

File ID Number	26-1168
Introduction Date	6/3/26
Enactment Number	
Enactment Date	
By	



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

June 3, 2026

To: Board of Education

From: Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer  
Tom Felix, Principal, Oakland International High School

Subject: Grant Application - Zellerbach Family Foundation - Community & Belonging Grant - Oakland International High School

**ACTION REQUESTED:**

Approval by the Board of Education of District's Grant Application to the Zellerbach Family Foundation, seeking \$50,000.00 to support meaningful opportunities for student and family-driven engagement, leadership and community-building, and better equip families to be not merely recipients of but active agents in their own education and school design, for the period of June 1, 2026 to May 31, 2027, and to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

**BACKGROUND:**

Grant Application for OUSD schools for the 2026-2027 fiscal year was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
26-1168	Yes	Grant	Oakland Unified School District, Oakland International High School	To support meaningful opportunities for student and family-driven engagement, leadership and community-building, and better equip families to be not merely recipients of but active agents in their own education and school design.	6/1/26 - 5/31/27	Zellerbach Family Foundation	\$50,000.00

**DISCUSSION:**

The District created a Grant Face sheet process to:

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

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

**FISCAL IMPACT:**

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

- Grants valued at: \$50,000.00

**RECOMMENDATION:**

Approval by the Board of Education of a Grant Application for Oakland International High School for fiscal year 2026-2027, pursuant to the terms and conditions thereof, for the grant year, if any.

**ATTACHMENTS:**

Grant Face Sheet  
Grant Application

# OUSD Grants Management Face Sheet

<b>OUSD Grants Management Face Sheet</b>		
<b>Title of Grant:</b>	<b>Funding Cycle Dates:</b>	
Zellerbach Foundation: Community & Belonging Grant to OIHS	7/1/2026 to 5/31/2027	
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address)	<b>Grant Amount for Full Funding Cycle:</b>	
455 Market Street, Suite 2200, San Francisco, CA 94105	<b>\$50,000.00</b>	
415-421-2629 ext. 116		
navin.moul@zff.org		
<b>Funding Agency:</b>	<b>Grant Focus:</b>	
<b>Zellerbach Foundation</b>	Community Support & Belonging; Family Engagement	
<b>List all School(s) or Department(s) to be Served:</b>		
Oakland International High School (353)		

Information Needed	School or Department Response	
How will this grant contribute to sustained student achievement or academic standards?	As a Community School grounded in restorative practices, this grant will ensure that OIHS can offer a culture of safety and belonging by equipping our students and their families with the opportunities, resources and services they need to transition into their new homes and envision meaningful futures. We will provide meaningful opportunities for student- and family-driven engagement, leadership and community-building, and better equip families to be not merely recipients of services, but active agents in their own education and school design.	
<p>How will this grant be evaluated for impact upon student achievement?</p> <p><b>(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 3.89% 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.)</b></p>	We will use attendance data, graduation data, and CHKS surveys to evaluate this grant's outcomes.	
Does the grant require any resources from the school(s) or district? If so, describe.	No	
<p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p> <p><b>(If yes, include the district's indirect rate of 3.89% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</b></p>	Services are supported by an OUSD funded grant	
<p>Will the proposed program take students out of the classroom for any portion of the school day?</p> <p><b>(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</b></p>	No	
<p>Who is the contact managing and assuring grant compliance?</p> <p><b>(Include contact's name, address, phone number, email address.)</b></p>	Name/Title:	Lauren Markham, Director, OIHS Learning Lab
	Site:	353
	Address:	
	Phone:	617-699-5114
	Email:	lauren.markham@ousd.org

<b>Applicant Obtained Approval Signatures:</b>		
<b>Name/s</b>	<b>Entity</b>	<b>Signature/s</b> <b>Date</b>
Tom Felix	Principal	<i>Tom Felix</i>
Sondra Aguilera	Chief Academic Officer	<i>Sondra Aguilera</i>
<b>Grant Office Obtained Approval Signatures:</b>		
<b>Name/s</b>	<b>Entity</b>	<b>Signature/s</b> <b>Date</b>
	Fiscal Officer	
Denise Saddler	Interim Superintendent	

# Oakland International High School, a project of Oakland Unified School District

## *Oakland International High School*

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Request ID: 2601-25948

Amount Recommended \$50,000.00

Program Lead: Navin Moul

Board Docket Date: June 2, 2026

Email: irene.kim@ousd.org

Primary Contact: Irene Kim

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#### **Internal Sections**

### Organization Details

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**Organization:** Oakland International High School

**Primary Contact:** Irene Kim

**Signatory Contact:** Irene Kim

**Fiscal Organization:** Oakland Unified School District

#### **Contact change:**

Please substitute Lauren Markham as the primary contact - Lauren Markham, Lauren.markham@ousd.org. She used to have login credentials, but no longer does.

#### **Address on file**

Street Address:

Oakland International High School

4521 Webster St.

Oakland, CA 94609

**Is this the correct address?** Yes

**Are you using a fiscal sponsor for this grant?** No, we are a 501(c)(3) tax exempt public charity, currently eligible to receive the funds ourselves

### ▼ Application

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**Grant Amount:** \$50,000.00  
**Grant Start Date:** 6/1/2026  
**Grant Duration (In Months):** 12  
**Grant End Date:** 5/31/2027  
**Overall Project Amount:**  
**Project Title (Please Revise):** Oakland International High School  
**Organization Budget:**

### Major Accomplishments During Previous Grant Period:

In the wake of Covid shutdowns, learning loss, and immigration terror, we are proud to report that students and families see our school as a haven of safety, belonging, learning and growth. 81% of students report that they feel their culture and identity is respected at OIHS all or most of the time, with only 2% reporting that their culture and identity is respected only rarely or never. In addition, 69% they have a trusted adult they can go to if they have a problem. According to the most recent California Healthy Kids Survey, 28% of OIHS students report frequent sad/ hopeless feelings, with nearly 20% having lost friends/family to violence and 10% having seriously considering suicide in the last year. The current administration's immigration actions are only exacerbating our students' sense of in security. At the same time—and this metric is very meaningful to us— 79% of OIHS students report that they know who they are and believe in their futures—suggesting remarkable resiliency in spite of structural adversity and past trauma.

- **Attendance Increases:** In spite of the many factors contributing to chronic absence at our school and city-wide, OIHS managed to dramatically reduce chronic absenteeism from 63.7%; this year it is down to 39%. Last Spring, after the inauguration and beginning of mass deportations, our attendance plummeted again – but as a result of staff interventions, training and advocacy, we've improved attendance yet again this school year.
- **Academic Supports:** As an institution born to address and transform the deep systemic inequities in the public education system for newcomer immigrant youth, OIHS continues to be a supportive place for learning and growth both inside and outside of the classroom. While we are still supporting students to catch up from the learning loss experienced during Covid and/or the effect of interrupted formal education due to conditions in their home country and the dynamics of displacement, we consistently outperform other newcomer programs in the OUSD and statewide. Last Spring, our graduation rate was 56.8%, compared to the district-wide newcomer graduation rate of just 37.5%. (Our graduation rate was 69.9% the year before the pandemic, and we anticipate that this year's graduation rate will be closer to pre-pandemic levels.) We are able to accomplish this by offering an academic program grounded in equity based grading, smaller class sizes, placing teaching assistants in many classrooms, and robust academic counseling services. Together, these ensure that students get the academic attention and socio-emotional support and encouragement they need, are on track to graduate, and are supported to apply for college and/or career opportunities post graduation. Meanwhile, we continue to be the only OUSD school with dual enrollment specifically for newcomers and have the highest number of English Language Learners enrolled in college classes in the OUSD.
- **Socio-Emotional Supports via the OIHS Wellness Center :** Last year, we accomplished the following through the Wellness Center: We distributed more than 3,500 pounds of food on average each week, for 38 weeks of the year, to OIHS students and families; We worked with 19 wellness partners, on and off campus, to provide socio-emotional supports like therapy, health appointments, health education, case management, and legal support; We conducted more than 1,200 hours of direct service case management for high-need issues related to health, immigration legal services, mental health and dental care directly to OIHS students, the majority of which were bi/multi-lingual; More than 2,146 student drop-ins were recorded in the Wellness Center throughout the year – students coming directly to seek support from caring, trusted adults. ; We held 8 wellness groups reaching 120 students (an average of 15 students per group).
- **Student Leadership Development:** Our staff remain deeply motivated to work with youth and also motivated by youth, believing in their strengths and assets and looking toward students to guide our staff's work, the resources

we offer, and the decisions we make. This year, we have over 46 students taking part in our leadership development groups, which meet weekly and attend regular all-day trainings and retreats.

- **Affinity Groups:** Our affinity groups continue to thrive, supporting students' and families sense of belonging and cultural pride. This year, affinity groups include Yemeni Club, Afghan Club, Asian Club, the Black Student Union, Guatemalan Club, Latinas with Dreams, and the Gay-Straight Alliance (a pre-existing group at OIHS). Each club is run by students themselves and supported by one or two Wellness staff that serve as staff liaisons to help plan events, secure space and financial resources (ex snack budget and field trip funds), and support student organization and build skills in areas such as event planning and meeting facilitation.

### **Significant Changes in the Last Year:**

We are thrilled to report that, when it comes to this project, our staffing and programming has remained stable—thanks, in good part, to support from Zellerbach. This is a difficult time for OIHS students and families, and for our staff. During a time of unprecedented attacks against immigrant communities, an evisceration of public funding, and a district-wide budget crisis within Oakland Unified, our work supporting low-income newcomer students of color has never been more urgent, or more difficult. Not only are federal programs that fund immigrant learners, low-income students, and after school programs at risk of vanishing, but post-Covid funds are sunseting, and newcomer enrollment remains at record lows. We have already lost critical positions to our core staff, including our community college liaison, and are certain to lose even more positions next year, forcing us to do far more with far less. But in spite of the many factors working against us, and the existential threats to our students and our school's future, we are deeply proud of our accomplishments so far, outlined below. We remain grateful to the Zellerbach Family Foundation for the continued partnership and support to make this work possible.

### **Project Goals:**

As a Community School grounded in restorative practices, OIHS will ensure a culture of safety and belonging by equipping our students and their families with the opportunities, resources and services they need to transition into their new homes and envision meaningful futures. We will provide meaningful opportunities for student- and family-driven engagement, leadership and community-building, and better equip families to be not merely recipients of services, but active agents in their own education and school design.

### **Project Activities:**

- The OIHS Wellness Center will continue to serve as a hub for OIHS's community school work, connecting students and their families to services (such as medical care, mental health resources, and immigration legal services) and serving as a safe, supportive place staffed with competent, caring adults.
- Restorative Justice focus: OIHS staff will continue to embrace and deepen our restorative practices among teachers, staff and students to support a culture of safety and belonging as well as healing and positive connections—at a time of unprecedented struggle, stress and fear among newcomer immigrants of color in the U.S.
- Student Leadership Programming: Student leaders will be elected by their peers to serve as links between the students and staff, helping inform school design and decisions and lead school-wide events. These students will receive ongoing training and support from Wellness Center staff and partners.
- Affinity Groups: Student "Affinity Groups" will be led by students and supported by the Wellness Center staff in order to: deepen students' sense of belonging in school; provide safe, shared spaces for learning, dialogue and resource exploration; celebrate students' culture, heritage and/or identity among one another; and to share identity, culture and/or heritage with the wider school community. We will deepen and grow our Affinity Group program during the next school year to serve more students and communities, with a particular focus on our growing Chinese and Vietnamese speaking students.
- Community Walks: In the fall, we will offer an all-day Professional Development session for teachers and staff lead by students and families that focuses on student leadership, student-centered design, cultural humility, and cultural competency. Groups of students will lead teachers and staff through an eight hour day that include a classroom lesson on their particular community/background,, hands-on cultural activities, cooking/sharing food, and field trips

to local places of community and worship, such as a mosque, a church, a community center, an art exhibition, a store, and much more.

- Home Visits: To encourage deeper connections and bridge the gap between home and school, OIHS staff will conduct regular home visits to a minimum of 35 households. These visits—positive in nature—will focus on relationship building, resource support, celebrating student accomplishments, and interventions related to absenteeism/truancy.
- Weekly Community Food Pantry: Meaningful family engagement often begins with activities that actively demonstrate OIHS as a place of safety and source of support. In response to this need, and the soaring cost of food, we will work with the Alameda County Food Bank to host weekly on-campus food pantries to deliver fresh, healthy food to over 100 people a week, including 20+ adult family members.
- Resource Fairs: OIHS and our partner Safe Passages will offer quarterly on-campus resource fairs for family members, offering college and career resources, information and training; support with applications; public benefits navigation and application, food and health supplies, and more. and information

Community Safety Foot Patrol: In response to pervasive fears among family members related to ICE abductions, OIHS will work with community volunteers to organize daily foot patrols to monitor for potential threats to students and families. These will build a sense of community with the wider neighborhood, offer a sense of solidarity and safety to students and families, and better support a culture of readiness at OIHS.

### **Project Leadership:**

Tom Felix: Tom has worked in OUSD since 2001 as a teacher, teacher on special assignment, assistant principal and principal, all at schools serving newcomers. For several years he was the director of newcomer/ELL programs for OUSD, responsible for supporting and enhancing English Language Learner programs across OUSD, attending to the professional development of teachers, the design of programs, and harnessing support services available to this population. He returned to work at a school site in 2022 as the principal of Oakland International High School. Tom holds a clear Administrative Services credential and a Masters in Education from UC Berkeley.

Irene Kim, Assistant Principal: Irene Kim has been on staff at OIHS since 2011. Irene has taught World History, English and Reading classes at OIHS. Irene was the instructional lead for the school from 2019 to 2021 during shelter in place and distance learning. She planned and facilitated professional development for teachers and staff, building and sustaining community among staff during some of the most difficult moments of the pandemic so far. In 2014, Irene founded the “Opening Doors Scholarship” for seniors at OIHS and has helped fundraise and distribute \$104,560 in scholarships to date. A graduate of Santa Monica College, UCLA, and Stanford University, Irene began her post-high school education at a community college, transferred to UCLA as a political science major, and received a Masters of Education in History/Social Science instruction.

Madenh Hassan, Community School Manager: Madenh joined the the OIHS Wellness Team as the Community School Manager in the fall of 2020, where she now oversees all the non-academic programs and partnership at OIHS, manages the school’s Wellness Team, and helps guide the school’s programmatic growth. Madenh Hassan joined OIHS in the Fall of 2016 as a bilingual Social Studies teacher, and has supported OIHS to deepen our connections with and services for our Yemeni families. She has nearly two decades of experience teaching in both Oakland and in rural California, bringing a wealth of skills in community outreach, community organizing and restorative justice.

Jizabel Navarette, School Counselor: Jizabel Navarette coordinates and manages all parent engagement related to college, career, and post-high school options, including ongoing “coffee with counselors” events and parent training. Jizabel also conducts ongoing family meetings with newly-arrived parents and students, and supports the parent leadership program at OIHS. Jizabel is a Mexican American born and raised in San Francisco, CA. She graduated with a BS from San Francisco State University with a degree in Child & Adolescent Development with a concentration in Youth and Family services. Currently, she is in her last year of graduate school at SFSU where she is specializing in Marriage and Family Therapy with an emphasis in School Counseling. Outside of school and work, she enjoys spending time with family and friends, and practicing Martial Arts. Jizabel is bilingual in English and Spanish.

Karen Carranza, Wellness Center Case Manager: As Case Manager, Karen supports the daily activities of our Wellness Center, serving as the first point of contact for visiting students/families, managing referrals, and supporting ongoing case management for students with particularly acute needs. Prior to joining the Wellness Center staff in 2020, Karen worked as a Newcomer Assistant supporting OIHS classrooms. She graduated from San Francisco State with a B.A. and is an alumni of Oakland International High School.

Luis Lopez, School-wide Case Manager: As the School-Wide Case Manager, Luis Lopez supports the school's restorative practices, school culture (re)building, and serves as a key link between the Wellness Center, the Front Office & the School Counseling Team, with a particular focus on working with chronically absent students, working students, and/or students at risk of dropping out. Prior to assuming this role at the beginning of the 2022-2023 school year, Luis worked as the Career Transition Specialist, supporting working students, and prior to that as the Wellness Center Case Manager, where he supported the socio-emotional needs and referrals of OIHS students. Luis, an OUSD graduate and former Oakland newcomer student himself, has also worked as a substance abuse counselor in the OUSD, and is particularly committed to and well-versed in restorative practices.

Lauren Markham, Learning Lab Director:: Lauren Markham is the former OIHS Community School Manager, and the former Director of the OIHS Learning Lab. At OIHS, she launched OIHS's award-winning Community School Program and was instrumental in setting up socio-emotional programs that have been replicated across the district and state. She now supports OIHS part-time to share our model with other educators and plan future programs in service of student growth and inclusion.

Community Partners: This project hinges on strong, lasting community partnerships with organizations including Safe Passages, Soccer Without Borders, and The Alameda County Food Bank.

### **Board of Directors:**

Oakland Unified School District Board of Directors:

- District 1: Sam Davis, sam.davis@ousd.org
- District 2: Aimee Eng, aimee.eng@ousd.org
- District 3: VanCedric Williams, vancedric.williams@ousd.org
- District 4: Gary Yee, gary.yee@ousd.org
- District 5: Mike Hutchinson, mike.hutchinson@ousd.org
- District 6: Shanthi Gonzales, shanthi.gonzales@ousd.org
- District 7 : Clifford Thompson, clifford.thompson@ousd.org
- Student Director: Natalie Gallegos Chavez, natalie.gallegoschavez@ousd.org
- Student Director: Samantha Pal, samantha.pal@ousd.org

## Reporting

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In an effort to reduce the administrative burden of reporting, we are offering grantee partners the option of meeting with their program officers (by phone, video or in person) in lieu of submitting a written narrative report. You are welcome to submit a written report if you'd prefer. Please indicate your preference below. If you select the verbal report, your program executive will reach out to you to schedule it. Also, we still require a financial report, but, for general operating grants, the most recent financial statement will suffice. we are offering grantee partners the option of

**How would you prefer to submit your final narrative report?**      Verbally (by phone or in person)

## Grant Taxonomy

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Please assist us in coding your grant request by categorizing it in the following ways. (Coding should pertain to this specific grant, NOT your organization in general.)

### Age

---

Adults (18+)

Seniors (65+)

Children/Youth (0-17)

Please check **all** age demographics served by this grant request.

### Ethnicity/Race

---

Arab, Middle Eastern, Muslim, South Asian (AMEMSA)

Latino/Latina/Latinx

Black/African American/African

Multiracial/Multiethnic

Native American/Indigenous

East Asian/Southeast Asian

Please check **all** Ethnicity/Race demographics served by this grant request.

### Gender

---

Male

Female

Non-binary/Other

Please check **one** Gender demographic served by this grant request.

### Population(s) Served

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Low Income

Juvenile Justice System Involved

Crime/Abuse Victims

Youth at Risk of System Involvement

Homeless/unhoused

Immigrants

Refugees

LGBTQ

Child Welfare System Involved

Please check **all** populations served by this grant request.

### Geographic Scope of this Grant

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Alameda County

Please check all geographic areas served by this grant request.

The Grant Application has been Reviewed by Legal.  
Signature on this document does not constitute an  
Approval As to Form as no legal terms are included in this  
Grant Application.

 04/30/26

Roxanne De La Rocha  
OUSD Senior Staff Counsel