partners of the SSC include the English Learner Advisory Subcommittee, Instructional Leadership Team, Faculty Council, Coordination of Services Team (COST), and Parent-Teacher Association/Organization. SSCs vary in size based on the age of students served: Elementary SSCs have 10+ members and Middle/High School SSCs have 12+ members. Each SSC has written bylaws that establish the frequency of meetings.

### **III.3. CCSP Community Partnerships**

**East Bay Asian Youth Center (EBAYC) and Bay Area Community Resources (BACR)** will provide nonprofit staff to serve as CSMs at Garfield Elem. and Martin Luther King, Jr. Elem (respectively). They also serve as the afterschool providers at these schools and support family engagement strategies.

**BACR's Bay Area Youth Agency Consortium (BAYAC) AmeriCorps:** BAYAC AmeriCorps is a program of BACR. AmeriCorps members will support student engagement, resource navigation, academic interventions, mentoring, and case management for chronically absent students. AmeriCorps staff will be members of COST and Attendance Teams and provide direct support to students and families, working in partnership with CSMs, principals, and school staff.

**Alameda County Health Care Services Agency (AC HCSA):** AC HCSA will provide mental health support groups and supplemental direct supports as needed to students who have been disproportionately affected by COVID-19. These additional supports are beyond those provided by Medi-Cal.

Furthermore, schools have the flexibility to create additional partnerships to support other identified student needs, such as academic interventions/tutors to address learning loss and Family Engagement Navigators to provide outreach to families and students, improve school engagement, and connect to family supports.

#### **III.4. Formalizing CCSPP Community Partnerships**

OUSD currently has Memoranda of Understanding with EBAYC, BACR, and AC HCSA. We will create addenda for these MOUs to recognize the additional duties described in this CCSPP proposal. OUSD has previously had MOUs with BAYAC AmeriCorps and is in communication about the work currently proposed. We will create a new MOU to recognize the work described in this CCSPP proposal.

### **Section IV: Program Implementation and Outcome Measures**

#### **IV.1. OUSD's Community School Managers**

Community School Managers (CSMs) assess the school community's needs and assets, coordinate student and family support services, and develop resources and partnerships to meet identified needs. CSMs collaborate with each school's COST team to design and coordinate student and family supports, including cross-school family and community engagement (events). CSMs foster quality community partnerships and cultivate new partnerships that address service gaps. CSMs work with the OUSD CSSS Office, nonprofit partners, and city, state, and federal agencies to ensure that student

and family supports are integrated with each other and with the school's instructional program. CSMs also help facilitate restorative justice and school transitions.

Each of the 19 schools described in this CCSPP proposal has a Community School Manager. CSMs will support the proposed CCSPP work by (1) identifying students' academic, social-emotional, or health services needs; (2) coordinating partnerships to provide expanded learning, tutoring and academic support, mental health supports, mentorship, translation needs, etc. to students/families, and (3) case managing students to track progress and success of interventions.

#### **IV.2. Assessing and Addressing OUSD Student/Family Needs and Supports**

In response to the COVID-19 pandemic, OUSD created a Learning Continuity and Attendance Plan (LCAP) to describe how we will continue to provide quality learning opportunities and support the needs of staff and students—emphasizing students in low-income families or with special needs—during the 2020-2021 academic year. OUSD created the LCAP based on dialog with students, families, staff, and community partners through town halls, focus groups, surveys, and public meetings. Stakeholder feedback provided a detailed assessment of academic, health, and social service needs of students and families as well as concerns of staff.

Additionally, site-specific CSMs and COST members assess and address ongoing student needs at their schools. CSMs assess and coordinate services and supports both for individual students and families and at a school-wide level. CSMs undertake assessments to determine school-wide needs, such as housing, food assistance, and medical services—a critical role when a majority of families have been impacted by COVID-19. CSMs facilitate COST and Attendance Teams and manage

MTSS interventions for students per COST guidance. COSTs facilitate the referral system that connects students/families to community resources.

CCSPP funds will address OUSD's LCAP goals of providing ongoing academic, mental, and social-emotional health needs for low-income students and students with special needs. We will use these funds for staff professional development and training (in case management, virtual home visits, providing social-emotional support, trauma-informed support), afterschool programming, and targeted supports (tutoring and academic support, mental health, mentorship, translation, etc.).

#### **IV.3. Identifying Barriers to Learning and Providing Supports**

Some of the most significant barriers to student learning are absences, health, and mental health/behavioral issues. To track student attendance, teachers use OUSD's student information system, Aeries. Aeries allows the Attendance Team to see individual and school attendance data and interventions used, allowing staff to follow up with teachers and the students' families after each absence, determine when to intervene and which interventions to use, and evaluate the effectiveness of interventions.

Within the multi-tiered system of support (MTSS), each school's Attendance Team uses attendance data to identify at-risk students and ensure they get the support they need to stay engaged or reengage in school. Each school has a site-specific MTSS plan that includes (1) a process for identifying students who are chronically absent or otherwise at risk of dropping out; (2) a "toolbox" of planned interventions that address academic, behavioral and social-emotional needs, including intensive interventions such as harm circles, community conferencing, and check in/check out mentoring; (3) processes for coordinating supports and services; and (4) a plan for monitoring

progress and keeping each student on track. When students have multiple absences, the Coordination of Services Team (COST) addresses individual students' barriers to learning. COST include the school's CSM, health and mental health partners, afterschool partners, school administrators, and teachers. Students may be referred to COST by their teachers for specific concerns, such as health and behavioral health issues or academic issues. COST will triage and receive referrals for students in need of trauma and academic supports related to COVID-19 and coordinate services with community partners. CCSPP funds will be used to create new partnership opportunities to provide academic support and mental health services to students.

Notably, to address trauma and other impacts of COVID-19, OUSD's LCAP includes a plan for providing teacher and staff training about case management and family outreach to provide strategies, materials, and coaching on how to effectively engage and support students in the highest priority groups. CCSPP funds will be used to support teacher and staff training.

#### **IV.4. OUSD's Overarching Approach to Address Student Needs**

OUSD's Learning Continuity and Attendance Plan (LCAP) details how OUSD will engage stakeholders to meet ongoing needs, provide continuity of learning for all students, and provide increased and improved services for students, families, and staff during the 2020-2021 school year. Below, the approaches are aligned to the four evidence-informed community school programmatic features. Please note that the OUSD's LCAP contains detailed action plans (beyond the page limits of this proposal).

**Integrated Support Services:** Support mental and social-emotional health of students and staff; Address the unique needs of low-income students, English

Language Learners, unhoused students, foster youth, students with dis/abilities, and students of color and increase and improve services when possible; Provide students with continued access to food.

**Family and Community Engagement:** Identify point people at each site for Family Navigation, safety, and distance learning support; Provide outreach for students not attending or engaging; Provide virtual home visits.

**Collaborative Leadership and Practices for Educators and Administrators:** Provide professional development and training to ensure that staff fully understand the changing landscape due to COVID-19; Develop a robust system to purchase and distribute personal protective equipment and supplies to keep staff and students safe.

**Expanded Learning Time and Opportunities:** Expand technology access for students and staff; Provide distance learning/in-person instructional offerings when appropriate; Address lost learning that resulted from extended school closures; Provide targeted Special Education and English Language Learner supports.

#### **IV.5. Goals and Indicators**

**Goal 1:** Strengthen school-family engagement to support student success and limit COVID-related learning loss. **Indicator 1.1:** Increase number of virtual and in-person (post-COVID) home visits. **Indicator 1.2:** Reduced chronic absenteeism as outlined in district LCAP.

**Goal 2:** Expand support services to address impacts of poverty, pandemic, and trauma on students' well-being and learning. **Indicator 2.1:** Increased number of teachers, school staff, and community partners receiving training on trauma-informed

practices, collaborative case management. **Indicator 2.2:** Increased number of students and families receiving mental health services.

**Goal 3:** Expand and improve student supports and enrichment opportunities.

**Indicator 3.1:** Increased number of community partner staff to support distance learning as tutors and aides. **Indicator 3.2:** Increased number of trainings for teachers and expanded learning partners on addressing distance learning needs and learning loss.

**Goal 4:** Strengthen collaborative leadership practices with students, families, teachers, site staff, community partners. **Indicator 4.1:** Increased numbers of students, family members, teachers, community partners participating in school governance and School Plan for Student Achievement (SPSA). **Indicator 4.2:** Increased family and community engagement in district Literacy Summit.

#### **IV.6. Plan for Collecting and Analyzing Data and Evaluating Success**

OUSD's Department of Research, Assessment and Data (RAD) consists of 13 full-time professionals dedicated to gathering, analyzing, and reporting data that is accurate, transparent and usable by a wide range of stakeholders. RAD data analysts will work with the CSSS team to review data on a quarterly basis, including school attendance rates and chronic absenteeism rates; proficiency scores (English Language Arts and Mathematics); suspension and expulsion rates; and survey data relating to social-emotional learning and restorative justice, student engagement, physical and mental health, sense of safety, social-emotional development, and academic habits. With school CSMs, the CSSS team will discuss schools' progress toward the goals and indicators in this proposal. If additional student needs are identified, CSSS will support CSMs as they seek and partner with other organizations.

## **Section V: Capability and Sustainability**

### **V.1. OUSD Community Schools Sustainability**

OUSD invests heavily in expanding our community school supports through staffing and partnership building. We have several state and federal grants that support our community schools efforts, including Title I, Part A; Title II, Part A; Title III, Part A (English Learner Student Program and Immigrant Student Program); Title IV, Part A (Student Support & Academic Enrichment); and Comprehensive Support & Improvement Allocation. We also continue to fundraise to support our community schools; for example, OUSD has a 10+ year partnership with Kaiser Permanente that supports CSMs and health resources for our students and we have a grant with Rainin to provide literacy support. Unfortunately, COVID-19 has had a major negative impact on both OUSD's budget and on the needs of our students and families. Thus, CCSPP funds will supplement current gaps in funding to support our community schools and partners. Notably, we do not anticipate needing funds for many short-term CCSPP expenses once the COVID-19 pandemic and its lingering effects have passed.

### **V.2. CCSPP's Alignment with OUSD's Learning Continuity and Attendance Plan**

The proposed CCSPP activities directly align and support OUSD's LCAP, while providing the flexibility for individual community school sites to address the specific COVID-19-related needs of students and staff (as noted in each school's School Plan for Student Achievement or SPSA). As needed, the LCAP and SPSAs will be revised during the 2020-2021 academic year, which includes adding CCSPP activities and resources. As a new LCAP and SPSA are developed for the 2021-2022 and 2022-2023 academic years, CSMs and the CSSS team will ensure CCSPP activities are



incorporated into these plans.

## **Section VI: Budget and Budget Narrative**

### **VI.1. OUSD Financial Management and Accounting Procedures**

OUSD's Budget Department ensures fiscal sustainability through financial oversight, shared management, and mandatory reporting on the District's budget to the State and County Offices and community stakeholders. The Budget team promotes fiscal solvency at school and central office sites by providing assistance to maintain both an accurate account of Position Control and an annual balanced budget from budget development through the close of the school year. To that end, OUSD's accounting system is organized and operated on a fund basis and uses the accrual basis of accounting for financial reporting. The Budget team is charged with ensuring that all budgetary transactions are coded accurately in Escape, the District's Financial System, according to the California Standardized Account Code Structure authored by the California Department of Education through the Chart of Accounts Structure.

The District routinely seeks independent auditors to report on its financial position, District financial policies, internal auditing procedures, internal accounting, and financial controls. Unaudited Actuals Financial Statements are reported to the Board of Education, County Office of Education, and California Department of Education. OUSD has an annual independent audit of the District's financial records, as well as the Alameda County Office of Education reviews our annual budget as part of its legal responsibility for fiscal oversight of county school districts.

**VI.2-4. See Attachments I, II, and III and Forms E and F.**

## Form D: Partner Roles and Responsibilities Chart

List each partner and describe the partner's roles and responsibilities. Roles and responsibilities should be clearly defined in terms of specific tasks, services, and/or support that they will provide. Limit three pages.

Name	Role	Organization and Organization Type	Roles, Responsibilities, and Support
David Kakishiba	Executive Director	Community Agency (CA): East Bay Asian Youth Center	Providing a staff member to serve as Community School Manager for Garfield Elem.
Marisa Ramirez	East Bay Director	CA: Bay Area Community Resources	Providing a staff member to serve Community School Manager for Martin Luther King, Jr. Elem.
Alexandra Murillo	Director	CA: Bay Area Youth Agency Consortium AmeriCorps	Supporting student case management, attendance initiatives, academic interventions, and student mentorship.
Kimi Sakashita, MPH	Director, Center for Healthy Schools and Families	Gov: Alameda County Health Care Services Agency	Providing mental health support groups and supplemental direct supports as well as teacher/staff training.

## Form E: 2020–21 Budget Narrative

Each applicant must submit a **Budget Narrative** for each program year that explains all expenditures under each category within the budget. Applicants must also include in the budget narrative any matching funds (cash or in-kind) for the proposed grant application. Limit two pages.

**2000 Classified Salaries:** Training stipends for case managers, teachers, and site staff to attend trainings for trauma-informed practices, caring community school climate, etc.

60 staff x \$250 = \$15,000.

0.0125 FTE Data Analyst, supports data collection systems, accessing data to address CCSPP student achievement, chronic absence, conditions for learning. \$90,000 annual salary x 0.0125 = \$1,125 (District match).

**3000 Employee Benefits:** 43.00% of salaries. Benefits include medical, retirement, worker's comp., etc. 43% x \$16,125 = \$6,922.75 (\$6,450 CCSPP, \$483.75 District match).

**4000 Books and Supplies:** Laptops for Community School Managers to work remotely during COVID-19. 19 laptops x \$700 each = \$13,300.

**5000 Contracting Services:** Contract with the Gardner Center to assist with project evaluation. \$25,000 (District match).

**7000 Indirect Cost:** 5.66% of CCSPP Direct Costs. Includes prorated non-direct administrative, accounting, HR, occupancy, and other costs. Total Direct Costs \$34,750 x 5.66% = \$1,966.85.

NOTE: All District and Community matches are cash matches.

## Form F: 2021–22 Budget Narrative

Each applicant must submit a **Budget Narrative** for each program year that explains all expenditures under each category within the budget. Applicants must also include in the budget narrative any matching funds (cash or in-kind) for the proposed grant application. Limit two pages.

**2000 Classified Salaries:** 0.5 FTE Community School Leadership Coordinator, provides leadership, coordination, and management of CCSPP project. \$110,000 annual salary x 0.5 FTE = \$55,000 (\$27,500 CCSPP and \$27,500 District match).

17 FTE Community Schools Managers, provide coordination and site-level implementation of CS model, work with site leadership, teachers, staff, and partners to conduct annual school needs assessment, brings in needed menu of partner services and supports. \$85,000 annual salary x 1 FTE x 17 sites = \$1,445,000 (\$361,250 CCSPP, \$722,500 District match, \$361,250 Community match).

0.1 FTE Data Analyst, supports data collection systems, accessing data to address CCSPP student achievement, chronic absence, conditions for learning. \$90,000 annual salary x 0.1 FTE = \$9,000 (\$4,500 CCSPP and \$4,500 District match).

Training stipends for case managers, teachers, and site staff to attend trainings for trauma-informed practices, caring community school climate, etc. 10 staff x 19 sites x \$250 = \$47,500.

**3000 Employee Benefits:** 43.00% of salaries. Benefits include medical, retirement, worker's comp., etc. 43% x \$1,556,500 = \$669,295 (\$189,522.50 CCSPP, \$319,848.33 District match, \$159,924.17 Community match).

**5000 Contracting Services:** Contract with the Gardner Center to assist with project evaluation. \$25,000 (District match).

Academic Interventions/Tutors, provide academic interventions and supports at schools, distributed per site for leadership teams to identify most appropriate community partner support.  $\$5,000 \times 19 \text{ schools} = \$95,000$ .

East Bay Asian Youth Center (EBAYC), 1.0 FTE CSM. EBAYC partners with Garfield Elem. to facilitate their community schools process. Funds supplement an existing agreement.  $\$100,000$  ( $\$25,000$  CCSPP,  $\$75,000$  District match).

Bay Area Community Resources (BACR), 1.0 FTE CSM. BACR partners with Martin Luther King, Jr. Elem. to facilitate their community schools process. Funds supplement an existing agreement.  $\$100,000$  ( $\$25,000$  CCSPP,  $\$75,000$  District match).

BACR's BAYAC AmeriCorps Mentor, spend 10-month terms of service at partnering schools to provide academic and social-emotional mentors during school day.  $\$14,000$  per AmeriCorps member  $\times 19 \text{ sites} = \$266,000$ .

Family Engagement Mentors, provide outreach to families and students to re-engage in schools and connect to family supports.  $\$2,500$  stipend  $\times 19 \text{ sites} = \$47,500$ .

Overdrive licenses, facilitate literacy goals and limit learning loss due to COVID-19 by providing access to virtual books/online library.  $\$1,000$  per license  $\times 19 \text{ sites} = \$19,000$ .

Mental Health Providers (via Alameda County Health Care Services Agency) provide additional supports to students beyond Medi-Cal funding via support groups and supplemental direct support.  $\$20,000$  per provider  $\times 19 \text{ sites} = \$380,000$ .

**7000 Indirect Cost:** 5.66% of CCSPP Direct Costs. Includes prorated non-direct administrative, accounting, HR, occupancy, and other costs. Total Direct Costs  $\$1,487,772.50 \times 5.66\% = \$84,207.92$ .

NOTE: All District and Community matches are cash matches.

December 4, 2020

California Department of Education  
Career and College Transition Division  
1430 N Street, Suite 4202  
Sacramento, CA 95814

I am writing to express our support for and participation in Oakland Unified School District (OUSD)'s application for a 2020 California Community Schools Partnership Program grant from the California Department of Education.

Alameda County Health Care Services Agency (AC HCSA) encompasses Behavioral Health Care Services, Public Health, and Environmental Health for Alameda County as well as the Center for Healthy Schools and Communities (CHSC) and Indigent Care. AC HCSA has extensive experience in broad-based systems integration and, through CHSC, addresses health and education inequities and improves the social-emotional, health and education outcomes of children and youth in the county. Our agency actively supports school districts in the development of full service community schools, with special focus on schools serving a high proportion of students of color and low income families, by providing technical assistance and financing for integrated health and wellness services.

For more than three decades, AC HCSA has partnered with OUSD to create health and wellness services in schools. Alameda County HCSA invests over \$28 million in funding, leveraged resources and dedicated staff to support OUSD's district wide community schools initiative, and provide school-based health care, behavioral health, public health, and youth and family wellness services to children, youth and their families in OUSD. AC HCSA's longstanding partnership with OUSD has been further strengthened through our collaborative work during the COVID-19 pandemic, by working with the OUSD School Nursing Team around the AC Public Health Department's COVID-19 Positive Case Process and Protocols as well as partnering with OUSD Administration around implementation of the AC Public Health Department's COVID-19 School Reopening Guidance.

Through CHSC, we will continue to support the delivery of comprehensive health services in Oakland's proposal by providing funding, oversight, and evaluation in four areas: health and wellness consultation, behavioral health services through mental health supports for students, school health centers (SHC) and youth wellness and family partnerships. Specifically, we will provide funding and support the 16 SHCs, family resource centers, unaccompanied immigrant youth, Latino Men and Boys, Youth Uprising Youth Center, as well as OUSD based youth programs. These services represent a total committed investment over \$7,000,000 per year.

Sincerely,



Kimi Sakashita, MPH, Interim Director  
Children & Youth Initiatives  
Center for Healthy Schools and Communities  
Alameda County Health Care Services Agency

California Department of Education  
California Community Schools Partnership Program  
**GRANT AWARD NOTIFICATION WEB POSTING LIST**

**FY 2020-21 Resource Code 3211**

February 19, 2021

County Code	District Code	School Code	County Name	District/School Name	FY	PCA	Service Location Field	Suffix	Total
01	10017	0000000	Alameda	Alameda County Office of Education	2020	15537	10017	0	\$2,947,441.89
01	61259	0000000	Alameda	Oakland Unified School District	2020	15537	61259	0	\$2,987,406.90
15	63594	0000000	Kern	Lost Hills Union Elementary School District	2020	15537	63594	0	\$2,999,815.00
19	10199	0000000	Los Angeles	Los Angeles County Office of Education	2020	15537	10199	0	\$3,000,000.00
19	64733	0000000	Los Angeles	Los Angeles Unified School District	2020	15537	64733	0	\$3,000,000.00
19	64733	0000000	Los Angeles	Los Angeles Unified School District	2020	15537	64733	0	\$3,000,000.00
19	64881	0000000	Los Angeles	Pasadena Unified School District	2020	15537	64881	0	\$3,000,000.00
20	65243	0000000	Madera	Madera Unified School District	2020	15537	65243	0	\$999,999.00
28	10280	0000000	Napa	Napa County Office of Education	2020	15537	10280	0	\$719,576.21
30	10306	0134288	Orange	Scholarship Prep	2020	15537	10306	0	\$396,500.00
34	67439	0000000	Sacramento	Sacramento City Unified School District	2020	15537	67439	0	\$2,500,000.00
34	67447	0000000	Sacramento	San Juan Unified School District	2020	15537	67447	0	\$1,000,000.00
36	67819	0000000	San Bernardino	Ontario Montclair School District	2020	15537	67819	0	\$2,999,294.00
36	10363	0000000	San Bernardino	San Bernardino County Superintendent of Schools	2020	15537	10363	0	\$1,000,000.00
37	10371	0000000	SanDiego	San Diego County Office of Education	2020	15537	10371	0	\$3,000,000.00
43	10439	0113704	Santa Clara	Rocketship Mateo Sheedy	2020	15537	10439	0	\$3,000,000.00
43	10439	0000000	Santa Clara	Santa Clara County Office of Education	2020	15537	10439	0	\$3,000,000.00
45	10454	0000000	Shasta	Shasta County Office of Education	2020	15537	10454	0	\$2,999,967.00
53	10538	0125633	Trinity	California Heritage YouthBuild Academy II	2020	15537	10538	0	\$1,000,000.00
55	72363	0000000	Tuolumne	Jamestown Elementary School District	2020	15537	72363	0	\$1,000,000.00