APPLICATION FOR GRANTS
UNDER THE

Opening Doors Expanding Opportunities

CFDA # 84.377C

PR/Award # S377C170008

Grants.gov Tracking#: GRANT12339424

OMB No., Expiration Date:

Closing Date: Feb 13, 2017
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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).
### Application for Federal Assistance SF-424

**1. Type of Submission:**
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

**2. Type of Application:**
- [x] New
- [ ] Continuation
- [ ] Revision
- [ ] Other (Specify):

**3. Date Received:**
02/10/2017

**4. Applicant Identifier:**

**5a. Federal Entity Identifier:**

**5b. Federal Award Identifier:**

**State Use Only:**

**6. Date Received by State:**

**7. State Application Identifier:**

**8. APPLICANT INFORMATION:**

**a. Legal Name:**
Oakland Unified School District

**b. Employer/Taxpayer Identification Number (EIN/TIN):**
94-6000385

**c. Organizational DUNS:**
0765545000000

**d. Address:**

- **Street1:**
  1000 Broadway, Suite 680
- **City:**
  Oakland
- **County/Parish:**
- **State:**
  CA: California
- **Province:**
- **Country:**
  USA: UNITED STATES
- **Zip / Postal Code:**
  94607-4099

**e. Organizational Unit:**

- **Department Name:**
- **Division Name:**

**f. Name and contact information of person to be contacted on matters involving this application:**

- **Prefix:**
  Mr.
- **First Name:**
  Charles
- **Last Name:**
  Wilson
- **Suffix:**

- **Title:**
  Executive Director, Enrollment

- **Organizational Affiliation:**

- **Telephone Number:**
  415-794-3837
- **Fax Number:**

- **Email:**
  charles.wilson@ousd.org

**PR/Award #:** S377C179908

Page 03
**Application for Federal Assistance SF-424**

**9. Type of Applicant 1: Select Applicant Type:**
- Independent School District

**Type of Applicant 2: Select Applicant Type:**

**Type of Applicant 3: Select Applicant Type:**

**Other (specify):**

**10. Name of Federal Agency:**
- Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

**CFDA Title:**

**12. Funding Opportunity Number:**
- ED-GRANTS-121416-001

**Title:**
- Office of Elementary and Secondary Education Opening Doors, Expanding CFDA Number 84.377C

**13. Competition Identification Number:**
- 84-377C2017-1

**Title:**

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

**15. Descriptive Title of Applicant’s Project:**
OUSD’s Opening Doors, Expanding Opportunities project aims to build the infrastructure and social-emotional supports that will allow for increased socioeconomic diversity in dual language programs.

Attach supporting documents as specified in agency instructions.
Application for Federal Assistance SF-424

16. Congressional Districts Of:
   * a. Applicant CA-013
   * b. Program/Project CA-013

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:
   * a. Start Date: 07/01/2017
   * b. End Date: 08/31/2019

18. Estimated Funding ($):
   * a. Federal 1,425,281.00
   * b. Applicant 0.00
   * c. State 0.00
   * d. Local 0.00
   * e. Other 0.00
   * f. Program Income 0.00
   * g. TOTAL 1,425,281.00

19. Is Application Subject to Review By State Under Executive Order 12372 Process?
   - a. This application was made available to the State under the Executive Order 12372 Process for review on __________.
   - b. Program is subject to E.O. 12372 but has not been selected by the State for review.
   - c. Program is not covered by E.O. 12372.

20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)
   - Yes   ☒ No

If "Yes", provide explanation and attach

21. "By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

   ☒ ** I AGREE

   ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:    *

First Name: Devin

Middle Name:        *

Last Name: Dillon

Suffix: Ph.D

Title: Superintendent

Telephone Number: 510-879-8200

Fax Number: 

Email: devin.dillon@gsad.org

Signature of Authorized Representative: Charles Wilson

Date Signed: 02/10/2017

PR/Award # S377C170008
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U.S. DEPARTMENT OF EDUCATION

SECTION A - BUDGET SUMMARY

Non-Construction Programs

<table>
<thead>
<tr>
<th>Project Year 1</th>
<th>Project Year 2</th>
<th>Project Year 3</th>
<th>Project Year 4</th>
<th>Project Year 5</th>
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</table>

EXPLANATION DATE: 6/30/2007

OMB Number: 1840-0008
### SECTION C - BUDGET NARRATIVE (See Instructions)

<table>
<thead>
<tr>
<th>(a) Project Year</th>
<th>(b) Project Year</th>
<th>(c) Project Year</th>
<th>(d) Project Year</th>
<th>(e) Project Year</th>
<th>(f) Project Year</th>
<th>(g) Project Year</th>
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</table>

### NON-FEDERAL FUNDS

**SECTION B - BUDGET SUMMARY**

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Project Year 1</th>
<th>Project Year 2</th>
<th>Project Year 3</th>
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</table>

Please refer to instructions before completing. Returns should complete all applicable columns. A teacher's instructional fund is for multi-year projects completed in the column under"Project Year" and includes funding for any one year.
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental, or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §479); EO 11993 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1986 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL
Charles Wilson

TITLE
Superintendent

APPLICANT ORGANIZATION
Oakland Unified School District

DATE SUBMITTED
02/10/2017

Standard Form 424B (Rev. 7-97) Back
1. * Type of Federal Action:  
   - a. contract  
   - b. grant  
   - c. cooperative agreement  
   - d. loan  
   - e. loan guarantee  
   - f. loan insurance  

2. * Status of Federal Action:  
   - a. bid/offer/application  
   - b. initial award  
   - c. post-award  

3. * Report Type:  
   - a. initial filing  
   - b. material change  

4. Name and Address of Reporting Entity:  
   - Prime  
   - Sub-Awardee  
   - Name: Oakland Unified School District  
   - Street 1: 1000 Broadway, Suite 480  
   - City: Oakland  
   - State: CA  
   - Zip: 94607-4099  

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:  

6. * Federal Department/Agency:  
   - U.S. Department of Education  

7. * Federal Program Name/Description:  
   -  

8. Federal Action Number, if known:  

9. Award Amount, if known:  
   - $  

10. a. Name and Address of Lobbying Registrant:  
   - Prefix:  
   - Last Name:  
   - Street 1:  
   - City:  

10. b. Individual Performing Services (including address if different from No. 10a)  
   - Prefix:  
   - Last Name:  
   - Street 1:  
   - City:  

11. Information requested through this form is authorized by Title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.  

   * Signature: Charles Wilson  
   * Name: Prefix:  
   * Last Name:  
   * Title: Superintendent  
   * Telephone: 510-879-8200  
   * Date: 02/10/2017  

Authorized for Local Reproduction  
Standard Form - LLL (Rev. 7-97)  

PR/Award # S377C170008  
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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education’s General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America’s Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?
Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?
Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain-potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?
The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

File Name:

OUSD GEPA Statement.pdf

Add Attachment Delete Attachment View Attachment

PR/Award #: S377C170008

Tracking Number:GRANT12339424

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Funding Opportunity Number:ED-GRANTS-121416-001 Received Date:Feb 10, 2017 07:34:15 PM EST
Oakland Unified School District (OUSD) provides equitable access to all students, faculty and other staff, and family members regardless of age, race, sex, religion, national origin, disability, economic background, or sexual orientation. OUSD serves a racially, linguistically, religiously, culturally, socio-economically diverse community of children and families: 41.3% of OUSD students in district-run schools are Hispanic/Latino, 26.2% African American, 13.6% Asian, 11.1% White, and 7.8% American Indian or Alaska Native, Pacific Islander, Filipino, and other cultural backgrounds. 11% are students with disabilities and receive special education services. Half (50.3%) of students speak a non-English language at home, 30.8% of students are designated English Language Learners (ELL), and one-third live in native Spanish speaking households.

Our district has extensive experience and multiple policies and procedures in-place for making programming responsive to the diverse population in our community. OUSD maintains equitable hiring policies, which prohibit discrimination in hiring based on race, gender, national origin, age, or disability. All staff members in OUSD receive training in relating to, and interacting effectively with, the diversity of students and families they encounter at our schools. We strive to hire staff that reflects the ethnic, cultural, and linguistic backgrounds of the students and families with whom we work. Above all, we are committed to educational equity for students, staff, and family members within the educational system.

Our proposed Opening Doors, Expanding Opportunities project is designed to increase student diversity and socioeconomic integration through the district’s growing PK-12 dual language pathway. The goals of this project are to: 1) Build the enrollment and transportation infrastructure to support our new dual language schools in creating a socioeconomically diverse learning environment; and 2) Identify and build socioemotional supports that will allow for authentic and sustained integration of students in diverse settings. To achieve these goals, the district aims to: 1) improve the district’s enrollment system and process in order to effectively make assignment decisions based on socioeconomic factors; and 2) pilot a student admissions lottery for Oakland School of Language (SOL) that is incorporated into the district lottery 3) Increase socioemotional supports to all families and 4) Plan for a more pragmatic transportation system. In Year 1 and Year 2 of the grant, pre-implementation activities will be piloted at Oakland SOL, reaching 75 students in year 2. In Year 3, the project will reach over 150 students at Oakland SOL, Manzanita SEED, and Melrose Leadership Academy, and by year 4, this project will reach 329 students. Throughout the grant period we will evaluate the efficacy of pre-implementation activities and overall project impact. Information gleaned from our assessments will be used to scale our strategies to other SIG-eligible, dual immersion programs in the district and other SIG-eligible theme schools across the district. By the 2022-2023 school year, we anticipate that the project will be serving at least 681 students per year across 8 schools as we continue to scale up the impact of building operational infrastructure to support diverse schools.

In accordance with federal, state, district, and school standards providing equitable access to all students, teachers, and other program beneficiaries with special needs, students of all ages shall be equitably served by this project through its proposed activities, regardless of gender.
race, national origin, color, disability, or age. Some of the specific activities of the proposed project that will ensure equitable access include (but are by no means limited to) the following:

- Providing training for staff on developmentally appropriate practices and on strategies for modifying traditional activities to be inclusive of all children and youth in educational activities.
- Providing training and coaching for staff, school students, and other community members, particularly around issues of implicit bias and issues of cultural difference.
- Providing awareness training for staff, school students, and other community members about people functioning in non-traditional roles/jobs.
- Ensuring appropriate representation of genders, races, cultures, and abilities in instructional materials and promotional materials.
- Identifying necessary accommodations for disabled students (in the IEP or 504 plan) and providing these accommodations.
- Identifying necessary accommodations for disabled program participants of all ages and providing these accommodations.
- Providing school materials in Braille, large print, audio or videotape format if required.
- Providing sign language translators as needed.
- Providing program accessibility to students of all ages and staff with disabilities through orientation and mobility training, interpretation services, closed captioning, assistive technology devices, personal assistants, program accessibility, early identification and intervention, elimination of architectural barriers, etc.
- Keeping teachers/administrators well-informed of student needs and abilities so that they are aware of and refrain from assigning unfair activities related to issues of disability.
- Providing access and translation/interpretation services for program participants who are not proficient in speaking English.

In planning for this grant, we have identified potential barriers to full inclusion in project activities and will utilize the strategies described below to ensure that all participants have full access to all programming components and activities.

**Potential barrier:** OUSD has seen a dramatic increase in the rise of newcomers, defined as students who are new to the country within the last 3 years. Many of our newest arrivals fall into the status of refugee, asylee, and/or Unaccompanied Minor and require intensive and specialized services to meet their academic, socio-emotional, and mental health needs. In many cases, students fall under two or more of these categories:

- **Students with Interrupted Formal Education (SIFE):** Immigrant students who come from a home in which a language other than English is spoken and 1) Enter a United States school after the second grade; 2) Have had at least two years less schooling than their peers; 3) Function at least two years below expected grade level in reading and mathematics; and 4) May be pre-literate in their first language.
- **Refugee/ Asylee:** Students who have been forced to leave their country in order to escape violence and persecution. Refugees enter the US through a US State Department pro-
program with visas, a path to citizenship, and limited case management and integration assistance.

- **Unaccompanied Minors:** Undocumented minors are children who cross the border without parents or guardians and are apprehended by immigration officials. Unaccompanied minors are federally referred to as Unaccompanied Alien Children (UAC). Once these children are released to a sponsor, they may enroll in US schools. UAC students entered the US without documentation and are involved in deportation proceedings. Obtaining legal assistance for their immigration hearings is a top priority and something that can distract them from school.

**Solution:** OUSD is committed to serving newcomers. There are currently 1,915 projected newcomers across the district for 2017-2018. We anticipate that many newcomers will benefit from the proposed project. Project staff will partner with OUSD’s Transitional Students and Families unit to identify and reach out to newcomer, refugee, and asylee students and families, to ensure they are aware of the district’s dual language programs. Staff from the English Language Learner and Multilingual Department will ensure that newcomers receive prevention and intervention services as needed so that they do not fall further behind. All program elements will be designed to accommodate newcomers and no student will be denied participation in any activities. We will ensure equitable access to programming for all program participants with newcomer status.

**Potential barrier:** As the second largest subgroup at OUSD, African American students comprise 26% of our entire student body, but only 9% of dual language schools in 2016. They are disproportionately affected by high suspension and low attendance rates, and underperform academically relative to other student groups in many dual language schools. As a result, we are investing to ensure that this group is supported to achieve academic success through the project.

**Solutions:** The project team will incorporate several strategies to help all students engage fully in the initiative, improve social and emotional competencies, improve behavioral outcomes, reduce disciplinary referrals, increase attendance rates, and meet academic proficiency standards in standardized assessments.

- We will place a particular emphasis on equipping educators to promote an inclusive environment and educational experience among students from underrepresented minority groups and to support them to succeed academically and personally.
- Classroom instruction will be informed by careful assessment of data on each student’s skill-level, learning, and gaps in learning and will incorporate differentiated instruction and other evidence-based approaches to ensure instruction responds to each student’s cultural background, learning style, and needs.
- We will incorporate strategies in and out of classrooms to ensure that students perceive their education as interesting and personally relevant to their life and their future.
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Oakland Unified School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Devlin

Middle Name:

* Last Name: Dillon

Suffix: Ph.D

* Title: Superintendent

* SIGNATURE: Charles Wilson * DATE: 02/10/2017
1. Project Director:

Prefix: Mr.   First Name: Charles   Middle Name:   Last Name: Wilson   Suffix: 

Address:
Street1: 1000 Broadway, Suite 680
Street2: 
City: Oakland
County: 
State: CA: California
Zip Code: 94697-4099
Country: USA: UNITED STATES

Phone Number (give area code): 415-794-3837
Fax Number (give area code): 
Email Address: charles.wilson@ousd.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes  ☐ No  ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes  ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes  Provide Exemption(s) #: 1 2 3 4 5 6

☐ No  Provide Assurance #, if available:

If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment  Delete Attachment  View Attachment
Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]
Our proposed Opening Doors, Expanding Opportunities project is designed to increase student diversity and socioeconomic integration through the district’s growing PK-12 dual language pathway. Oakland Unified School District is applying under Absolute Priority 3 – Improving Schools by Increasing Student Diversity – Blueprint and Pre-implementation.

Despite Oakland being one of the most ethnically diverse cities in the nation, many of Oakland schools are segregated by race and income. The goals of this project are to: 1) Build the enrollment and transportation infrastructure to support our new dual language schools in creating a socioeconomically diverse learning environment; and 2) Identify and build socioemotional supports that will allow for authentic and sustained integration of students in diverse settings. To achieve these goals, the district aims to: 1) improve the district’s enrollment system and process in order to effectively make assignment decisions based on socioeconomic factors; 2) pilot a student admissions lottery for Oakland School of Language (SOL) that is incorporated into the district lottery; 3) increase socioemotional supports to all families; and 4) plan for a more pragmatic transportation system.

Through this project, the district aims to increase academic achievement, particularly in SIG-eligible dual language and other themed schools. By the 2022-2023 school year, we anticipate that the project will serve at least 681 students per year across 8 schools as we continue to scale up the impact of building operational infrastructure to support diverse schools. Potential partners include the Center for Research, Equity, and Collaborative Engagement, the National Equity Project, Reimagining Integration at Harvard Graduate School of Education, New Schools Venture Fund, and Oakland Community Organizations. Funds from this grant will allow Oakland Unified School District to build the infrastructure to create diverse learning environments so that all students can reach their highest potential.
Project Narrative File(s)

* Mandatory Project Narrative File Filename: OUSD Narrative.pdf

Add Mandatory Project Narrative File  Delete Mandatory Project Narrative File  View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File  Delete Optional Project Narrative File  View Optional Project Narrative File
Grants.gov Forms

Abstract ........................................................................................................ Attached Separately

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a. Need for Project

Overview of District and Community. Oakland Unified School District (OUSD) is a large, urban public school district in Oakland, California, with 123 schools, including 37 district-authorized charter schools, that serve over 49,000 Transitional Kindergarten-12th grade students per year. The district serves the city of Oakland, one of the most culturally and ethnically diverse cities in the nation. The city’s diversity is reflected in the district’s student population: 41.3% of OUSD students in district-run schools are Hispanic/Latino, 26.2% African American, 13.6% Asian, 11.1% White, and 7.8% American Indian or Alaska Native, Pacific Islander, Filipino, and other cultural backgrounds; 11% are students with disabilities and receive special education services. Half (50.3%) of students speak a language other than English at home, nearly one-third (30.8%) of students are designated English Language Learners (ELL), and one-third live in native Spanish speaking households. The overall Free and Reduced Lunch (FRL) population in OUSD is 74%.

OUSD has undergone significant changes over the last 20 years, including declining enrollment of combined OUSD district-run schools and OUSD charter schools from 55,000 to 49,000 since 2000. Demographic shifts have reduced the proportion of African American students from 48% to 26% in district-run schools, while Latino enrollment has grown from 29% to 41% over the same period. Many more English Language Learners (Latino, Asian, Arab) are residing in Central, East, and West Oakland (Strategic Regional Analysis, 2015-2016). Meanwhile, Oakland has experienced the highest annual appreciation of home values and the greatest rent increases of the 50 largest U.S. cities as of June, according to data compiled by Zillow (Vekshin, 2016). Gentrification continues to rise in East and West Oakland. These demographic trends set the stage for a significant opportunity for integration.
Magnitude or Severity of the Problem to be addressed. Despite Oakland being one of the most ethnically diverse cities in the nation, few schools in Oakland reflect the racial, socio-economic, and linguistic diversity of the city (Stavely, 2016). In one recent KQED news report, titled “Oakland Prides Itself on Being Diverse — Until It Comes Time to Send Kids to School,” Stavely (2016) cites that Oakland schools look like Oakland neighborhoods, which are largely segregated by race and class. Data from the 2015-16 school year show that the percentage of students receiving free and reduced lunch in Oakland schools ranges from 6% to 97%.

**Figure 1: Students Eligible for Free & Reduced Lunch in OUSD**

The map in Figure 1 highlights the density of students who are eligible for FRL based on where they reside. The map indicates that high poverty areas (indicated by the darkest areas) tend to be concentrated in the flatlands (the northwest/southwest band of the city), whereas the northeast region of the city has the least students eligible for FRL. Research by the Alameda County Public Health Department found that an African American born in West Oakland, when compared with a white child born in the Oakland hills (northwest), is 7 times more likely to be born into poverty, 4 times less likely to read at grade level by fourth grade, and can expect to die almost 15 years earlier (Beyers, M. et al, 2008).

Segregation by race and income exist at the program level as well. OUSD offers a series of “Pathways” for secondary students – industry-themed curricula that integrate career technical
education, work-based learning experiences, and core academic classes. These Pathways are designed to blend theoretical knowledge with real world application and prepare students for college, career, and community. When the enrollment department conducted a study in 2016 that focused on program pathways that tend to produce strong academic outcomes, measured by the Scholastic Reading Inventory (SRI), the department found that these programs tend to be highly segregated by race and socioeconomic status.

For instance, while Oakland Technical High School (Oakland Tech) as a whole is diverse in terms of race and socioeconomic status, it is not truly integrated within its academic programs or pathways. For example, the Engineering and Computer Science academies both achieved 100% graduation rates in 2014-15 but served only 17% FRL students, whereas the Technology and Computer pathway served 55%. Our data reveals that programs within our schools can look significantly different from our overall population, which is made up of predominantly FRL students of color.

Hence, as we work toward the vision for K-12 feeder patterns aligned around programmatic themes as outlined in the district’s Strategic Plan, we hope to curtail this type of intra-school segregation to create spaces that support authentic and sustained integration.

**Figure 2: Oakland Technical High School Programs by FRL and Ethnicity**
Extent project will focus on serving needs of disadvantaged individuals. OUSD demonstrated the greatest improvements in student achievement of any large urban district in the state annually from 2005-2013. Yet despite consistent improvement, our students continue to underperform relative to their peers state- and nation-wide, and there are significant opportunity gaps between student groups based on race/ethnicity and socioeconomic status (SES) within the district. For example, in 2015-16, 17% of African American OUSD 3rd-5th grade students met the English Language Arts (ELA)/Literacy standard on the annual state test, and 13% met the Math standard. In contrast, 71% of white 3rd-5th grade students in OUSD met the ELA/Literacy standard, and 62% met the Math standard. For low income students, only 23% met ELA/Literacy standard, and 17% met Math standard, relative to 58% and 50% respectively for non-low income students. These opportunity gaps parallel severe socioeconomic and health disparities between affluent white neighborhoods in the Oakland hills and those in the flatlands, where the city’s poorest residents of color reside and where all schools in this proposal are located.

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 also states that “By 2020, the number of high performing and high quality schools, as measured by the district’s School Performance Framework, will increase to 75 percent” (Pathways to Excellence, 2015, p.6). In order to accomplish this goal, these schools cannot be limited to schools in more affluent areas of the city; the district is committed to supporting schools, neighborhoods, and communities to create strong K-12 feeder patterns in every Oakland neighborhood.

One of the K-12 feeder patterns OUSD is growing is a PK-12 dual language pathway to ensure that “every child in OUSD has the opportunity to become biliterate and bilingual” (ELL Roadmap, 2015). Below is a list of dual language schools in OUSD. All of the schools below,
except for Oakland School of Language (SOL) and Esperanza Elementary, are SIG-eligible, totaling 6 schools and 2,675 students in 2017. In 2016, students in dual language schools have, in aggregate, been 82% FRL; they have been 81% Latino, 9% African American, 5% White, and 5% other race, highlighting significant opportunity to provide services to underserved communities and low-income families.

**Table 1: Dual Language Schools in OUSD**

<table>
<thead>
<tr>
<th>School and Enrollment - current Jan. 2017</th>
<th>Year program began</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community United Elementary School (CUES), K-5</td>
<td>2013</td>
<td>369 students</td>
</tr>
<tr>
<td>Esperanza, K-5</td>
<td>2006</td>
<td>339 students</td>
</tr>
<tr>
<td>Global Family, K-5</td>
<td>2008</td>
<td>459 students</td>
</tr>
<tr>
<td>Greenleaf, K-8</td>
<td>2017</td>
<td>602 students</td>
</tr>
<tr>
<td>International Community School (ICS), K-5</td>
<td>2014</td>
<td>308 students</td>
</tr>
<tr>
<td>Manzanita SEED, K-5</td>
<td>2005</td>
<td>425 students</td>
</tr>
<tr>
<td>Melrose Leadership Academy (MLA), K-8</td>
<td>2010</td>
<td>512 students</td>
</tr>
<tr>
<td>Oakland SOL, 6-8</td>
<td>2017</td>
<td>75 students in 2017; 450 at capacity</td>
</tr>
</tbody>
</table>

Figure 3, below, shows the percentage of students who qualified for FRL at dual lan-
guage schools in OUSD from 2013 to 2017. These schools demonstrate high need; for instance, five dual language schools (Greenleaf, Global Family, Community United, Esperanza, and ICS) have also shown very little change in their FRL percentage during this time period, all servicing 88%+ FRL students. Two dual language schools (Manzanita SEED and MLA) have shown a downward trend with respect to the number of FRL families they are serving; these are schools that we can glean best practices from with respect to attracting diverse families.

For Manzanita SEED, the demographics of the school changed dramatically after Manzanita SEED won a California National Title I Award in 2010 for making more progress in closing the achievement gap than any other Title-I eligible school in the state by socio-economic status as well as language. The school changed from 85% FRL in 2010 to close to 64% FRL in 2016-17. As demand grew, the percentage of neighborhood residents who were able to attend Manzanita SEED began to decline as more seats were allocated to more resourced families. A similar enrollment trend is taking place at MLA, another dual language school in high demand among middle-income families from across the city. This highlights the importance of reevaluating our enrollment system to mitigate unintended negative consequences for low-income students and their families. As we grow the PK-12 dual language pathway from this base of schools, it is critical that we address this trend of socioeconomic imbalance among our dual language schools, which requires intentional effort to both the operational and programmatic elements needed to attract and retain a diverse student population.

**Oakland School of Language (SOL):** One of the ways in which the district hopes to pro-
mote socioeconomic integration is through Oakland SOL. SOL is a new dual language middle school opening in Fall 2017 that will be used as a proof of concept in developing the infrastructure to create diverse learning environments. The addition of SOL to OUSD’s portfolio of themed schools is part of a strategic plan to build PK-12 dual language and bilingual pathways in order to accelerate academic achievement, while closing the opportunity gap. The mission of Oakland SOL is to provide a vibrant learning environment which reflects and embraces the full range of diversity and multilingualism Oakland offers. SOL is intentionally designed to attract families from all backgrounds and the school has garnered interest from families from a variety of cultural, linguistic, and socioeconomic backgrounds. The founding design team at SOL represents a mix of racial, linguistic, and socioeconomic backgrounds. The development of the new middle school was driven by families in existing dual language elementary schools who worked in collaboration with the school district and community partners to develop the program.

Gaps in services, infrastructure, and opportunities. To maximize our impact in carrying out SOL’s vision and building and supporting diverse schools, OUSD has identified the following key gaps:

**Enrollment infrastructure gaps:** OUSD offers school choice within our district boundaries. OUSD conducted an assessment of the strengths and challenges of the enrollment department in 2015 and 2016. While the enrollment department advises a significant number of parents (20,000-25,000) each year and provides support for various departments around the school networks, feedback indicated that the enrollment process was often difficult to navigate for families. In addition, the technology systems within the enrollment department were outdated and applications for enrollment were entirely paper-based, leading to weeks of manual data entry for enrollment specialists. This paper-based application process made it nearly impossible to track the flow of applications to specific schools until it was too late to engage in practical outreach to communities that traditionally may not have applied in a timely manner to the schools with the
strongest student performance outcomes. This weakness in the current enrollment system was highlighted by a period referred to as “August Rush.” In August 2016, more than 3,600 families (which represent more than 10% of OUSD’s enrollment) visited a single enrollment office to apply for a new school. Waiting in lines for as long as four hours, these families had very few options of available schools from which to choose, especially schools with strong student performance outcomes. If these families had the ability to conveniently select a school in the months preceding August, more of them could have received a placement at a desired school.

**Enrollment policy gaps:** Families can apply to any school in the district, but the reality is that in OUSD, enrollment policies reinforce residential segregation because our enrollment systems prioritize students who live in a school’s attendance area or for siblings of students whose families received an earlier assignment. While a majority of applicants across all regions are assigned to their first-choice school, disparities exist by region: the Northeast (a well-resourced region) had 76% of Kindergarteners assigned to their first choice schools whereas West Oakland (a racially and socioeconomically segregated neighborhood that is gentrifying over time) only had 56% assigned to their first choice schools (Strategic Regional Analysis, 2015-2016). More affluent and informed families tend to get their school of choice given our current enrollment policies.

**Socioemotional barriers for students in dual language schools:** To strengthen our dual language immersion schools for the benefit of all students, parents and students from the design team at Oakland SOL identified that an increased focus on social-emotional learning (SEL) and cultural humility/identity development was needed. This is particularly the case for mono-lingual students who may otherwise feel that their identities are not validated in dual language schools. Community feedback from parent leaders (especially parents of students of African descent) emphasized the necessity of an explicit focus on SEL to support students to achieve other goals around Academics, Bilingualism, and Cultural Humility.
Transportation barriers: California only requires busing under specific circumstances or with certain student populations, and the funding and ridership have plummeted over the last decade. The only required transportation for OUSD is required under the Federal Individuals with Disabilities Education Act and is provided to 2,000 special education students. As a result, OUSD currently offers no general transportation except for Special Education students. Students do have access to the Alameda County Transit bus system in the City of Oakland. This bus system has limited routes from the “flatlands” to the “hills,” so transportation options can be limited without access to a car. The cost of transportation is often cited as a barrier to school attendance and participation in school-based afterschool activities.

We have begun to address each of these barriers internally, and we seek the funding from this grant to continue to improve our enrollment processes and policies, our transportation infrastructure, our capacity for research and analysis, and our ability to provide social-emotional supports so that all children can be successful in dual language and other themed schools in OUSD.

b. Significance

Potential Contribution of Proposed Project. Funds from this grant seek to support diversity at Oakland SOL as well as other SIG-eligible schools in our growing PK-12 Dual Language Feeder Pattern (SEED, MLA, Greenleaf, ICS, CUES). Information gleaned from this grant will be applied to other SIG-eligible themed schools in the district as we grow additional PK-12 feeder patterns. As a large, diverse urban school district, OUSD is well-positioned to develop a national model for improving student academic outcomes in SIG-eligible schools by increasing student diversity in those schools. By evaluating the project’s impact on socioeconomic diversity and student achievement, the proposed project will contribute to best practice research within the growing dual language school model across the nation and best practice research within PK-12 theme-based feeder patterns.

Members of the project team will also present findings at numerous local, state, and na-
tional conferences, as our staff have extensive experience presenting at conferences, including the following conferences: Association of Two-way and Dual Language Education (ATDLE); La Cosecha; National Conference for DL Education (New Mexico); California Association of Bilingual Educators (CABE); and two-way CABE (focused on dual language immersion).

OUSD is capitalizing on partnerships with Harvard’s Reimagining Education research group as well as California State University East Bay to explore potential publishing and research opportunities in the field of school choice and integration. Lastly, we look forward to the opportunity to participate in the Opening Doors, Expanding Opportunities community of practice to explore and design solutions. We embrace the continuous improvement process that arises from program evaluation and collaborating with others in the field.

**Building capacity to improve/expand services for SIG-eligible schools.** This project has strong potential to build local capacity to provide and improve services for SIG-eligible schools and low-income students. As OUSD grows a PK-12 dual language feeder pattern, it is critical that we identify and implement the elements that will both attract and retain a diverse student population. Our goal is to develop a PK-12 dual language pathway where students from all socio-economic, linguistic, and racial backgrounds will thrive and have full access to the benefits of a bilingual education.

During our planning year, we will engage deeply with Oakland SOL, Manzanita SEED, and Melrose Leadership Academy (MLA) to identify strong practices that support integration, as well as the challenges that need to be addressed to maintain a socio-economically integrated student population in a dual language program. Once identified, these elements will be strategically implemented across other SIG-eligible dual language schools (such as Greenleaf, Community United, ICS, and Global Family). Enrollment at MLA and SEED indicate that dual language secondary programs are attractive to families from a variety of socioeconomic backgrounds. By better understanding what programmatic elements attract and retain families in middle school,
our district can begin to halt the trend of middle and high income families leaving OUSD after elementary school. Both SEED and MLA can help identify the elements needed for students of all socioeconomic backgrounds to thrive in our dual language feeder pattern as it grows to the secondary grades.

This project will allow us to identify and expand the operational systems, curricular resources, and socioemotional infrastructure to design diverse environments within our other SIG-eligible theme schools as well. Our Linked Learning Office is dedicated to creating career pathways for students, a sequence of industry-themed curricula that integrates career and technical education courses, academic courses, work-based learning opportunities, and student support services. Other themed schools in Oakland include those focused on pathways such as arts, media, and entertainment, business and finance, health sciences, and engineering and design. We plan on using the infrastructure that we develop to scale to also impact the 15 SIG-eligible themed schools in the district. Themed Schools are supported in Oakland by Measure N, which passed on November 4, 2014 for 10 years, of which proceeds are used to prepare high school students with career-based learning opportunities in building out our Linked Learning pathways.

We are currently in the early phases of discussion with Harvard Professor Lee Teitel, who is the Director of Reimagining Integration: The Equitable and Diverse School Project, an initiative that focuses on growing equitable, diverse, and truly integrated schools. Teitel calls on schools to go “‘beyond counts of diverse bodies in schools,’” and “challenges schools to build schools of authentic socioeconomic and racial integration” (Anderson, 2016). Reimagining Integration is in the process of field testing diagnostic tools to identify the diversity-readiness of schools; these diagnostic tools allow districts to identify successes and opportunities for growth in building systems that support a diverse community, allowing schools to take stock of the extent to which curriculum, teachers, students, and outside partnerships contribute to a truly integrated school community. We expect to use such tools to identify the diversity-readiness of
schools and drive the selection of other themed schools to impact as we create integrated learning environments across the district.

Lastly, attrition has been a significant challenge for OUSD and themed schools, such as SOL have the potential to curtail attrition. Enrollment at our dual language schools has stayed constant, despite OUSD losing 33% of students between 5th and 6th grade and another 25% between 8th-9th grade to charter schools, private schools, and out-of-district schools. Three groups of students are most prone to leaving OUSD schools: white, Asian, and higher performing students. Offering quality options to keep these students in the district is critical to financial sustainability, as well as to maintaining diverse schools. Please refer to Appendix A for more details about attrition.

c. Quality of the Project Design

OUSD is applying under *Absolute Priority 3: Improving Schools by Increasing Student Diversity -- Blueprint and Pre-Implementation*. The overall goals of this projects are to: 1) Build the enrollment and transportation infrastructure to support the schools in our emerging PK-12 dual language pathway in creating a socioeconomically diverse learning environment; and 2) Identify and build socioemotional supports that will allow for authentic and sustained integration of students in diverse settings. In Year 2 of the grant, the project will reach 75 students per year at Oakland SOL. In Year 3, the project will reach over 150 students at Oakland SOL, Manzanita SEED, and Melrose Leadership Academy, and by year 4, this project will reach 329 students. Throughout the grant period, we will evaluate the efficacy of pre-implementation activities and overall project impact. Information gleaned from our assessments will be used to scale our strategies to other SIG-eligible, dual immersion programs in the district and other SIG-eligible theme schools across the district. By the 2022-23 school year, we anticipate that the project will be serving at least 681 students per year across eight schools as we continue to scale up the impact of building operational infrastructure to support diverse schools.
Increasing student diversity has been shown in the literature to be one of many strategies for improving low-income schools, and our goal is to utilize SOL as a proof of concept to create diverse environments for SIG-eligible programs across the network. Our theory of change is supported by the Coleman Report, which found that the socio-economic makeup of the student body is more highly correlated to achievement relative to any other school factor (Coleman et al., 1966). According to the literature, integrated schools have a host of cognitive and socioemotional benefits. Researchers have shown that students’ exposure to other students who are different from themselves and the novel ideas and challenges that such exposure brings leads to improved cognitive skills, including critical thinking and problem solving (Century Foundation, 2016).

Moreover, attending a diverse school can help reduce discriminatory bias and prejudice, improve students’ satisfaction and self-confidence, and enhance leadership skills (Century Foundation, 2016). Please see Appendix B for our Theory of Change.

**Pre-Implementation Activities:** To achieve the goals identified above, the district has developed a blueprint to address socioeconomic integration (see examples of existing diversity plans in Appendix C), and will implement the following two pre-implementation activities:

**Pre-Implementation Activity 1. Improve the district’s enrollment system and process in order to effectively make assignment decisions based on socioeconomic factors**

Our current Central Enrollment Tool is unstable, inflexible, and requires significant and expensive developer resources to allow for even simple modifications. System maintenance is difficult and currently held by an external contractor (the original developer) who will be retiring within the next year. Hence, we are investing in a new enrollment system, which will allow for increased flexibility to make student assignments with equity based criteria (e.g., socioeconomic status). The new system would also allow for more localized enrollment activity at school sites and increased efficiency for our enrollment department.

We expect this pre-implementation activity to promote student diversity in schools by
building the technological infrastructure to collect socioeconomic diversity data, assign students to schools based on this data, and implement diversity criteria assignments at scale. Through this pre-implementation activity, we expect to impact over 4,288 students in dual language schools over the next 10 years, among other to be determined theme schools. As mentioned above, in 2016, students in dual language schools are 82% FRL (in aggregate); they have been 81% Latino, 9% African American, 5% White, and 5% other race. After our planning efforts in year 1, this pre-implementation activity will also impact 75 students at SOL. Costs for this pre-implementation activity are estimated at $488,296. These costs were calculated by allocating the budget according to staff and other costs that would support this pre-implementation activity (e.g., the informational systems specialist and the technology development are 100% dedicated to this activity). Please refer to Appendix I for more information on how these costs are allocated between the two pre-implementation activities and planning activities.

We are embarking on this pre-implementation activity because the literature supports that controlled choice is not enough to provide equitable opportunities for all families. OUSD offers school choice within our district boundaries; however, choice processes often do not take into account the unintended consequences on low-income families. As Pattillo (2015) and others (Enright, 2003; Hastings et al., 2007; Glass, 2015; Whitty, 1997) report, the ideal of a choice-driven educational marketplace is rarely realized for the parents seemingly most in need of higher quality schools, such as those living in economically distraught urban centers. Many parents do not participate in school-choice opportunities. As Pattillo (2015) points out, many parents are resigned to accept the school they know from prior experiences, even if those experiences were not positive, rather than take a risk with putting a lot of effort into an uncertain process that has the potential of creating a worse situation for their children. Therefore, to achieve socioeconomic diversity, we must invest in creating a robust enrollment infrastructure that allows us to effectively service all families across the district.
This involves building upon our existing enrollment improvements efforts, which began in late 2015, including initiatives to increase families’ access to information by launching an online School Finder tool to provide web and mobile access and allow families to find information about Oakland Public Schools in one place. OUSD began fundraising for a new enrollment technology system and opened a new regional center in December 2016 to allow families in East Oakland greater access to enrollment services. In addition, the enrollment department held seven city-wide fairs in December 2016 and January 2017 where schools had the opportunity to provide more information to families about school options. More than 400 families attended these highly-rated events across the city. These enrollment improvements, including the updated technology system, supported by funding of $235,000 from private philanthropy, will provide the foundation for implementing our socioeconomic integration initiatives. We will finalize on our new technology system this month (February 2017), preparing to transition to the new system, and conducting scenario analysis to determine the appropriate socioeconomic criteria to use for our enrollment system. Below is a timeline for this pre-implementation activity.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity and Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-Mar 2017 (Q3)</td>
<td>Selection of new enrollment technology system (Project Manager)</td>
</tr>
<tr>
<td></td>
<td>Early testing of tool (Project Manager)</td>
</tr>
<tr>
<td></td>
<td>Process mapping and other planning and preparation work to support the transition to a new system begins (Project Manager)</td>
</tr>
<tr>
<td>Apr-Jun 2017 (Q4)</td>
<td>Implement new enrollment tech system (School Enroll) and process changes (Project Manager)</td>
</tr>
<tr>
<td></td>
<td>Information systems specialist hired and on boarded (Project Manager)</td>
</tr>
<tr>
<td>Jul-Sep 2017 (Q1)</td>
<td>School enroll ready for launch for 2017-18 Options enrollment (Project</td>
</tr>
<tr>
<td>Period</td>
<td>Activity Description</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oct-Dec 2017 (Q2)</td>
<td>Manager) Process changes to support transition to School enroll complete (Project Manager)</td>
</tr>
<tr>
<td>Jan-Mar 2018 (Q3)</td>
<td>Research conducted about different methodologies for acquiring socio-economic status (benchmarking against other districts)</td>
</tr>
<tr>
<td>Apr-Jun 2018 (Q4)</td>
<td>Footprint and model developed for SOL (Director of Strategic Policy and Planning); ongoing community engagement</td>
</tr>
<tr>
<td>Jul-Sep 2018 (Q1)</td>
<td>Information Systems Specialist completes gap analysis of other existing process and tech tools that may be needed to support the use of SES data for school assignment (Information systems specialist)</td>
</tr>
<tr>
<td>Oct-Dec 2018 (Q2)</td>
<td>Requirements, technical and process mapping documentation completed (Information systems specialist)</td>
</tr>
<tr>
<td>Jan-Mar 2019 (Q3)</td>
<td>Scenario analysis of how to determine SES criteria completed (Information systems specialist)</td>
</tr>
<tr>
<td>Apr-Jun 2019 (Q4)</td>
<td>SES requirements enrollment tech system finalized for broad rollout based on pilots from SOL – see pre-implementation activity 2 (Information systems specialist)</td>
</tr>
<tr>
<td>Jul-Sep 2019 (Q1)</td>
<td>Modifications or other changes to Enrollment system and processes needed for SES planned and tested (Project Manager) Evaluation of pre-implementation activity 1 complete</td>
</tr>
</tbody>
</table>

For this particular pre-implementation activity, we are anticipating the following challenges and propose, below, the potential strategies to mitigate those challenges:

**Funds from philanthropy are delayed to cover the cost of the new enrollment tool.** If
the funds from philanthropy are delayed in purchasing the new enrollment tool, then our team plans to engage with other funders from our broad base of funder relationships to cover the costs of the new enrollment tool. This includes, among others, deep relationships with the Oakland Public Education Fund and San Francisco Foundation. In addition, we will explore options in building socioeconomic criteria into our enrollment process through our current tool. Because our current enrollment tool uses Assignware software to assign students to schools, this software also has the capacity to incorporate socioeconomic integration data (it is the same software that Berkeley used when they embarked on socioeconomic integration). OUSD has close relations with the programmer and CEO of Assignware, and could also begin socioeconomic integration measures with the current tool, if needed.

**Data integrity issues arise with implementation of new tool.** We plan on engaging in early planning and testing as part of the adoption of the new enrollment tool. As part of this testing process, the new tool will be running parallel operations with the old tool to ensure data integrity. We have been in conversations with both our technology services team and our team of 11 enrollment specialists to ensure a smooth to the new enrollment tool and will continue to engage our teams.

**Enrollment team lacks capacity to take on additional work streams created by planning and pre-implementation activities.** We will repurpose existing staff to ensure that planning and pre-implementation activities are completed. Moreover, we have prioritized early analysis and review to ensure that the right team members are staffed to this work. Senior leadership has committed to prioritizing this work and reinforcing these priorities. In addition, all members of the existing enrollment team are committed to the development and successful implementation of socioeconomic integration as part of our core operations.

**Pre-Implementation Activity 2. Pilot a student admissions lottery for School of Language (SOL) with socioeconomic criteria.** The vision of SOL is that students will learn to prevent cul-
tural conflicts, build friendships across cultures and languages, embrace and celebrate difference, recognize and disrupt systems of racial oppression, and be leaders in their community and world. We will use SOL as a proof of concept to create diverse learning environments for other SIG-eligible, dual immersion programs and other SIG-eligible themed schools across the district in an effort to improve student outcomes. We expect to impact 75 students at SOL in year 2, and 150 incoming students at SOL in year 3 onwards. The demographics of this school have not yet been determined, but we are in conversations with other districts (such as Dallas) to determine optimal demographic targets. By 2026-27, we expect to impact 1,275 students at SOL.

Costs for this pre-implementation activity are estimated at $369,416; the marketing materials for dual language schools, the professional development for teachers and staff at SOL, and portions of staff time are allocated to this pre-implementation activity. Of note, there is $567,569 of staff time dedicated toward planning activities, including activities such as collecting and analyzing available demographic data, using research strategies to identify barriers to transportation, convening groups of stakeholders to better understand challenges, visiting districts that are implementing similar diversity strategies, and reviewing drafts of potential equity aligned admissions lotteries. Costs dedicated to planning activities include the Transportation and Fiscal Analyst (50%), the Director of Strategic Policy and Planning and Policy (33%), and the school based Community Schools Manager (50% of time). The upfront investment in both planning and systems building (in pre-implementation activity 1) will allow us to create the operational infrastructure to impact many more students down the line. Please refer to Appendix I for more details about how costs are split between planning activities and pre-implementation activities.

Our rationale for choosing this activity is that magnet or “theme” schools show promise in their potential to increase diversity and academic outcomes. As reported in the What Works Clearinghouse (WWC), Betts, Kitmitto, Levin, Bos, and Eaton (2015) studied 11 districts with 21 elementary schools that converted to magnet schools and found that magnet schools were able
to increase racial and socioeconomic diversity relative to their districts (depending on the type of magnet school); achievement also increased in ELA for traditional magnet schools after conversion, outpacing district changes in ELA (2015). Within the various types of theme or magnet schools, dual language immersion programs show significant promise in closing the achievement gap for low SES students. Low-SES students who come from English speaking homes can reap the benefits of the cognitive gains associated with bilingualism through enrollment in a dual language or Spanish immersion program (Esposito, 2013). This has been demonstrated in OUSD’s own dual language programs. In 2010, Manzanita SEED won a National Title I Award for closing the achievement gap by language and socio-economic status. In 2015-16, students at Esperanza Elementary (97% low-income) outpaced schools with similar demographics in their growth on SBAC in both ELA and Math.

With this particular pre-implementation activity, we expect to develop new board policy to allow piloting socioeconomic criteria for newly created theme schools. Since 2015, we have hosted several conversations with school board members and the community about making socioeconomic status one criteria for enrollment. The board is prepared for the enrollment office to recommend policy changes in June 2017 given preliminary results from the Access Study, a research effort we are embarking on and initial planning efforts supplied by this grant. In addition, in order to align the piloting of SOL’s admissions lottery with our technology update (Pre-Implementation Activity I) and the general enrollment cycle of the school year, we anticipate that the board policy will be approved in time for two years of socioeconomic criteria piloting before broad rollout to other dual language schools. This will give us time to continue to thoughtfully engage the community and board on developing the optimal SES thresholds for admission, understand the impact of our enrollment policy on school operations, and make adjustments before broader roll out to other schools.

This project builds upon existing diversity plans shown in Appendix C. The draft dual
language enrollment policy delineates how the program is designed for three types of students: (1) English Learners whose home language is Spanish; (2) bilingual students who speak Spanish and English; and (3) English proficient students. These diversity criteria have been approved by the board, and we will build upon these existing diversity criteria to include socioeconomic status. The board document included also demonstrates the types of engagements we have had with the board to prepare them for upcoming policy proposals with socioeconomic criteria.

The timeline for the below pre-implementation activity is as follows:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-Mar 2017 (Q3)</td>
<td>Enrollment policy change - clean up current enrollment policy and create new board policy (Executive Director, Enrollment and Multilingual Pathways Coordinator)</td>
</tr>
<tr>
<td></td>
<td>Access study completed (Director of Strategic Policy and Planning)</td>
</tr>
<tr>
<td></td>
<td>Partnership with Reimagining Education defined (Director of Strategic Policy and Planning)</td>
</tr>
<tr>
<td>Apr-Jun 2017 (Q4)</td>
<td>Board approves policy after legal clearance (board, legal team)</td>
</tr>
<tr>
<td></td>
<td>Research conducted about different methodologies for acquiring socioeconomic status (benchmarking against districts); transportation research begins; Footprint and model developed for SOL version 1 (Director of Strategic Policy and Planning)</td>
</tr>
<tr>
<td></td>
<td>Community Schools Managers hired and on boarded and family convenings begin (Multilingual Pathways Coordinator);</td>
</tr>
<tr>
<td></td>
<td>Communications: Assessing the political appetite for SES integration with scenario modeling (Director of Strategic Policy and Planning),</td>
</tr>
<tr>
<td>Period</td>
<td>Description</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jan-Mar 2018 (Q3)</td>
<td>Executive Director, Enrollment, and Information Systems Specialist)</td>
</tr>
<tr>
<td></td>
<td>Research and report out of initial transportation implications for SOL and</td>
</tr>
<tr>
<td></td>
<td>other schools (Transportation and Fiscal Analyst)</td>
</tr>
<tr>
<td>Apr-Jun 2018 (Q4)</td>
<td>SOL pilot implemented with SES criteria aligned to annual lottery cycle</td>
</tr>
<tr>
<td></td>
<td>(version 1) (Enrollment Coordinator)</td>
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<tr>
<td></td>
<td>Socioemotional learning and family engagement best practices gathered for</td>
</tr>
<tr>
<td></td>
<td>supporting diverse schools (Multilingual Pathways Coordinator and Community</td>
</tr>
<tr>
<td></td>
<td>Schools Manager)</td>
</tr>
<tr>
<td>Jul-Sep 2018 (Q1)</td>
<td>Socioemotional learning and family engagement best practices implementa-</td>
</tr>
<tr>
<td>Oct-Dec 2018 (Q2)</td>
<td>tion (Community Schools Managers)</td>
</tr>
<tr>
<td></td>
<td>Post mortem analysis conducted (Enrollment Coordinator)</td>
</tr>
<tr>
<td></td>
<td>Learnings from Year 1 SES pilot documented (Director of Strategic Policy and</td>
</tr>
<tr>
<td></td>
<td>Planning, Multilingual Pathways Coordinator, and Enrollment Coordinator)</td>
</tr>
<tr>
<td>Jan-Mar 2019 (Q3)</td>
<td>SOL pilot implemented with SES criteria aligned to annual lottery cycle</td>
</tr>
<tr>
<td></td>
<td>(version 2) (Enrollment Coordinator)</td>
</tr>
<tr>
<td>Apr-Jun 2019 (Q4)</td>
<td>Post mortem analysis conducted (Enrollment Coordinator)</td>
</tr>
<tr>
<td></td>
<td>Learnings from Year 2 SES pilot documented (Director of Strategic Policy and</td>
</tr>
<tr>
<td></td>
<td>Planning, Coordinator of Multilingual Pathways, and Enrollment Coordinator)</td>
</tr>
</tbody>
</table>

For this pre-implementation activity, we are anticipating the following challenges:

**Potential leadership changes could impact political appetite for socioeconomic inte-**
gration. Broad based family and community support exists for the opening of SOL. All seven board members voted to support SOL’s creation this winter. Hundreds of students, parents, and educators were involved in the design of SOL, and our senior leadership are enthused about building diversity criteria as part of our enrollment infrastructure to effectively serve SOL and other themed schools. The working team is comprised of long-standing OUSD employees who are committed to seeing this work through implementation. Charles Wilson has been an employee at OUSD for over 20 years, and Manisha Patel has been an employee at OUSD for over 10 years. Yusef Carrillo and Alanna Lim, who work in the enrollment department, have been with OUSD for 8+ years and 20+ years, respectively. These staff have built a base of support around socioeconomic integration with board and staff, and are committed to creating an equitable and efficient enrollment process.

A lack of cross departmental coordination. We have started cross-departmental conversations and will continue to do so during and after the duration of the grant. For instance, we have instituted regular meetings between the enrollment and school design teams to ensure school design decisions take into consideration enrollment implications and vice versa. Interdepartmental planning is carved out as part of Nana Xu (Director of Strategic Planning and Policy’s) role. In addition, we have board support and are beginning conversations about an enrollment impact policy that would formalize practices around collaboration between the enrollment and school design teams. We will continue to engage the equity team (led by Chris Chatmon), Continuous School Improvement team (David Montes), English Language Learner team (Nicole Knight) and other teams as appropriate in order to foster effective cross-team collaboration.

Incorporation of project purposes, activities, or benefits in the ongoing work beyond the end of the grant. The grant funding will lay the groundwork to: 1) Build the capacity of our enrollment center and district systems to implement changes in district policy or practice; 2) Identify the elements that attract an economically diverse student population to stay in a PK-12
feeder pattern and strategically implement those elements across more schools; and 3) Identify the elements that support a socio-economically diverse student population to thrive in a PK-12 feeder pattern. This may be especially impactful if implemented in our middle and high schools, as a strategy to retain middle and high income families who might otherwise leave OUSD. We have many pieces of evidence to showcase our continued commitment to this work, including: 1) letters of support from our superintendent, our board member representative (Shanthi Gonzales), Oakland Community Organizations, and several parents. We also expect in-kind funding of $950,000+ from the district during these 2 years (see Appendix E for letters of support and Appendix G for in-kind support from district).

Extent to which project integrates and builds upon existing efforts. Building upon socioemotional supports at OUSD: We would like to build upon OUSD’s expertise and experience with social-emotional learning to build inclusive communities for all students in our dual language immersion programs. In 2012, OUSD was one of eight districts in the country selected to participate in the national Collaborating District Initiative (CDI), led by the Collaborative for Academic, Social, and Emotional Learning (CASEL) aimed at supporting districts’ capacities to promote SEL for all students. With support from CASEL, the OUSD SEL Design Team (consisting of over 25 district leaders) developed district-wide, research-based pre-K-adult SEL standards that align with Common Core State Standards.

During the early part of the design phase of SOL, parent leaders (especially parents of students of African descent) emphasized the necessity of an explicit focus on social-emotional learning. Existing dual language schools in OUSD are looking at not only how to attract a diverse student population, but also what supports and programming are needed to ensure that all students thrive in an integrated setting. Socioemotional supports will continue to be provided through a central Community Schools Manager (CSM) as well as school-based CSMS at SOL, SEED, and MLA to ensure that all students feel that their identities are validated in diverse learn-
ing environments. The CSMs will support the schools in our emerging PK-12 dual language pathway by providing increased social emotional support for students and coordinating family engagement across all dual language schools to promote increased socio-economic integration.

**Building upon transportation data collection and transportation efforts:** OUSD has begun a variety of efforts to improve our transportation services for students. OUSD provides transportation for 2,000 special education students only and this is facilitated through private bus vendors who provide door-to-door service. OUSD does not provide any home-to-school services. However, the remaining 36,000 students have access to the Alameda County (AC) Transit bus system in the City of Oakland. AC Transit is the primary mode of transportation for OUSD students. The Alameda County Transit Commission funded an affordable student transit pass pilot program in students at three Oakland high schools (Castlemont, Fremont, Frick) are provided a free yearly bus pass. This pass program could allow OUSD to expand to more school sites in the next three years, ultimately giving more students access to free transportation. OUSD will conduct analysis on discounted or free passes for AC Transit and carpool options so that that more students have a mode of transportation to programs. The transportation analyst will review opportunities for reducing costs by analyzing ridership data and volume measurement.

**Establishing linkages with other agencies and organization.** Our team values diverse perspectives, and in addition to the above resources stated in section D, we are also partnering with a variety of community stakeholders in ensuring that the project has a diversity of perspectives informing its operation. Below are key partnerships with external organizations:

**Center for Research, Equity, and Collaborative Engagement (CRECE).** The mission of the CRECE is to promote critical, collaborative research which brings PK-12 and postsecondary educators, field-based educational leaders, educational policy makers, and community members together to transform leadership capacity and urban schooling. In fall 2016, OUSD approached the California State University, East Bay Department of Educational Leadership and
CRECE, regarding a research partnership to investigate parents’ school selection factors and their experience with the choice/enrollment process. Bobbie Plough is the principal investigator for our research project. Bobbie is a full-time faculty member in the CSU Department of Educational Leadership. Prior to this role, Dr. Plough was the Superintendent for Santa Clara Unified School District in CA.

**National Equity Project.** The National Equity Project is a leader in designing professional learning experiences for educators to support them in transforming systems. It offers a range of learning and development opportunities to creating meaningful change and equip educators with new skills. The National Equity Project will provide staff professional development, coaching on equity and cultural humility throughout the course of the two years of the grant.

**Reimagining Integration at Harvard Graduate School of Education.** Reimagining Integration is an initiative that investigates and identifies a common vision for growing equitable, diverse, and truly integrated schools. As alumni of Harvard’s Graduate School of Education, Katherine Carter (Coordinator of Multilingual Pathways) and Nana Xu (Director of Strategic Policy and Planning) are in conversations with Lee as a potential advisor to our integration efforts and have allocated consulting dollars towards meetings with Lee, to provide technical assistance on implementation readiness. Lee’s expertise is on growing quality schools where all children can have equitable learning outcomes, feel validated in their culture and identity, learn to appreciate differences, and are engaged in dismantling systemic oppression.

**New Schools Venture Fund.** New Schools Venture Fund, a national nonprofit venture philanthropy, has funded the development of SOL as part of the Invent investment. A key criteria for this grant is to reimagine learning to help low-students develop what they need for long term success. In addition, NSVF targets investment opportunities that have a catalytic impact on student success by selecting opportunities for potential to scale impact and will be holding us accountable for these goals. We look forward to receiving their coaching and gaining access to
their network through this philanthropic partnership.

**Oakland Community Organizations (OCO).** OCO is a federation of congregations, schools, and allied community organizations representing over 40,000 families in Oakland. OCO leaders share common values from our diverse faith, racial, political, and social traditions. We have plans to partner with OCO for family leadership development, community engagement, and opportunities to build capacity in our families to contribute to school design decisions.

**Encouraging parental involvement.** To better understand the factors most important to parents when selecting a school, and to refine the enrollment process within OUSD, OUSD launched a research partnership with CSU East Bay’s Department of Educational Leadership (DEL) and Center for Research, Equity, and Collaborative Engagement (CRECE) in September 2016. This partnership investigates parents’ school selection factors and their experience with the choice/enrollment process. Two faculty members and two district administrators form the core research team have worked together since the beginning of the 2016-17 school year to develop the study, and will continue the partnership throughout implementation, data analysis, and publication of the results. There are three key parts: 1) A broad survey of current and former OUSD families of the key factors they use(d) in selecting schools / determining school quality; 2) a series of focus group sessions with some survey respondents to add more detail to their responses and 3) a quantitative analysis of the factors behind student distribution and performance in OUSD.

We anticipate that the survey developed by CSU East Bay will allow the enrollment office to provide insights based on demographic or regional characteristics so that we can most effectively understand and meet the needs of OUSD families. In particular, our team is committed to understanding how the experiences of low income families differ from those of middle or high income families. The survey will surface insights about the types of information that would be helpful for families to make an informed decision about school choice. After the survey, we will
also meet with parents in focus groups, with representatives from CRECE and OUSD, to delve deeper into families’ experiences of making decisions about schools. This allows us to systematically bring the voice of the community into enrollment and school design decisions, while targeting hard to reach families through these tailored focus groups. CRECE’s work will allow us to more effectively design pathways and feeder patterns that reflect the needs and experiences of the community. Sample questions from our surveys are included in Appendix J.

In addition to the Access Study, we have engaged parents extensively in the creation and design of SOL. During the 2015-16 school year, the SOL design team collected over 300 surveys from families; 224 of the surveys were from families who are very interested in the dual language middle school. Over 80 forms have been collected from current 5th grade students who indicate they are meaningfully interested in attending the school in Fall 2017. Given the family and community support and the thoughtful program design, all seven of OUSD board members approved the opening of the school. Lastly, our board member, Shanthi Gonzales, who has a background in community organizing, has expressed interest in leading community discussions with parents about diversity and integration (refer to letter of support) in Appendix E for more details). We will continue to engage families in these ways and others throughout our planning, pre-implementation, and implementation efforts.

d. Quality of Project Personnel

OUSD has assembled a diverse and highly qualified team to execute on the socioeconomic integration goals of the district. Overall management and executive oversight will be held by Charles Wilson, OUSD’s Executive Director of Enrollment. Below we describe the staffing structure and experience and qualifications of key staff and partners supporting this project, and additional qualifications can be found in Appendix F.

Charles Wilson, Executive Director of Enrollment and Registration Management for OUSD. Charles will provide executive oversight and management for the proposed project. Prior
to this role, Charles was the deputy network superintendent for middle schools for the district for 2 years. A veteran in education and as a district employee since 1997, Charles was the founding principal of the Fred T. Korematsu Discovery Academy in OUSD, which exited Program Improvement status under his leadership, was nominated for the federal Education Department’s Blue Ribbon Award, and was named Alameda County’s “English Learner School of the Year.” Charles is a graduate of the Doctoral Program in Educational Leadership for Social Justice at California State University, East Bay, where he researched the ways that parents at low-performing, low-income schools define school quality relative to school-performance frameworks. Charles has also served as an elementary and middle school teacher for 8 years in OUSD. Charles holds a BA in Dramatic Arts from Dartmouth College and a M.Ed. in Language and Literacy Studies from Boston University.

Katherine Carter, Multilingual Pathway Coordinator for OUSD, as well as the design team leader for SOL. Katherine was the founding principal of Manzanita SEED, where she developed significant capacity with staffing, professional development, performance management, and general operations. Katherine is a graduate of the Doctoral program in Educational Leadership at the Harvard Graduate School of Education. Katherine holds a BA in Language Studies from the University of California, Santa Cruz, and a MA in Educational Leadership from California State University, East Bay.

Nana Xu, Director of Strategic Policy and Planning for OUSD’s Enrollment Department. She is responsible for leading research initiatives to systematically bring the voice of the community into enrollment and school design decisions. Nana began her career in management consulting and led strategic and analytical projects for a range of Fortune 500 clients. Passionate about supporting children with a strength-based, culturally competent, holistic approach, Nana is also a licensed public school counselor for grades 5-12. Nana holds a bachelor’s degree in economics from the Wharton School and a M.Ed. and C.A.S. from Harvard Graduate School.
of Education. She is currently partially grant funded through June 2018; hence her salary for year 2 of the grant is incorporated as part of the budget proposal.

**Mary Hurley, Social Emotional Learning, Coordinator.** Mary coordinates OUSD’s systemic implementation of Academic, Social and Emotional Learning for adults and students Pre-K – 12. Ms. Hurley has been an OUSD classroom teacher and administrator and prior to her current role was a Transformational Leadership Coach for district principals and central office administrators. Ms. Hurley is Oakland’s CASEL Lead for the Collaborating Districts Initiative and also serves on CASEL’s national Collaborating States Initiative. She has a BA from Stanford and a Master’s in education from California State University East Bay.

**David Montes de Oca, Deputy Chief Continuous School Improvement.** David leads the establishment of school performance standards, the assessment of school performance annually, the site planning processes and tools, as well as the significant intervention strategies for persistently underperforming schools. He facilitates the Strategic School Decisions process associated with School Portfolio Management and decisions related to school configurations, mergers, consolidations, and new school openings. He is a former teacher, principal, and school redesign coach with a Bachelor of Arts from UC Santa Cruz and a Masters from California State University, East Bay.

**Jean Wing, Executive Director of Research, Assessment and Data.** Jean’s department is responsible for pre-K-12 data for students and schools, staffing data, and research and analysis such as the Strategic Regional Analysis. She sits on CASEL’s national Assessment Work Group, looking at current and next generation ways of assessing social and emotional learning. Jean joined OUSD in 2004 as part of a new school “incubator” where she supported 25 community-based design teams in opening new public schools in some of Oakland’s most underserved neighborhoods. She received her doctorate and MA from the Graduate School of Education at the University of California, Berkeley. She holds a BA in Asian American Studies from the City
College of New York.

Kim Raney, Director of Transportation and Logistics. Kim oversees, directs, plans, and coordinates the strategic activities for the Transportation Department which includes special education, general education, field trips, shuttles, parking and traffic safety. Before joining OUSD, Kim worked in the private sector of transportation and logistics management for more than 20 years. She currently holds a BA in Sociology from University of California, Riverside, and an MBA from Argosy University.

Guillermo Echeverria, Deputy Chief, Business and Operations. Guillermo leads multiple operation services: student enrollment, registration, transportation, enterprise system, process planning and implementation, clerical professional development, project management, and continuous improvement. Prior to this role, Guillermo deployed a continuous improvement program supporting 30+ departments in Seattle Public Schools and has also served as a former public school teacher and college faculty at Community College of Aurora. A seasoned leader with 20+ years of experience across four districts and multiple industries, Guillermo has extensive experience facilitating organizational change management and operational excellence. He has a B.S. in Industrial Engineering from the Universidad de Lima and a M.S. in Industrial and Systems Engineering from the State University of New York.

Chris Chatmon, Deputy Chief of Equity. Chris was named as a “Leader to Learn From” by Education Week magazine. Chris was selected as a Campaign for Black Male Achievement “Social Innovation Accelerator” because he is committed to improving life outcomes for all youth and especially African American males. Chris is passionate about uplifting the African American community and has dedicated his career and life work to creating pathways of success within Oakland and beyond. He has a BA in Psychology from San Francisco State University and a Master’s in Education from Brown University.

Manisha Patel, Project Manager, Technology Services. Over the last 13 years, Mani-
sha has led many of the district's largest projects ranging from leading the migration from Microsoft Outlook to Google Applications. She is currently leading the planning and implementation of year 2 of the district's 3-year Enrollment Improvements Program that includes moving to a new technology system, improving customer facing and internal processes, and launching annual enrollment marketing and outreach efforts that are driven by a cohesive multi-year enrollment plan. She holds a certificate in Project Management from UC Berkeley Extension School, and studied Psychology at Drexel University and Temple University.

**Yusef Carrillo, Program Manager, Student Assignment.** An eight year OUSD veteran, Yusef coordinates the OUSD’s projections for future enrollment that drive budgeting, planning and facilities usage. Along with the projections process, he manages the confirmation of students accepted at each site as well as the registration processes throughout the district. He also coordinates the delivery, intake, and processing of applications for the following school year and is a key expert in multiple projects around departmental improvements. Yusef holds a BA and an MA in History from California State East Bay.

**Alanna Lim, Director of Operations, Enrollment.** Alanna supervises daily operations at the Student Assignment Center, which includes current enrollment, application process for the upcoming school year, and initial language testing of students for program placement. Alanna was principal of Horace Mann Elementary School in OUSD, where API increased by 270 points and moved the school out of Program Improvement status. Alanna holds a BA in History and M.Ed from the University of California, Los Angeles.

**e. Quality of the Management Plan**

**Adequacy of Management Plan.** Charles Wilson, the Executive Director of Enrollment, will be responsible for project oversight, management, and reporting of the grant. He provides strategic vision of all grant activities, leads community engagements and media relations, works with board to develop board policy, and ensures staff time is dedicated appropriately to effective-
ly execute against timelines.

We will form a working group to carry out the pre-implementation activities which includes all of the members of this project. At a minimum, planning sessions with enrollment and school design teams will happen on a weekly basis for 2 hours each and advisory meetings with our external consultant will happen 4 times per year for 1 hour each, totaling 100 hours in team meetings per year.

The team will work with the Director of Strategic Policy and Planning to refine the work plan and develop quarterly goals to report our progress. With a background in strategy and research, she has worked extensively with cross functional teams to ensure effective implementation, timely analysis, and prudent use of funds. Her background in project management will keep the team on track. The team will also work to create a communication plan alongside the analytical plan to ensure that relevant stakeholders are informed as appropriate.

This team will engage with the school leadership team at SOL and other dual-language schools quarterly to ensure that decisions are fully informed by parents and staff. The School’s Leadership Team (SLT) will be comprised include parents, students, and key staff as well as teacher leaders. The team will be responsible for ensuring that key decision around budget, hiring, curriculum, school culture, and schedule are made in alignment with the school mission and vision. Below is the implementation timeline for this project:

<table>
<thead>
<tr>
<th>Year 1 Implementation timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2017</strong></td>
</tr>
<tr>
<td>- Create Working Group (Director of Strategic Planning and Policy)</td>
</tr>
<tr>
<td>- Convene Collaborative Partners to discuss goals, objectives, and activities of project (Director of Strategic Planning and Policy)</td>
</tr>
</tbody>
</table>
• Develop detailed work plan with external consultant (Director of Strategic Planning and Policy)

• Identify resources and support needed for planning and pre-implementation activities (Director of Strategic Planning and Policy, Multilingual Pathways Coordinator)

• Pre-implementation activities 1 and 2 begin (all)

**Summer 2017**

• All new hires made for project (all)

• New enrollment system up and running (Project manager)

• Ongoing community engagement efforts to assess interest for SES integration at SOL and other magnet schools (Executive Director, Enrollment and Community Engagement managers)

• Transportation analyst begins fact base around transportation and works with Director of Strategic Policy to develop needs (Transportation and Fiscal Analyst)

• Board policy drafted for pilot at SOL (Executive Director, Enrollment)

**Fall/winter 2017**

• New enrollment tool ready for launch (Project manager)

• Research conducted about different methodologies for acquiring socioeconomic status (benchmarking against districts); Visits with other districts conducted; Footprint and model developed for SOL (see pre-implementation activity 2) (Director of Strategic Policy and Planning, Information systems specialist)

• Best practices of diverse school environments captured (Community Schools Manager)

• External consultant and community provide input on diversity readiness of district

• Analysis of school level resources and financial impact of various diversity scenarios
complete (Transportation and Fiscal Analyst)

<table>
<thead>
<tr>
<th>Year 2 Implementation timeline</th>
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</table>

**Spring 2018:**
- School Enroll functional and used to assign students during lottery window; all process changes incorporated in enrollment department (Project Manager)
- Measureable goals created for pilot 1; SOL pilot implemented with SES criteria (version 1) (see pre-implementation activity 2 for owners)
- Best practices of diverse school environments disseminated to select schools (Community Schools Managers and Multilingual Pathways Coordinator)

**Summer/Fall 2018**
- Learnings from Year 1 SES pilot documented (Coordinator, Enrollment)
- Measureable goals for year 2 of pilot created (Director of Strategic Policy and Planning)
- Gap analysis of processes that may be needed to support the use of SES data for school assignment for broad rollout (Information systems specialist)

**Winter 2018**
- Enroll tool fully functional to support broad rollout of SES measures for school assignment; impacted theme schools to be determined (Project manager)
- Evaluation of implementing socioemotional and family engagement practices across the network complete (Community Schools Managers)

**Spring 2019**
- SOL pilot 2 implemented with SES criteria (see pre-implementation plan above)
- Evaluation of project completed (External expert and team)
• Team prepares for broad rollout of SES criteria for school assignment (all)

Below is a list of roles for this project:

The **Director of Transportation** will manage transportation analyst and oversight on transportation related analysis, and drive strategic direction around building the transportation fact base.

The **Deputy Chief, Continuous School Improvement** manages the facilities utilization process annually for school programs and services. He leads the school-based continuous improvement data cycles using Key Performance Indicators to monitor school progress on the performance framework, including tools and trainings for staff. He will clear the road for his team to provide input on school-level resources and capacity of school facilities.

The **Enrollment Coordinator and Director of Enrollment Operations** will be responsible for integrating policy recommendations into existing operations. They are experts in the delivery, intake and processing of applications and provide oversight of the enrollment specialists. They will advise on how the enrollment process should be modified to adequately implement socioeconomic integration.

The **Deputy Chief, Business and Operations** will provide leadership for relevant staff; leading the enrollment and transportation teams, the deputy chief will clear the road for staff to dedicate time towards this project and create the structures for effective collaboration between the enrollment and transportation teams.

The **Executive Director, Research, Assessment, and Data** will provide leadership regarding evaluation and reporting efforts; the executive director of research, assessment, and data will guide strategic partnerships with academic and research organizations, approve all data collection methods with the community, and advise on reporting and evaluating progress.

The **Project Manager** is key to driving the success of pre-implementation activity I, and
in ensuring the successful integration of socioeconomic measures with the new technology.

The **Multilingual Pathways Coordinator** will develop the capacity of teams to maximize student impact in integrated environments; collaborate with legal and enrollment team to develop board policy for integration; provide ongoing leadership across dual language programs

The **Coordinator of Socioemotional Learning** will develop the capacity of the Community Schools Managers to maximize socioemotional learning for students, parents, and teachers; the coordinator of socioemotional learning will provide resources and guidance to the community schools managers.

The **Deputy, Chief of Equity** will provide strategic thought leadership on equity and socioemotional supports for all students.

The **OUSD Superintendent** will provide leadership and strategic direction, ensuring that the grant project is in line with the strategic vision of the organization; create the structures to allow for community engagement and discourse regarding socioeconomic integration; and support the project through ongoing funding conversations, as needed.

To fully manage and execute the planning activities described in this proposal, OUSD will also hire four positions: a **Transportation and Fiscal Analyst**, an **Information System Specialist**, and two Community School Managers.

The **Transportation and Fiscal Analyst** will focus on planning for bus passes and car-pool options, maintaining and reviewing opportunities for reducing costs by analyzing ridership data and overall volume measurement, and understand service expectations. This employee will have a bachelor’s degree and at least 4 years of training or experience in research, analysis, and report preparation. This analyst should have background in both operational and fiscal analysis.

The **Information System Specialist** will conduct a thorough review of existing technology tools and needs. The specialist will conduct analysis, investigation and mapping to prepare for systems integration; document technical system process requirements and ensure successful
integration of the new enrollment tool with income and geographic specification; test and implement system modifications; and develop, disseminate, and implement appropriate user instructions and operational and technical documentation. This employee will have a bachelor’s degree and five years of experience in computer hardware, software evaluation and selection, systems design, programming, implementation; and end user support and instruction.

Community Schools Manager (Central Office). The central CSM will work in partnership with the ELLMA office to support all dual language sites in sharing their best practices around social emotional learning and coordinating family engagement and enrollment across the schools in the emerging PK-12 dual language pathway. This central CSM will support the school-based CSM to use the design thinking with the school community, with an emphasis on conducting empathy research and piloting new practices across socioeconomic groups, and will meet monthly with the school-based CSMs to provide this support and coordination.

Community Schools Manager (School site). One school-based CSMs will serve Manzanita SEED, Melrose Leadership Academy, and SOL during the length of the grant to engage the community in understanding the community schools model. He/she will conduct ongoing needs assessment to identify gaps in programs and services, as well as capacity and assets. He/she will establish and implement high quality partnerships, support internal and external programs related to family and student support, and support the engagement and leadership of youth, family, and school staff in program development. Our district’s network of Community Schools Managers will be critical in supporting and encouraging middle-income families to enroll in other dual language schools that are not currently socio-economically integrated.

Diversity of Perspectives. OUSD recognizes the importance of working with a diverse subsection of the community. In developing SOL, design team leaders were committed to ensuring a linguistically, culturally, and ethnically diverse community. For instance, the founding design team members represented a range of ethnicities as well as socioeconomic backgrounds, and in-
cluded parent and student leaders from Manzanita SEED, Community United Elementary School (CUES), and International Community School (ICS). The team worked together deeply over two years to develop the vision, mission, and educational program.

The SOL design team was facilitated jointly by Katherine Carter, Multilingual Coordinator for OUSD and Katy Nunez-Adler, Community Organizer from Oakland Community Organizations (OCO). This unique partnership with OCO supported students and family leaders from across the city to engage with teachers, school staff, and central office staff in the development of the school. Members of the design team have hosted dozens of school-site based community meetings in order to better understand the needs of the community. This has allowed hundreds of families, students, and educators to participate in the development of SOL as part of a PK-12 Multilingual Pathway. Continuing to partner with OCO throughout this proposed project will help ensure that the perspectives of parents, students, and other diverse stakeholder groups will inform the development of this project.

1. Adequacy of Resources

*Extent to which budget is adequate.* The enrollment department and target schools have existing infrastructure and resources upon which these initiatives will take place and the project will be incorporated into the enrollment office’s ongoing work around equity initiatives. In addition, OUSD has raised all of the dollars needed for the opening of SOL and outside philanthropy has covered the costs of the new enrollment tool at OUSD. As a result, the proposed budget is adequate for covering the incremental costs of planning and pre-implementation activities.

*Adequacy of support.* OUSD has extensive experience and expertise managing public and private grants. The district manages over $50 million in grants each year and has developed the infrastructure, capacity, and internal controls to oversee and manage funding and provide support for full implementation. This effort also builds upon OUSD’s recent SIG award of approximately $17 million over 5 years for two East Oakland Schools, one of which (Community United Ele-
mentary School) is part of the growing PK-12 dual language feeder pattern.

The dual language schools receive direct support from the English Language Learner and Multilingual Achievement (ELLMA) office, which has developed a long-term strategic vision for supporting dual language schools, focusing specifically on expanding and enhancing robust language programs. The ELLMA team is committed to:

- Providing culturally and linguistically relevant resources and professional development to existing and emerging dual language schools
- Developing and implementing a strong dual language school design process and common guidelines for existing and emerging dual language schools
- Engaging the community in the efforts to expand dual language programs to additional elementary schools, a middle school, and a high school
- Collaborating with student services to continue to integrate social and emotional learning approaches that address the SEL standards

In addition, other SIG-eligible themed schools receive direct support from the district’s Elevation Network. The Elevation network provides differentiated professional development for leaders. It also supports leadership in establishing professional learning communities to share best practices, plan meaningful instruction, and make adjustments to ensure goals are achieved.

**Reasonableness of Costs.** The funds in this proposal will serve a minimum 4,288 students over the next 10 years, with more students potentially impacted by the incorporation of socioeconomic criteria for other themed schools across the district. Please refer to Appendix H for accompanying calculations. In year 2 of the grant, we plan to impact 75 students at SOL, who will participate in the pilot as incoming 6th graders. By year 3 of the grant, we plan to impact 150 students every year at SOL on an ongoing basis. Not only will students at SOL be impacted, but by 2020-21, we will begin incorporating diversity measures for other dual language schools as well, beginning with Manzanita Seed and MLA. Beginning in 2023, we will scale our infrastruc-
ture to impact the other dual language schools to impact over 4,288 students, of which 2,673 attend a SIG-eligible school; we intend to impact other themed schools as well (to be determined in our blueprint). This grant request of $614,489 in year 1 and $810,792 in year 2 is the equivalent of $332/student when taking into account the number of students that will be impacted over time through this grant opportunity. We envision impacting more students through OUSD SIG-eligible themed schools, which would further reduce this cost/student when these schools are determined as part of the blueprint.

Although the above represent the number of incoming students each year to be impacted through the enrollment process (which includes Kindergarteners and Pre-Kindergarteners), this is a conservative estimate because through improving the diversity of incoming students, we actually improve the socioeconomic balance of the entire school, thereby indirectly impacting the entire school climate. We also expect to impact each of these families as we empower families to play a role in school design decisions. Moreover, grant funding will leverage approximately [b](4) in matching resources from OUSD in year 1 and [b](4) in year 2 for staffing. Alongside OUSD’s investment, we expect [b](4) in philanthropic support to cover the cost of the new enrollment tool and start-up funds for SOL. Total in-kind contribution from OUSD is [b](4). OUSD will contribute [b](4) worth of staff time on an ongoing basis. Please refer to Appendix G for a detailed breakdown of costs. We are certain the federal and local investments in these school communities will substantially improve the educational outcomes and future prospects for thousands of students. Lastly, in the process of implementing a more equitable enrollment system and scaling our impact to other SIG-eligible schools, we seek to impact many more students and families through our field building with researchers and leaders in the field.
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  • Board discussion and planning regarding socioeconomic integration

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  • OUSD Superintendent
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  • Parent Letter

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  • Charles R. Wilson, Executive Director, Enrollment and Registration Management
  • Nana Xu, Director of Strategic Policy and Planning, Enrollment
  • Katherine Carter, Multilingual Pathway Coordinator, ELLMA
  • Yusef Carrillo, Coordinator, Enrollment and Registration Management
  • Alanna Lim, Director, Student Assignment
  • Manisha Patel, Project Manager
  • David Montes de Oca, Deputy Chief, Continuous School Improvement
  • Guillermo (Gil) Echeverria, Deputy Chief, Business and Operations
  • Jean Wing, Executive Director of Research, Assessment & Data
  • Kim Raney - Director of Transportation and Logistics
  • Christopher P. Chatmon, Deputy Chief of Equity
Mary M. Hurley, Coordinator Social and Emotional Learning

Barbara L. (Bobbie) Plough, Ed.D., Associate Professor, Department of Educational Leadership, College of Education and Allied Studies, California State University East Bay, Hayward

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  • Current OUSD Parents Survey
  
  • Survey for Parents who left OUSD
Leaving OUSD schools: White, Asian, higher-performing students are more prone to leaving OUSD schools.

Appendix A: Three groups of 5th graders are more prone to...
Appendix B: We will be planning and preparing testings the below pre-

Implemention activities in our theory of change.
Withheld pursuant to exemption
(b)(5)
of the Freedom of Information and Privacy Act
Prior to student enrollment in the district, student’s parents/guardians complete OUSD’s Home Language Survey.

- If the home language survey indicates that a language other than English is spoken with or by the student in the home, the student will be assessed to evaluate his/her proficiency in the both English and the home language.
- If the student meets the proficiency level on the Spanish assessment, then they will go into the Spanish language pool.
- If the survey indicates that only English is spoken in the home, the student will not be automatically assessed and will be placed into the English language pool. Parents may request that their child be assessed in the pathway language. If the student meets the proficiency level on the assessment, he/she will be placed in the pathway language pool.

For grades 2 to 8, the following students are eligible to apply:

- Students currently enrolled in an OUSD Dual Language Immersion program; OR
- Students who demonstrate grade-level appropriate proficiency in the Spanish language on the assessment given at the Enrollment Center

**Note:** The Oakland SOL is being designed as an late-entry point for the DL pathway. At least \( \frac{3}{4} \) of the students must be proficient in both English and the pathway language (Spanish), using the criteria listed above. The remaining students \( \frac{1}{4} \) do NOT need to be bilingual, and can be English Only speakers and/or English Language newcomers.
# Language Assessments for Enrollment

**Grades: K/1**

<table>
<thead>
<tr>
<th>Who?</th>
<th>What?</th>
<th>How long?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who speak a language other than English (as indicated on the Home Language Survey) and list a dual language pathway school as one of their choices.</td>
<td>1. Spanish Placement Test (IPT? OUSD created placement test?)</td>
<td>~30 minutes</td>
</tr>
<tr>
<td></td>
<td>2. California English Language Development Test (CELDT)</td>
<td>135 minutes</td>
</tr>
</tbody>
</table>

**Grades: 2nd – 8th**

<table>
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<tr>
<th>Who?</th>
<th>What?</th>
<th>How long?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd – 8th grade students who apply to a Dual Language pathway program and do not currently attend an OUSD program</td>
<td>1. Spanish Placement Test (IPT? OUSD created placement test?)</td>
<td>~30 minutes</td>
</tr>
<tr>
<td></td>
<td>2. California English Language Development Test (CELDT)</td>
<td>135 minutes</td>
</tr>
</tbody>
</table>
Next Steps:

- 2017 Enrollment: Use Home language Survey to phase this policy in at MLA, SEED, Greenleaf, and Oakland SOL
  - ELLMA: check with each school to review targets for each language group and prepare to pilot this policy this year
  - Enrollment/ELLMA: Look at enrollment numbers after options window closes and set revised targets if needed for language groups

- 2018 Enrollment
  - Identify language placement exam
  - Identify resources needed to implement
  - Plan to roll out to more schools

Outstanding questions for design:

- How do other districts manage this assessment?
- How can we make sure the assessment does not create an unintentional barrier for families?
December 14, 2016
OUSD Board of Education
Charles Wilson, Student Welcome Centers

Enrollment Policy Update - Information only

Interdistrict Open Enrollment Policy 5116.1:

Community Schools: Thriving Students
Oakland Unified School District

Every Student Thrives!
2. Discussion: Revisiting the Priorities

Socioeconomic diversity in schools.

Discussion: Understanding the implications of board policy 5176.7


Ongoing access study.

Continuing the process of reviewing and revising, coordinated with the school district.

Agenda
### District Values

- Joy
- Integrity
- Equity
- Excellence
- Students First

### Key Indicators of Quality School Development

- Maximizing District resources in support of school quality
- Increasing numbers of 1st ranked choosers at schools
- Improving overall school performance

**Community School in their neighborhood.**

**Priority 3: Quality Schools:** Every student deserves the right to attend a quality framework, will increase to 75 percent and high quality schools, as measured by the district's school performance.

**Priority 2: Accountable School District:** By 2020, the number of high performing

**OUSD Pathway to Excellence**

OUSD Quality School Development

OUSD Enrollment is key part of
### Equity: What does it mean to you? What should it look like in schools?

Engagement
- What would you like to see?

What could this mean for OUSD?

<table>
<thead>
<tr>
<th>Factors, etc.</th>
<th>Environmental stress, achievement, language spoken, other demographic data, e.g., educational backgrounds of students or geographic areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies</td>
<td>Policies include controlled choice combined with affirmative measures, other demographic data, education backgrounds of students or geographic areas.</td>
</tr>
</tbody>
</table>

### Examples Include the Following Policies

<table>
<thead>
<tr>
<th>Programs, Facilities</th>
<th>Outreach is needed. Monitoring and monitoring to close gaps. Monopolized expansion of choice and transportation. Other key goals include drawing geographic areas to ensure socioeconomic diversity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies</td>
<td>Controlled choice combined with affirmative measures. Other key goals include drawing geographic areas to ensure socioeconomic diversity.</td>
</tr>
<tr>
<td>Policies</td>
<td>Controlled choice combined with affirmative measures. Other key goals include drawing geographic areas to ensure socioeconomic diversity.</td>
</tr>
<tr>
<td>Policies</td>
<td>Controlled choice combined with affirmative measures. Other key goals include drawing geographic areas to ensure socioeconomic diversity.</td>
</tr>
</tbody>
</table>

### Other Initiatives Used to Support Socioeconomic Diversity

- **District-wide Choice Policies**: Focus on achieving socioeconomic balance, including tract and enrollment boundaries with a focus on attendance zone attendance.

- **Magnet School Admissions**: Example policies include socioeconomic balance and choosing specific schools is offered to all.

- **Transfer Policies**: Examples include socioeconomic balance and choosing specific schools is offered to all.

- **Interdistrict (intra-district) Initiatives**: Attend school attendance zone.
of residence within the district. Regardless of the location
child in any district school, regardless of the location
within district boundaries may apply to enroll their
The parents/guardians of any student who resides
Board policy and administrative regulation.
students among district schools in accordance with law,
establish procedures for the selection and transfer of
The Superintendent shall
capacity. The Superintendent or designee shall
district students within the constraints of school
district options that meet the diverse needs and interests of
The Governing Board desires to provide enrollment

The core premise of Board Policy 5116.1
<table>
<thead>
<tr>
<th>Distance Approach</th>
<th>Impact</th>
<th>Impact</th>
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</thead>
<tbody>
<tr>
<td>Change / Other Potential Areas of Negative Positive</td>
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</table>

| Code 35160.5) Priority (Education priorty) Year, all have first school the following sibling in the same school concurrently with their concurrently enrolled in the school school and who will be who are enrolled in the school siblings of students who siblings together. Keeping families and keeping family school goal of Governing Board's |

---

Insurance:
- Encourage families or improved the following:
- Increased completion
- Provides students with
- Strong relationships
- More diverse families to

Expanding attendance:
- When combined with
- Strong relationships
- Over multiple years,
- Maintaining strong family
- Increased cohesion
- Segregation, can limit
- Socioeconomic barriers to
- When combined with
- Seal inventory.

Looking at facilities:
- Increasing diversity.
- Expanding as a tool of

Transfer policies:
- Balancing with controlled choice and / or targeted.

Be careful with EIR.

Governing Board's

Board Policy Clause
<table>
<thead>
<tr>
<th>Potential Areas of Districts’ Approaches</th>
<th>Impact</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change / Other</td>
<td>Negative</td>
<td>Positive</td>
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</table>

**Board Policy Clause**

USD Board Policy: Neighborhood Priority
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<th>Approaches</th>
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<tbody>
<tr>
<td>Provide a more scaled controlled choice may not be sustainable</td>
<td>May not be sustainable</td>
<td>May not be sustainable</td>
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<tr>
<td>Transitions during cohort</td>
<td></td>
<td></td>
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<tr>
<td>May be severely limited</td>
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<tr>
<td>Successful schools can be inspected in more school programs could be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pragmatic access to resources</td>
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<td></td>
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<tr>
<td>Families with access to high-performing schools undergoing transition</td>
<td></td>
<td></td>
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<tr>
<td>Helps maintain stock of receiving schools</td>
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<thead>
<tr>
<th>Potential Areas of Improvement</th>
<th>Board Policy Clause</th>
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<tbody>
<tr>
<td>1. Identify programs identified for program</td>
<td></td>
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<tr>
<td>2. If a district school transfer to another school</td>
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<tr>
<td>3. If a district school</td>
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<tr>
<td>Restructuring, all corrective action or</td>
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<td>Improvement identified for program</td>
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<td>Receiving Title I funds is</td>
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<td>Districts, Approaches</td>
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<td>Positive</td>
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**Board Policy Clause**

OSUSD Board Policy: Safety Priority A

CCR 1 1992

School (20 USC 7912.5

district school or charter
option to transfer to another
home school shall be provided in
“Persistently Dangerous”
Education
California Department of
school designated by the
board of education or attends a
violent criminal offense as
becomes a victim of a
student attends a school

4. Beginning in the 2003-04

**sdhs.USD.OUSD**
<table>
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<th>Districts' Approaches</th>
<th>Change / Other Areas of Potential</th>
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**Districts' Approaches**

- Create language culture, safety and security.
- Add resources to resolve conflicts.
- Provide immediate relief to victims of violence.
- Help maintain "market effect".
- Select schools with available resources for improvement.
- Use positive guidance in school environments.
- Close schools or transfer students to nearby schools.

**Board Policy / Clause**

- USDS Board Policy: Safety Priority B
- The Superintendent or his designee may approve a...
<table>
<thead>
<tr>
<th>Districts’ Approaches</th>
<th>Potential Areas of Change</th>
<th>Potential Areas of Change</th>
<th>Potential Policy Clause</th>
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<td>Equality of opportunity</td>
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<td>Encourage diversity</td>
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<td>assignment ensures</td>
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<td>Increase transparency</td>
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<td>Future staff housing</td>
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<td>Work</td>
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<td>Schools are in excess of the</td>
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<td>prevalence of the</td>
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<td>random, unbiased</td>
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<td>enrollment outside of</td>
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<td>a school’s attendance</td>
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<td>area, the</td>
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<td>teaching staff at some</td>
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<td>in which they work.</td>
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<td>May encourage</td>
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**OUSD Board Policy: Employment Priority**

**Board Policy Clause**
<table>
<thead>
<tr>
<th>Districts' Approaches</th>
<th>Impact</th>
<th>Impact</th>
<th>Board Policy / Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current changes to accommodate student needs and not only focus on high-performing</td>
<td>Negative</td>
<td>Positive</td>
<td>35:160.5 students (Education Code</td>
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<tr>
<td>schools, including those run by districts, ensuring all students are supported</td>
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<td></td>
<td>for gifted and talented</td>
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<td>by district-run schools. Students are supported.</td>
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<td>programs or determined eligibility for</td>
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<td>Higher-performing students are identified and used.</td>
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<td></td>
<td>academic performance may be used</td>
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<td>Magnet programs can help address the needs for gifted and talented students</td>
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<td>provided that the criteria</td>
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<td>Specialized programs are accelerated.</td>
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<td></td>
<td>are uniformly applied to all students</td>
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<tr>
<td>Specialized schools or programs may be used to respond to these</td>
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<td>that performance, except that</td>
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<tr>
<td>existing entrance criteria.</td>
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<td></td>
<td>academic or athletic</td>
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<tr>
<td>Enrolment decisions shall be based on a student's performance in school.</td>
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</tbody>
</table>

**Board Policy:** Ban on entrance criteria
Access Study presented.
Board Policy 5116.1 based on results of
June 2017: Recommended policy changes to
mostly complete.
April 2017: Access Study data analysis will be
examining how data trends may shape policies.
March 2017: Revisit Board Policy 5116.1 to
will be mostly complete.
February 2017: Access Study data collection

Spring 2017: Assemble data for policy analysis
ывает.
needs and
community
clear data on
policies absent
modifications to
making
advised in
Caution is

Proposed timeline for revisions
Appendix D: References


Board of Education Director Shanthi Gonzales
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, California 94607

Dear Superintendent Dillon:

As the Director representing District 6 on the OUSD board, I hold a strong commitment to helping guide the District as it works to achieve equity in the opportunities and outcomes experienced by all of our students. In District 6, I am honored to represent Melrose Leadership Academy, Community United Elementary (CUES), and Greenleaf Elementary, three schools helping to lead the way in providing excellence in bilingual education.

I am writing this letter of support for OUSD’s application for the “Opening Doors, Expanding Opportunities” grant. My constituents and I are excited about the potential of exploring how socioeconomic diversity can be achieved in all of our schools, but especially in schools offering dual-language programs. We are very interested in engaging with District leadership in exploring the following areas:

- Why it matters whether schools are integrated on a socioeconomic level
- Developing a practical theory of change around school socioeconomic integration
- Understanding some of the best practices other districts have tried and what is working
- Discussing how individual parent enrollment decisions impact students across the system
- Discussing the role of racial and class solidarity in creating the community we want to have and how that also leads to better outcomes for students
- Using a set of schools to perform a deep dive into program design and performance data to illustrate how individual parent choices have collective consequences, and the various district/city/transit district/land use policies/choices that have influenced outcomes for these school communities
- Creating visualization tools to show which schools serve specific groups of students (Title 1, neighborhood schools, most diverse/segregated, etc)
- Telling a compelling story about our schools using data and visual representations
- Producing artifacts, such as videos, that can outline the research conducted and be of use in the future, and that can be disseminated broadly and easily

Our parent group is in the process of developing a series of public engagements that will look at these and other topics. The work that this grant would allow would be an important resource for our community across the larger school district. I support this grant and am excited about the potential for lasting change that it holds for our students.

Sincerely,

Shanthi Gonzales
OUSD Board of Directors, District 6
February 7, 2017

Ashley Briggs
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ashley Briggs:

Oakland Unified School District (OUSD) is committed to increasing student diversity in our schools as a strategy to increase academic achievement. I am writing this letter to outline our district's commitments to developing the infrastructure to support diverse schools at Oakland School of Language, Manzanita SEED, Melrose Leadership Academy, and other dual language and themed schools. We are committed to investing in this project after the grant period. Following are in-kind contributions that OUSD will commit to this project, in the form of staff time from the following individuals (or similar position) subject to Board approval:

- Executive Director - Enrollment
- Director, Strategic Policy and Planning
- Director, Enrollment Operations
- Director, Transportation
- Deputy Chief Continuous School Improvement
- Coordinator - Enrollment
- Deputy Chief, Continuous Improvement
- Executive Director, Research, Assessment, and Data (or similar position)
- Project Manager
- Coordinator, Socioemotional Learning
- Deputy Chief, Equity
- Multilingual Pathway Coordinator

In addition, I will be providing oversight and guidance to ensure that this project is in line with our strategic vision. The above in-kind contribution is valued at $950,000+ over two years (subject to Board approval). During the 2017-2019 grant period, OUSD also anticipates $1,185,000 from private philanthropy to support the creation of School of Language and our enrollment technology upgrades. This results in a total of $2,135,246 matching resources for the duration of the 2017-2019 grant period from OUSD and local grants. OUSD is committed to continuing to contribute at least $950,000 per year (subject to Board approval) beyond the grant cycle to ensure the district is able to institutionalize and build upon its blueprint for socioeconomic integration.

Sincerely,

Devin Dillon, Ph.D.
Interim Superintendent
Superintendent Devin Dillon  
Oakland Unified School District  
1000 Broadway, Suite 680  
Oakland, California 94607  

Dear Superintendent Dillon,

It is my pleasure to write this letter of support for OUSD’s Opening Doors, Expanding Opportunities (ODEO) project. Oakland Community Organizations (OCO) is a federation of congregations, schools, and allied community organizations, representing over 40,000 families in Oakland. OCO supports OUSD in family leadership development, community engagement, and capacity building for families. We have been a longstanding partner of OUSD, including a formal three-way partnership between OCO, OUSD, and BayCes (now the National Equity Project) to support the creation of community-driven new small schools in the late 1990s and early 2000s.

OCO was a critical partner in the design of the Oakland School of Language as well as the other dual language schools in the emerging multilingual pathway feeder pattern. Through our work with the Oakland SOL design team, we have seen that families across Oakland have a desire for schools that are integrated across socioeconomic status, race, and language.

We are pleased to support the district’s ODEO grant application because we believe it has the opportunity to increase student diversity in district schools, which has been shown to improve students’ cultural awareness and academic achievement. We commit to continuing to support family leadership development across our dual language schools as well as other schools that serve low-income families. We anticipate providing these services for the duration of the grant period and beyond.

We are confident that the district has the resources and capacity to systematically increase socioeconomic diversity in the schools targeted for this intervention, while closing historic opportunity gaps between student groups. We strongly support this proposal and eagerly await the results of the federal review process.

Sincerely,

Ron Snyder  
Executive Director
February 2, 2017

Superintendent Devin Dillon
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, California 94607

Dear Superintendent Devin Dillon:

Diversity is extremely important to me. We live in one of the states and regions in the country with the most socioeconomic, racial, and cultural diversity. For me, the most important thing is that every person has voice, and that we truly listen to one another. When we feel heard and valued, we can make tremendous positive changes in our communities together.

Given my experiences at CUES and on the Oakland SOL design team, I strongly support the district’s Opening Doors, Expanding Opportunities grant application. I hope we can create diverse learning environments for all students at OUSD, and I look forward to hearing more soon.

Luz Alcaraz
February 8, 2017

Superintendent Devin Dillon
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, California 94607

Dear Superintendent Devin Dillon:

What's important to me about multilingual, multiracial, and socioeconomic diversity is the ability for children to learn to empathize and be compassionate. They develop awareness around the social issues that are important to different communities and can become pro-active allies to those communities to address those issues. Learning the causes of why people feel the way they do helps children connect with their own humanity. Having the opportunities to develop and demonstrate their humanness allows them to be very successful adults in the long run.

I have a favorite saying: “I am not my brother or my sister’s keeper; I AM my brother and my sister.”

Based on my positive experiences at Manzanita SEED and on the Oakland SOL Design team, I strongly support the district’s Opening Doors, Expanding Opportunities grant project. I believe it has potential to increase student diversity in dual language programs, which will improve the learning environment for all students.

Che Abram
CHARLES R. WILSON

EDUCATION
  California State University, East Bay
- Master of Education: Literacy, Language, and Cultural Studies, 1994
  Boston University, Boston, MA
- Bachelor of Arts: Dramatic Arts, 1987
  Dartmouth College, Hanover, NH

CERTIFICATION
- California Administrative Services Credential, 2007
  California State University, East Bay (Partnership with BayCES-LEAD)
- California Multiple Subject Teaching Credential with CLAD, 1999
  California State University, Hayward

EXPERIENCE
- Executive Director, Enrollment and Registration Management, Oakland Unified School District, Oakland, CA, 2016-Present
  - Lead the development and implementation of the District’s Enrollment Projections, shifts in enrollment processes and strategy, student registration and enrollment projections processes.
  - Lead and manage the Student Assignment Division.
- Deputy Network Superintendent of Middle Schools, Oakland Unified School District, Oakland CA, 2014-2016
  - Lead and support a performance orientation and provide professional development for a small network of schools to increase the principals’ ability to provide strategic instructional leadership, sound operational management, and authentic family and community engagement for the purpose of meeting annual network and school scorecard targets in absolute student performance, growth, achievement gap and school climate.
- Director of Instruction, School Improvement Grant (SIG), Oakland Unified School District, Oakland, CA, 2014
  - Manage school performance improvement to achieve Strategic Plan goals, as well as goals of the School Improvement Grant;
  - Lead school leaders to develop focused work plans and continuous improvement cycles to accelerate equitable student learning outcomes;
  - Lead school leaders to develop sustainable systems and structures based on distributed leadership, data-driven practice, embedded professional learning, and observation/feedback cycles to accelerate equitable student learning outcomes;
  - Support the implementation of the Voluntary Resolution Plan (VRP) through leading school leaders to develop family/community partnerships, utilize alternative responses to behavior (Restorative Justice, PBIS, NNN, etc.);
  - Support school leaders to leverage central office and community resources to develop supportive relationships that provide conditions to accelerate equitable student learning outcomes.
- Principal, Alliance Academy, Oakland Unified School District, Oakland CA, 2013-2014
  - Superintendent and Executive Officer requested move to S.I.G Middle school based upon quality of work at previous schools;
CHARLES R. WILSON

- Implemented No-Nonsense Nurturer culture and climate program, first in District. Executive Officer requested my leadership in supporting larger implementation of program in District;
- Reduced suspension rates for African American students by thirty-five percentage points (as of 1/24/14 School Balanced Scorecard);
- Reduced suspension rates for Latino students by twenty percentage points (as of 1/24/14 School Balanced Scorecard);
- Increased enrollment by more than 50 students
- Over 70% of staff are first-or second-year interns supported by leadership team of coaches and administrators.
- Manage curricular and behavior management shifts to increase rigor and academic press
- Over 50% of students made gain of half year or more on Scholastic Reading Inventory (as of 1/24/14 School Balanced Scorecard) a twenty-two percent increase over similar gains at mid year in 2012/2013;
- Led the development of a rigorous cycle of inquiry for teacher growth in supporting Academic Discussions.

- Principal, Fred T. Korematsu Discovery Academy (KDA), Oakland Unified School District, Oakland, CA, 2006-2013
  - Served as Design Team Leader for the creation of KDA, as part of District’s response to previous school’s Program Improvement Year 5 Status (Stonehurst Elementary);
  - Managed a shared campus with another elementary school (Esperanza Elementary);
  - Increased school enrollment by over 100 students while similar District schools saw decline in enrollment;
  - Lead school-wide use of innovative curricula, including Caring Schools Community, Si Swun Math, site-developed Direct Instruction model for Language Arts, site-developed science-based writing program, and cross-grade RTI program focused on using Reciprocal Teaching techniques with leveled texts;
  - Wrote and received over $200,000 in private grants to support community school programs and blended-learning pilot;
  - Led school out of Program Improvement Status (2011), making 220 points of API gain in 4 years;
  - School nominated for U.S. Department of Education Blue Ribbon Certification (2011);
  - School awarded Alameda County “English Learner School of the Year” (2011);
  - Received Oakland Unified School District “Educational Leadership Award” (2012);
  - Received Parent Leadership Action Network (PLAN) “Leading From the Heart Ally Award” (2012);
  - Received America Achieves Education Champions Fellowship (2012);
  - Served as Administrative representative on District’s Peer Assistance and Review (PAR) Committee (2010-2013);
  - Served as a member of District School Quality Review Team (2012);
  - Served as member of District Effective Teaching Taskforce (2013);
  - Served as a Mentor Principal as a part of District Leadership Development program (2011-2013);
  - Selected for SUPES Academy (national leadership development program) (2013).

- Principal, Highland Elementary, Oakland Unified School District, Oakland, CA, 2005-2006
  - Hired 100% of instructional staff to replace former staff consolidated by District response to school’s Program Improvement Year 5 Status;
  - Supervised and developed school community’s participation in Reading First Program.
Prepared students, community, and staff for closure of school in 2006;
facilitated the creation and realization of new school, New Highland Academy, as part of District’s
response to school’s Program Improvement Year 5 Status.

- **Teacher: 7th Grade English Language Arts and World History, Montera Middle School,
Oakland Unified School District, Oakland, CA, 2002 – 2005.**
  - Active member of SST and Climate committees, Yearbook advisor, Chair of Faculty Council / Oakland
    Education Association (OEA) Representative.

- **Teacher: 3rd and 4th Grades, Sequoia Elementary,
Oakland Unified School District, Oakland, CA, 1997 – 2002.**
  - Served on SST committee, Literacy Team, Site Technology team; Oakland Education Association
    (OEA) Representative.

- **Post-Graduate Researcher: Fostering Communities of Learners
University of California, Berkeley, CA, 1994-1997.**
  - Worked closely with Principal Investigators Drs. Ann Brown and Joseph Campione;
  - Served as Assessments Coordinator in charge of designing, implementing, and analyzing longitudinal
    studies of cooperative-learning based science curricula;
  - Supported and trained teacher-researcher participants.

- **Assistant Academic Director
English Language Services, Boston, MA, 1993-1994.**
  - Managed student enrollment, assessment, and curricula implementation for 400 student adult ESL
    university preparation program.

- **Senior Instructor
English Language Services, Boston, MA, 1989-1993.**
  - Taught ESL in adult ESL university preparation program.

- **Interm Teacher
Hawaii Preparatory Academy, Kamuela, HI, 1988-1989.**
  - Taught ESL and Creative Writing at middle and high school level.

**PRESENTATIONS and PUBLICATIONS**

- “What matters: A critical analysis of how parents in low-performing, low-income schools define school
  quality relative to school performance frameworks”, Dissertation, California State University East Bay
  (2016)
- “How a Low-Performing School Achieved Double-Digit Gains on the California Standards Tests
  (CSTs),” Webinar for Scientific Learning (2012)
- “Community Schools, Thriving Students: A Principal’s Vision”: Center for Quality Leadership Meeting:
  Laguna Beach, CA (2012)
- “A School’s Realization of the OUSD Strategic Action Plan”: The Oakland League of Women Voters:
  Oakland, CA (2012)
- “Setting the Context for Growth at KDA”: OUSD Board of Education Presentation: Oakland, CA
  (2011)
Nana Xu

SUMMARY OF QUALIFICATIONS
Committed education leader with significant experience leading strategy, innovation, and research across a variety of organizations. Expertise in strategic planning, evaluation, data analysis, and change management at the local and national level. Significant experience collaborating at all levels of organizations, from partnering with Executives and boards to direct service counseling with students.

EDUCATION

**Harvard Graduate School of Education**
Certificate of Advanced Studies
Cambridge, MA
Aug 2015 – Present

Master of Education (M.Ed.), Prevention Science and Practice
- Professional School Counseling Licensure for Grades 5-12
- Coursework in Leadership, Education Policy, Statistics, Counseling, and Advocacy (Cumulative GPA: 4.0)

**Wharton School, University of Pennsylvania**
Bachelor of Science in Economics
Philadelphia, PA
Sep 2004 – May 2008
- Graduated Magna Cum Laude (Cumulative GPA: 3.61)
- Conducted research at University of Pennsylvania Positive Psychology Center

SYSTEMS LEVEL LEADERSHIP

**Oakland Unified School District**
Director of Strategic Policy and Planning, Enrollment
Oakland, CA
August 2016-Present
- Lead quantitative and qualitative research efforts to bring the voice of the community into enrollment and school design decisions
- Conduct analysis to support district in developing pragmatic, equitable, and sustainable feeder patterns
- Develop equity-based enrollment policies with cross functional staff to increase access to quality schools for more students and families
- Raise institutional funds to improve district enrollment and transportation systems to support OUSD theme schools in piloting a socioeconomic integration enrollment policy

**The Bill and Melinda Gates Foundation**
Summer Consultant
Seattle, WA
Jun 2015 – Aug 2015
- Collaborated with private investors and foundations around the world to identify areas to invest in alignment and made recommendations to education technology investment team
- Conducted desk research and interviewed diverse range of thought leaders in the field of international education technology to create landscape analysis on international education technology market

**Summer Search**
Manager of Strategic Initiatives
Education Pioneers Fellow
San Francisco, CA
Aug 2013 – June 2014
Aug 2012 – July 2013
- Reported directly to CEO to support implementation of five-year strategic plan to double the annual budget from $14 million to $25 million and grow enrollment from 2,000 students to 3,500 students
- Led 7 sites to successfully execute against annual planning and budget approval process; owned (in conjunction with Executive Directors) financial models to project student growth, revenue growth, and expenses growth for each site
• Stewarded National Office senior management team to clarity annual initiatives, budget, and implementation milestones by quarter
• Led national strategy implementation through developing processes and tools to track the effectiveness of key strategic plan initiatives across all National Office departments
• Regularly facilitated strategic planning meetings with national and local boards, Executive Directors, and Senior Management team with 10-30 diverse stakeholders

Nielsen (Mobile and Digital Solutions Group)  
Manager, Strategy and Insights  
Feb 2011 – Aug 2012
Analyst, Strategy and Insights  
Feb 2010 – Feb 2011
• Provided marketing and branding insights to regional leaders of a major wireless carrier to increase revenue and target key segments; led to adoption of new performance metrics for client based on recommendations
• Collaborated with internal cross-functional groups (Product Management, Operations) to shape methodology and define product features based on client’s business needs; grew account by 30% over 2 years
• Reduced recurring analyses for the entire department by 50% through implementing outsourcing initiative; managed and coached a team of 10 in India to outsource recurring analyses

Bain & Company  
Associate Consultant  
Aug 2008 – Nov 2009
• Led various strategic initiatives for range of Fortune 500 corporate clients through primary research, competitor benchmarking, and financial modeling
• Launched sales pilots in key markets for a media conglomerate, leading to 10-15% increases in revenue for test markets relative to control markets; created communication and training plans to track pilot effectiveness

COUNSELING EXPERIENCE

Quincy Atlantic Middle School  
Counselor  
Sep 2015 - Present
• Intern for counseling office in school setting with diverse student demographics (61% free/reduced lunch, 52% Asian, 41% Caucasian, 7% other race)
• Coach 22 middle school students in individual and small group counseling sessions
• Provide classroom prevention lessons for 45 students on Positive Behavioral Interventions and Supports (PBIS) and educate students on rewards system for positive behavior
• Lead parent/teacher meetings to discuss and develop strategies for students with physical, mental, and emotional challenges
• Advocate for students and families in IEP, 504, and Student Support Service meetings

Prospect Hill Charter School  
College Counselor  
Sep 2014 – May 2015
• Interned for college counseling office in school setting with diverse student demographics (61% free/reduced lunch, 58% Black, 19% Hispanic, 13% White, 10% other race)
• Guided 100+ juniors and seniors through classes on application requirements, essay writing, and college and career planning; led to 95% of Prospect Hill graduates matriculating to four year colleges
• Built relationships with community based organizations to support student growth
• Organized 5 college visits for 75+ juniors; coordinated on site tours and information sessions about the college experience, financial aid, and diversity programs

ADDITIONAL INFORMATION

Languages: Fluent in Mandarin Chinese
Skills: Marketing Research, Strategic Planning, Advanced Excel and PowerPoint, Project Management, SPSS, Education Technology Systems (Naviance, Aspen)
Katherine Carter

PROFESSIONAL PROFILE

- Accomplished administrator with outstanding record in new school development work, including the implementation of an innovative dual-language immersion program in Oakland
- Passionate advocate of every student’s right to a quality education. Committed educational reformer
- Proponent of parental and community involvement in student learning
- Skillful communicator with training and experience in group facilitation, team building, and conflict resolution
- Confident and persuasive public speaker

EDUCATION

- Ed.L.D. Candidate, Educational Leadership, Harvard University Graduate School of Education, Cambridge, MA, anticipated graduation 2016
- M.S., Educational Leadership, California State University, East Bay, Hayward, CA, 2010
- B.A., Language Studies, University of California Santa Cruz, Santa Cruz, CA, 1995

PROFESSIONAL EXPERIENCE

Doctoral Resident, GO Public Schools Leadership Center, June 2015-April 2016
- Led design team for PreK-12 Multilingual Pathway in Oakland
- Facilitated development of school proposal for Dual Language Middle School

Design Team Leader, Fremont High School, April 2016 - present

Principal, Manzanita SEED Elementary School, Oakland, CA, 2005–2013
- Founded 350-student elementary school serving grades K–5
- Directed all aspects of school operations and instruction
- Administered a $1.3 million annual operating budget with over 15 funding sources
- Supervised and evaluated 27 certificated and classified staff members
- Facilitated dramatic increases in student achievement—from 30 percent to 76 percent in math proficiency, from 20 percent to 60 percent in reading proficiency, and to 850 points in the academic performance index (API)
- Recognized as Expeditionary Learning Mentor School, National Title School, California Distinguished School Award

Resident Principal/Assistant Principal, Carl Munck Elementary, Oakland, CA, 2004–2005

Design Team Leader, Manzanita SEED Elementary School, Oakland, CA, 2004–2005
- Led new school design team composed of teachers, parents, and community partners
- Developed vision for new school with innovative Spanish-English immersion program

Elementary School Teacher, Manzanita Elementary School, Oakland, CA, 1996–2004
PROFESSIONAL DEVELOPMENT

Certifications
- Administrative Services Credential, California Commission on Teacher Credentialing, 2010
- Bilingual, Crosscultural, Language, and Academic Development Certificate, California Commission on Teacher Credentialing, 2001
- Multiple Subject Teaching Credential, California Commission on Teacher Credentialing, 1999

CONFERENCES AND TRAININGS
- Expeditionary Learning Mentor School Institutes, 2011–2013
- Expeditionary Learning Schools National Conference, 2006–2012
- Aspiring Principals Program, New Leaders for New Schools, Bay Area Cohort 4, 2004–2005
- Bay Area Coalition for Equitable Schools/California State University Hayward, Leading for Equity, Achievement, and Democracy (LEAD) Cohort, 2003–2004

PRESENTATIONS
- Supporting Facilitator to Paul Bambrick-Santoyo, New York State Education Department Race to the Top Training, “Data-Driven Instruction,” Albany, New York, August 2011
- Cofacilitator with Anne Perrone, regional two-way immersion training, “Tejiendo lecciones entre idiomas,” Xochislahuaca, Guerrero, Mexico, July 2012
- Facilitator, Oakland Unified School District Dual Language Cohort Institute, “Language and Content Targets,” Oakland, CA, August 2012

PROFESSIONAL AFFILIATIONS
- Member, Leadership Task Force, Oakland Unified School District, 2011–present
- Member, Results-Based Budgeting (RBB) Task Force, Oakland Unified School District, 2009–2011
- Executive Board Member, United Administrators of Oakland Schools, 2009–2011

LANGUAGES
- English—native language
- Spanish - speak, read, and write fluently
- German—speak, read, and write with limited competence

RECOGNITIONS
- “New Leaders Getting Results: Katherine Carter,” New Leaders website
- “Oakland Public Schools’ Test Scores Continue to Rise,” Oakland Post Online, Aug. 20, 2010
- “Partner School Receives Equity Award,” National Equity Project website, Jan. 24, 2011

COMMUNITY SERVICE
- Board Member, Inferno Theater Company, Oakland, CA, 2009–present
- Board Member, Twin Palms Housing Cooperative, Oakland, CA, 1996–2001
- Facilitator, Venceremos Brigade, Oakland, CA and Havana, Cuba 1997-2001
SKILLS
Expertise in analysis of complex data. Flexible learner, willing and able to absorb new systems and implement changes readily. I lead by engagement to solve complex problems. Fluent in Spanish. High degree cultural sensitivity and ability to engage very diverse populations. Solid analytical skills in Excel & Access.

OBJECTIVE
I lead teams toward success through paradigm shifts in systems and operations. I inspire and empower people’s work through thoughtful collaboration.

EXPERIENCE
Coordinator, Enrollment and Registration Management | OUSD | July 2015-Present
Statistical enrollment projections for 85 schools. Led Registration management for whole district. Operational lead for Open Enrollment Processing. Key advisor in preparing department for software transition and implementation of new tools.

Program Manager, Enrollment | OUSD | July 2012-July 2015
Led department projects in overhauling enrollment processing, customer service improvements, tools and applications. Key decision maker in placement of students and approval of inter-district transfers.

EDUCATION
B.A. History | June 2008 | CSU East Bay

M.A History | June 2012 | CSU East Bay
Graduated Cum Laude (GPA of 3.93) with an expertise in Western History and research in Urban History

VOLUNTEER EXPERIENCE OR LEADERSHIP
Board Member of Re:Generation
Oakland from 2012-2015.
Avid ultrarunner and hiker

yusefcarrillo@gmail.com
510.846.0286
ALANNA LIM

EDUCATION

1991 University of California, Los Angeles
Master of Education
Los Angeles, California

1990 University of California, Los Angeles
Bachelor of Arts, History
Los Angeles, California

PROFESSIONAL EXPERIENCE

1991 – Present Oakland Unified School District
Director, Student Assignment (2013-2016)
Leading staff of 16 at the Student Assignment Center.
Current duties include:

- Enrolling new and returning students to Oakland Unified School
  District, including review of IEPs, review of transcripts for high
  school students, review of master programs at secondary level,
  maintaining LCFF average in grades TK-3, and notifying schools
  of assignment.
- Supervising Options application process, including training of
  school site clerical staff, communication with parents on process
  and assignments, verification of documents, overseeing enrollment
  lottery, and coordinating assignments with Programs for
  Exceptional Children.
- Managing appeals process and wait lists for all schools.
- Supervising initial CELDT administration for 2000 students,
  including completion of Home Language Survey and scheduling
  testers at school sites during the summer and throughout the year.

Principal (2002-2013); Assistant Principal (1999-2002); Teacher
on Special Assignment (1998); Teacher (1991-1997)

- Leading K - 5 elementary school of 360 students and 17 classroom
  teachers in an urban neighborhood. Increased API score from 535
  (2003) to 802 (2011), which resulted in exiting Program
  Improvement (2009).

CERTIFICATIONS

1991 – Present Multiple Subjects
California

1999 – Present Administrative Services
California
Experience

Oakland Unified School District, Oakland, CA
Technology Services Department
Project Manager 9/2007—Present
• Currently Project Manager of the 3 Year Enrollment Improvements Program that includes overseeing 4 projects: Tech Upgrade, Process Changes, Policy Changes, Enrollment Marketing & Outreach; conduct process mapping, requirements gathering, managing the project team, creating project plans, presentations; lead all project meetings, planning, design and communications activities
• Co-led our Connected Learning research & campaign which unified our efforts to integrate technology in more of our classrooms and get ready for the shift to the online state assessment
• Led the 3 year Data Program to start with Data Governance; moved to new BI tools and a new assessment platform for teachers
• Led multi-department process mapping and gap analysis of payroll process as part of the Fund 76 reconciliation project

Oakland Unified School District, Oakland, CA
Technology Services Department
• Specialize in understanding how the front end, and database structures of several web based applications work. Analyze user and business needs in relation to cost, time, constraints and performance measures.
• Designed, planned and implemented ABI online attendance, ABI Grade Book and Parent Portal projects
• Gathered business requirements from end users for OAKS, Phone Master and Centertrack. Created business requirements documents. Followed PMI methodologies to create project plans and schedules.
• Facilitated meetings and communication between cross functional teams and departments.
• Provide in-depth, ongoing training to end users.
• Advocate and explain the benefits of under used yet highly useful technology applications.

Consultant—Department of Research & Assessment
• Led the R & A portions of the Edusoft implementation, participated in providing trainings.
• Created assessment tool guidelines and diplomatically explained policies to site staff.
• Created project and resource plans and schedules. Managed the work schedules and designated resources for the Assessment Logistics team.
• Facilitated all assessment logistics processes between multiple departments.
• Co-led trainings for teachers about purpose and use of assessment results reports; participated in data reflection workshops.

Corporate Security Services Inc., San Francisco, CA
Associate Operations Manager 11/2001 – 8/2003
CSS, Inc. specializes in premiere security services for corporate conferences and large commercial properties.
• Forecasted staffing needs for upcoming corporate conferences and built schedules for new clients. Created weekly reports detailing upcoming staffing needs and problems.
• Designed training materials and procedures.
• Managed daily scheduling functions for a staff of 120 Security Officers and 40 clients using In-Time software. Monitored and tracked officer’s vacation time, sick leave and overtime pay.
• Analyzed and revised existing schedules to reduce non-billable overtime pay.

TMP Worldwide Inc., Brisbane, CA
Account Manager e-Resourcing Division 5/2001-10/2001
TMP is a publicly traded global recruitment and human capital management company. Parent company of Monster.com.
• Developed and managed a tactical Tele-Sales plan for breaking into new accounts in WA, OR and Northern CA.
• Prospected and researched 500 companies. Added 300 new businesses and 600 new managers to the sales database.
• Presented TMP services and forged new relationships with 18 new Software Development Managers per day. Generated 15 qualified leads and 2 new job orders for technology contracting services per week.
• Generated CRM project opportunities for TMP’s e-Business Solutions team. Developed the initial sales position and pitch for the first meeting with prospective clients.

Snapfish.com, San Francisco, CA
Associate Partner Marketing Manager, 2/2000 - 1/2001
Snapfish is an online picture sharing company specializing in the conversion of 35mm photos into digital images.
• Supervised cross-functional teams in implementing project deliverables for sixty partners, including two strategic investors: Compaq and BellSouth.
• Defined the technical and creative project specs for online partnership programs. Interpreted contract deliverables, assessed work load and allocated resources.
• Analyzed partner performance metrics and presented weekly reports to the senior team. Made recommendations for contract re-negotiations and performance enhancement.
• Negotiated and closed forty subscriber acquisition deals in five months. Ten of those deals brought in 65% of the total number of new users for one month at the lowest average acquisition cost.

• Supervised the Administrative staff in performing all general office and facility management duties.
• Assisted the Controller and General Counsel in preparing financial, legal and performance reports for the monthly board meeting.
• Implemented company procedures and policies as directed by the CEO. Maintained senior team schedules and arranged travel itineraries.
• Identified morale issues and recommended solutions to the CEO.
• Researched leads for the Business Development team.

**World Game Institute, Philadelphia, PA**  
**Associate Director of Development 8/1998 - 8/1999**  
*The World Game Institute is a non-profit experiential education organization devoted to global awareness.*  
• Successfully transitioned the World Game Middle School Program from the grant funded Pilot Phase into a financially sustainable Licensing Model.  
• Supervised a staff of 5 interns and members of the design and research teams in the creation and production of program materials and marketing collateral.  
• Developed and assessed a written survey off 100 Museum Outreach Managers to determine the marketing strategy and price point of the World Game Program.  
• Designed and led training workshops for new licensees. Created and managed project plans and timelines.

**World game Institute, Philadelphia, PA**  
**Lead Facilitator 8/1997 - 8/1998**  
• Facilitated over fifty global problem-solving programs for Fortune 500 executives, college and middle school students in the US and abroad.  
• Supervised and evaluated the performance of 8 part time co-facilitators. Assisted in training new facilitators. Customized training and presentation materials to meet educational objectives.  
• Received in-depth training in designing experiential trainings, presentation, facilitation and debriefing techniques.  
• Recognized for continuing to fulfill my duties, in a volunteer capacity, during a time of restricted funding.

**Education**

**University of Berkeley – Extension School**  
Certificate in Project Management  
Expected Completion Date, Dec. 2008

**PMP Certification**  
Expected Completion Date Feb. 2009

**Temple University, Philadelphia, PA**  
**Bachelor of Arts - Psychology**  
Completed course work in Psychology
OBJECTIVE
To support the development and implementation of a vision for sustained reforms in education that will lead to significantly more equitable outcomes for all children.

EDUCATION

M.S., Educational Leadership, California State University, East Bay 2007
Action Research: Student-Led Goal Setting and Home-School Monitoring of Student Progress in Academic Achievement

Tier II Administrative Credential, California State University, East Bay 2005
Emphasis in Differentiated Supervision, Collaborative Professional Learning Communities, and Data Based Decision-making

LEAD Program Administrative Credential, California State University, East Bay 2003
LEAD - Leading for Equity, Achievement and Democracy
Program Partnership with the National Equity Project (formerly Bay Area Coalition For Equitable Schools) emphasis in anti-racist, anti-biased stance in education

B.A, American Studies, University of California, Santa Cruz 1996
Honors Awarded in the Major, Thesis: Educational History of Chicano/Latino Communities in the United States

Humanities Studies, Oxford University 1994
University Exchange Program
Coursework: Mid-Century English Literature, Geology, Contemporary Poetry

General Education, Pasadena City College 1993

EXPERIENCE

Oakland Unified School District, Oakland, California 1997-Present

Senior Deputy Chief, Continuous School Improvement (2014-Present)
- Overseer the District's Continuous Improvement Processes, design and implement the District's School Performance Framework, manage the District's Strategic School's Decision team, coordinate the District's facilities utilization processes, supervise the District's Office of Charter Schools, facilitate the District's Intensive School Support re-design process in collaboration with community and community partners, and facilitate school innovation cohorts.

Associate Superintendent, Quality, Accountability and Analytics (2013-2014)
- Overseer the development of new tools supporting continuous improvement of the entire organization including implementation of district-wide Balanced Scorecard, School Scorecards, School Quality Reviews, and Community Schools Strategic Site Planning processes.
- Overseer coordination and management of districts Data Analysis and Reporting unit – including an analysis focus on human capital, charter schools, and GIS/Mapping; Research unit with a focus on African American Male Achievement and 9-8 Learning; and Assessment unit, including state and local assessments.
- Led the district-wide shift from previous data management systems to new web-based, comprehensive data warehouse and reporting framework that integrates into system-wide continuous school improvement models and processes.

Executive Director, Quality Community Schools Development (2010-2013)
- Developed community-based process resulting in Board-adopted School Quality Standards
- Established Office of School Quality Review – conducting inspectorate-model evaluations of all district schools on a three-year cycle, engaging cross-departmental and stakeholder review teams
- Established Office of School Portfolio Management responsible for facilitating Board decision-making and district-wide restructuring efforts including incubation of schools undergoing grade configuration changes, school mergers, and transition support for students, families, and staff as a result of school closings
Director, Office of Charter Schools  
(2007-2010)
- Established new Office of Charter Schools responsible for all aspects of charter school authorizing
- Developed and implemented nationally recognized new charter review process, charter school evaluation and renewal process, and the development of innovative partnerships between the District and charter schools including Early College Inquiry Group, Partnership Around Literacy w/ Aspire Public Schools, and Partnership Charter School Model

Supervising Principal, Havenscourt Middle School  
(2006-2007)
- Served in single year assignment while simultaneously acting as new school design coach
- Provided instructional and operational leadership support to phase-out school, while two small, newly designed middle schools opened on same campus

(2004-2007)
- Managed all aspects of school design process for seven new secondary schools replacing persistently low-performing schools in Oakland
- Responsibilities included collaboratively developed curriculum for new school incubation process, including school climate, teaching and learning, staffing, finance, operations, and facilities. Additional responsibilities ensuring effective engagement of community-based design teams, bargaining units, and all levels of District leadership

Founding Principal, Urban Promise Academy  
(2001-2004)
- Facilitated new school design process
- As principal, provided for over-all development and implementation of the school’s program, including curriculum, professional development, staff supervision, as well as establishment of school-wide systems and structures
- Currently highest performing middle school in Oakland serving predominantly low-income, English language learners

Activities Director, Calvin Simmons Middle School  
(1999-2001)
- While also employed as a full-time teacher, managed all school-wide assemblies, afterschool programs, and extra-curricular programming
- Responsibilities included coordination of staff, management of budget and finances, oversight of programs, and associated grant-making responsibilities

Humanities/ Social Studies/ Spanish Teacher, Calvin Simmons / Urban Promise  
(1999-2001)
- Designed and implemented middle school standards-based curriculum in English Language Development, Ancient Civilizations, US History, Spanish as a Foreign Language, and Spanish for Spanish Speakers
- Taught courses while acting as Principal for two years to establish collaborative leadership structure and ensure greater alignment of school-wide systems to support effective classroom practices

State University of New York, School Quality Reviewer, New York, NY  
2009-Present
- Conduct on-site School Quality Reviews and Program Evaluations of charter schools authorized by SUNY
- Conduct evaluation of charter school proposal applications submitted for authorization to SUNY

California State University, Adjunct Faculty, Hayward, CA  
2007-2010
- Acted as Tier II Administrative Credential Field Work Supervisor
- Recruited to position following two years as invited speaker to Administrative Credential Program
- Responsibilities managing caseload of school leadership practitioners enrolled in Tier II Administrative Credential Program; including facilitative and instructive coaching, portfolio development, and coursework completion

Urban Arts Academy, Violence Prevention Program, Founder/Director, Oakland, CA  
1998-2004
- Established model youth development program that has since been replicated in five schools across Oakland
- Program provides afterschool classes integrating academic support with cultural and arts education, training in youth leadership, and youth led community-based performances. Model currently operates as award-winning program under the Oakland Leaf non-profit organization serving low income elementary and secondary children

Santa Cruz City Schools, Humanities Teacher, Santa Cruz, CA  
1996-1997
- Designed and implemented middle school standards-based curriculum in English Language Development, Ancient Civilizations, US History, and Spanish for Spanish Speakers

Pasadena & Glendale Unified School Districts, Various Educator Positions, Pasadena/Glendale, CA  
1991-1996
- Served as Teaching Assistant, Primary PE Teacher, and Adult Special Education Assistant

RELEVANT SKILLS
California Dept of Education, Adult Literacy TutorPR/Award # S377C170008  Fluent in Spanish; Read, Write, Speak
SUMMARY OF QUALIFICATIONS

- **Management consultant** with extensive experience facilitating organizational change management and operational excellence in multiple industries, functional roles, company sizes, including large public school districts, world’s biggest retailer and international experience.
- **Operations Management**, led multiple operational departments, developed teams, and improved services.
- **Process Improvement / Lean**, delivered $200M+ of financial benefits including deployment, training, and coaching.
- **Program/Project Management**, delivered $1,000M+ of cross functional projects within scope, budget, and quality goals.
- **Education Management**, experience in multiple organizations, roles ranging from classroom teacher to strategic leadership.
- Fluent in Spanish and Portuguese.

SELECTED ACCOMPLISHMENTS

- Delivered $20M of financial benefits and significant customer service improvement by implementing process and system redesign, operational reviews and department reorganization. Denver Public Schools
- Led cross functional programs with $560M yearly revenue. Achieved 100% revenue collection goal from state funding, improved service delivery to multiple stakeholders. Denver Public Schools
- Implemented process and systems improvements, reducing yearly cost by $240M across US stores. Walmart
- Achieved $70M revenue goal by leading planning, execution of complex technology projects. Alcatel Lucent

EDUCATION

- **M.S. Industrial and Systems Engineering**, State University of New York, Binghamton, NY
- **B.S. Industrial Engineering**, Universidad de Lima, Peru
- **Lean Six Sigma Black Belt**, 6Sigma Study, Project Management Institute PMI
- **Program / Project Management Certification**, Stevens Institute of Technology, NJ, Lucent Technologies

SPECIALITIES

- **Operational Excellence**
- **K-12 school systems**
- **People Management**
- **System**
- **Process Improvement / Lean**
- **Organizational Effectiveness**
- **Business Operations**
- **Balanced Scorecard**
- **Project Management**
- **Facilitation, Training**
- **Data Analysis**
- **Strategy**

PROFESSIONAL EXPERIENCE

**Deputy Chief, Business and Operations, OAKLAND UNIFIED SCHOOL DISTRICT (OUSD), Oakland, CA**

*2016 – Present*

Largest district in Alameda County, CA with 123 schools, 49,000 students, 4,700 employees and a $650M yearly budget

- Led multiple operations services: student enrollment, registration, transportation, enterprise system, process planning and implementation, clerical professional development, project management, and continuous improvement. Member of the Business and Operations Leadership Team and Executive Leadership Cabinet.
- Led and developed a continuous improvement program for the District, facilitate organizational change for complex, cross functional projects, develop and execute a Service Improvement Cycle and deployment plan for central departments (including feedback loops, project identification, prioritization and implementation, plan and deliver customer service improvements, performed internal consultative services including business process re-engineering, design, performance standards/metrics development, and return on investment analysis, and facilitate training in operational excellence).
PROFESSIONAL EXPERIENCE (Continue)

**Director Continuous Improvement**, SEATTLE PUBLIC SCHOOLS (SPS), Seattle, WA  
Largest district in Washington with 98 schools, 52,000 students, 5,400 employees and a $590M yearly budget  
2014 – 2016  
(2 years 1 month)

- Deployed a continuous improvement program supporting 30+ departments. Services included mentor, training, and facilitation. Led process and systems improvement projects that identify and address cross functional issues.
- Led process and system improvement program for district student enrollment, and school staffing allocation including 20+ processes, impacting 98 schools, 3,000 positions and $400M yearly cost.
- Supported District Leadership and departments in the development and implementation of Service Improvement cycles.
- Supported the District Annual Operations Data Dashboard planning and execution process.

**Director Process Improvement and Business Operations**, CORESITE (NYSE: COR), Denver, CO  
Data center provider in 9 U.S. markets, 800+ customers, 350 employees and $234M revenue  
2013 – 2014  
(1 year 1 month)

- Deployed multilevel continuous improvement certification program including lean practitioners, champions, LSS green and black belts. Developed a plan to save $2M per year and delivered $300K of revenue increase by improving customer data quality.
- Facilitated and supported design, development, testing, and deployment of companywide ERP system including quote to contract, and order to cash processes.
- Improved data accuracy across systems, delivered revenue increase and improved customer experience.

**Director Process Improvement and Operations**, DENVER PUBLIC SCHOOLS (DPS), Denver, CO  
Fastest growing U.S. urban district with 180 schools, 86,000 students, 14,000 employees and a $2,000M yearly budget  
2009 – 2013  
(3 years 10 months)

- Designed and deployed a continuous improvement program, delivered $20M of financial benefits, 100 active employees and 40+ active projects in 14 departments. Developed and deployed multilevel continuous improvement certification.
- Led end-to-end cross-departmental projects resulting in $560M yearly revenue. Achieved 100% revenue collection goal from state funding, improved service delivery to multiple stakeholders.
- Led 6 departments of 25 employees and 30 contractors focused on operations and project management, working with 18+ departments, external partner organizations, 180 schools, 88,000 students, and managed $2.5M budget.

**Senior Project Manager, Operations**, WALMART (NYSE: WMT), Bentonville, AR  
World’s biggest retailer with $469B revenue, 4,100+ US stores, serving 245M customers weekly  
2007-2009  
(2 years 4 months)

- Developed, implemented process and systems improvements, reducing cost by $240M across all US stores.
- Developed supply chain projects with a potential of $200M of yearly savings.
- Managed company process/systems improvement project catalog for 12 departments including merchandising, logistics, store and replenishment operations. Potential yearly payback of $2,000M.
- Managed the project intake, project strategy review and training. 20 projects were integrated into 4 platform solutions, garnering savings of $500K. Platforms included customer touch points, inventory management, in store kiosks and POS systems.

**Process Engineer, Research and Development**, COOKSON ELECTRONICS, Jersey City, NJ  
Manufacturer of high performance materials and machines for the semiconductor packaging industry  
2002-2004  
(2 years 10 months)

- Planned and developed analytical process that reduced product development cycle by 50%.
- Performed material testing, evaluation for new product / process development. Received IPC best technical paper award.

**Senior Project Manager, Operations**, ALCATEL LUCENT (NYSE: ALU), Lima, Peru  
Networks, Software and enterprise service provider with $19,000M revenue, 72,000 employees in 45 countries  
1996-2001  
(4 years 10 months)

- Planned and executed cross-functional projects achieving $70M revenue goal. Achieved 100% of customer and government contractual requirements.
- Delivered 20% sales increase and improved customer satisfaction by effective project planning and execution. Received Bell Labs Innovations Quality award for delivering a significant change in customer satisfaction and service excellence.
OTHER PROFESSIONAL EXPERIENCE

- COMMUNITY COLLEGE OF AURORA, Workforce Development, Adjunct Faculty, Denver, CO, 2005-2007
- AURORA PUBLIC SCHOOLS, Public School Teacher, Denver, CO, 2006-2007
- DENVER PUBLIC SCHOOLS, Public School Teacher, Denver, CO, 2005-2006
- NEW YORK RESEARCH FOUNDATION, Process Improvement Intern, Binghamton, NY, 2001-2002
- UNIVERSIDAD DE LIMA, Information and Technology Services, Instructor, Facilitator, Lima, Peru, 1993-1996

AWARDS

- Personally recognized in the 2012 District Operations feedback loop, for improving department culture and effectiveness. Denver Public Schools
- Winner of the 2009 Sam M. Walton entrepreneurial Award as part of the Walmart Innovation Department “In recognition of your outstanding performance and contribution resulting in exceptional performance”. Walmart
- Finalist of the 2008 Sam M. Walton entrepreneurial Award as part of the Walmart Innovation Department. Walmart
- Finalist of the Dale Carnegie: Breakthrough to Success Highest Achievement Award. Dale Carnegie
- Winner of the 2002 IPC/JEDEC Best Technical Paper Award in electronics manufacturing process optimization. Cookson Electronics
- Winner of 1999 Lucent Technologies Bell Labs Innovations Quality Award for “Outstanding contribution to the continuous growth of BellSouth International, leading to a significant change in customer satisfaction and service excellence”. Alcatel Lucent
JEAN YONEMURA WING

EDUCATION & CREDENTIALS
Ph.D., University of California, Berkeley Graduate School of Education
M.A., University of California, Berkeley, Graduate School of Education
B.A. cum laude, City College of New York (CCNY), Major: Asian American Studies, Minor: Education
Barnard College
Single Subject Teaching Credential, Secondary Social Studies (New York State, New York City)

WORK HISTORY

OAKLAND UNIFIED SCHOOL DISTRICT
Executive Director
Research, Assessment & Data
- Leads department responsible for data analysis and reporting, state and local assessments, and
research and evaluation for school district and all schools
- Initiates or maintains strategic research partnerships including data sharing agreements
- Leads work to develop metrics for measuring school quality and continuous improvement for
federal, state, and local accountability and equity
- Leads Strategic Regional Analysis

Nov. 2011-present

Coordinator, Research
Research, Assessment & Data
- Lead Healthy Kids, Healthy Oakland Data Framework Task Force and development of non-
traditional indicators of student success
- Initiate or maintain strategic partnerships including data sharing agreements
- Conduct qualitative and mixed methods research on key district initiatives
- Manage major external evaluations of new small schools initiative with Strategic Measurement
and Evaluation (Phase I) and Stanford School Redesign Network (Phase II, Linda Darling-
Hammond)

July 2007-Nov. 2011

OUSD New School Development Group (Incubator)
Coordinator, Research & Best Practices
- Curriculum development for year-long new school incubator
- Leadership selection process for new schools
- Conduct research on school models and best practices for NSDG and design teams
- Support community-based new school design teams
- Research support for first-year schools network (2005-2007)

August 2004-June 2007

UC ACCORD (UC All-Campus Consortium on Research for Diversity)
Senior Policy Editor

October 2003-July 2004

August 2002-2003
U.C. LINKS—DUSTY (Digital Underground Storytelling for Youth)
Postdoctoral Researcher

August 2002-August 2003

August 1996-June 2002
U.C.-BERKELEY HIGH SCHOOL DIVERSITY PROJECT
Lead Graduate Student Researcher (GSR)
Lead for Class of 2000 longitudinal profile study
Editor for Diversity Project 3-Year Report, June 1999

August 1996-June 2002

EDUCATIONAL TESTING SERVICE (ETS)
Center for Performance Assessment/Center for Teaching and Learning

January 1993-December 2002
Research Associate
Oakland, California

RESEARCH, EVALUATION, & POLICY WRITING/PUBLICATION REVIEW EXPERIENCE

March 2010-2012
Program chair for American Educational Research Association Special Interest Group on Grassroots Community and Youth Organizing for Education Reform.

January 2005-July 2007
Senior reviewer for UC ACCORD (All Campus Consortium on Research for Diversity) dissertation, postdoctoral, and junior faculty fellowships.

August 2006-2009
Peer reviewer for Review of Educational Research.

April 2005-2006
Program chair for American Educational Research Association, Division G, Social Contexts of Education, Section 4:

August 2005-April 2006
AERA Division G, Section 4 – Social Contexts of Educational Policy, Politics and Practice
Co-chair for Section 4 selection of papers and presenters for 2005 AERA Annual Meeting.

April 2003-July 2004
Educational Consultant

- Case study report for Harvard Civil Rights Project on Los Angeles Unified School District’s implementation of the No Child Left Behind Act. (published in 2004)
- Policy briefs for Bay Area Coalition for Equitable Schools on cost effectiveness of new small schools and on facilities utilization of new small schools. (published in 2003)
- Chief researcher and writer for evaluation of first three years of implementation of New Small Autonomous Schools policy for Oakland Unified School District’s Equity Project partners: Oakland Unified School District, Bay Area Coalition for Equitable Schools, and Oakland Community Organizations (OCO). Co-author, Judith Warren Little. (published in October 2003)
- Research and policy writing for Oakland Unified School District’s proposed policies on managing the district’s portfolio of schools, including policies related to school creation and consolidation. (published in July 2004)

POSTSECONDARY TEACHING EXPERIENCE

August - December 2008
ETHNIC & MULTICULTURAL ISSUES IN RESEARCH
Graduate advanced research course
Adjunct faculty
University of San Francisco, Teacher Education Department

January – December 2003
TEACHING FOR DIVERSITY AND SOCIAL JUSTICE
Required course for teacher credential students
Adjunct faculty
University of San Francisco, Teacher Education Department

August 2000-January 2001
ASIAN AMERICAN STUDIES 20A
Graduate Student Instructor
UC Berkeley, Department of Ethnic Studies
PUBLICATIONS


CO-AUTHORED PUBLICATIONS


HONORS AND FELLOWSHIPS
• Outstanding Dissertation Award, UC Berkeley Graduate School of Education
• AERA Institute on Statistical Analysis for Education
• UC ACCORD Dissertation Fellow
• U.C. Vice Chancellor’s Grant for Research
• Spencer Research Training Fellowship
• U.C. Berkeley, Center for Research on Education and Work, Research Grant
Quality and results-driven professional with over 18 years of experience across operational leadership and management, strategic planning, accelerated business growth initiatives, and comprehensive staff development within the transportation and logistics industry. Proven track record of leading concurrent large-scale projects through to successful completion while exceeding performance expectations and driving positive organizational change. Versatile contributor, astute analyst, and expert problem solver proficient in cultivating relationships, enhancing employee engagement, and maximizing business profitability. *Highlights of Expertise include:*

- Logistics & Operations Management
- Strategic Planning & Execution
- Program Management
- Organic & Acquisition-Based Growth
- Metrics Tracking & Evaluation
- Transportation Management
- Continuous Process Improvement
- Staff Training & Development
- New Business Launch Strategy
- Policy & Process Development
- Revenue & Profit Growth
- Compliance Assurance
- Large-Scale Budget Management
- Exceptional Customer Relations
- P&L Accountability

**Experience & Notable Contributions**

**OAKLAND UNIFIED SCHOOL DISTRICT** • Oakland, CA • 2016 – current

**DIRECTOR OF TRANSPORTATION & LOGISTICS BUSINESS OPERATIONS**

Provide visionary leadership, fiscal accountability, continuous improvement, and all top-level decisions for transportation operations of an urban school district with 40,000 students. Oversees, directs, develops, optimizes, and coordinates strategic activities for the District by conducting organization/operational studies and liability investigations. Approve all Transportation Department communications to the Board of Education, Superintendent, and Chief Operating Officer. Direct the collaboration and coordination efforts with OUSD personnel to ensure reasonable, efficient, and timely services are provided in compliance with the Individuals with Disabilities Education Act (IDEA) and Free and Appropriate Public Education Act (FAPE). Oversee management of transportation vendors including on time performance; evaluate quality of services and suggest improvements to balance cost efficiency with service excellence. Lead, coordinate, update and implement efforts for annual contracts for transportation services with Alameda County Transit and other transportation service providers. Provide monthly key performance indicator reports and develop contingency, communication, and customer service operational plans. Manage an annual operating budget in excess of $12 million dollars.

**Key Accomplishments:**

- Develop an improved single point of contact customer service model that appropriately accommodates the student transportation service delivery model and ensures timely and reliable response; investigate root causes of complaints to identify systemic problems that require new solutions.
- Streamlined and optimized transportation needs of vendors and reduced operational cost by 25%; develop, and implement all department policies and procedures.

**KR EXPRESS** • San Jose, CA • 2009 – 2015

**VP OF TRANSPORTATION & LOGISTICS**

Served as principal strategist in directing all operational functions as well as start-up and growth initiatives within logistics and shipping/delivery business. Provided end-to-end management encompassing budgets and key metrics, ROI analysis, P&L strategic planning, contract negotiation (NDA’s, RFI, RFQ, Purchase Agreements), customer service, business development, policy and procedure formulation, and staff recruitment and development. Develop standardized processes and procedures, continuous improvement, and consistency in transportation company.

**Key Accomplishments:**

- Captured $1.5M in revenues with 60% profit by relationship building and customer retention thru customer satisfaction.

continued
Maximized profitability by leading conflict resolution team that introduced tactical plans to streamline processes and incorporated tools to increase efficiency.

Credited with developing and integrating business plan and launch strategy that paved the way for sustainable organizational growth.

Spearheaded extensive turnaround initiatives in response to low productivity and an under-performing staff and transformed the operation into becoming millions-dollar success.

FEDEX CORP • San Jose, CA • 2008 - 2009
P&D MANAGER
Provided comprehensive operational support and management of 100 owner operators of drivers and contractors. Monitored and evaluated reporting metrics across service, safety, cost, and quality to identify inconsistencies and develop corrective action plans. Consistently maintained accurate records of vehicle maintenance while ensuring compliance with Department of Transportation (DOT) standards for company and vendor equipment.

KEY ACCOMPLISHMENTS:

- Instrumental in contributing to leadership team that was recognized with multiple business, safety and operations awards.
- Established reputation for strong capacity to forge strategic partnerships with small businesses and high profile commercial accounts to increase customer satisfaction and loyalty.
- Demonstrated commitment to developing a high performing team and sound operation by integrating formal plans and programs to mitigate challenges and enhance productivity.

EXCEL TRANSPORTATION • Freeport, IL • 1999 - 2008
DIRECTOR OF OPERATIONS
Accountable for economic strategy and forecasting, ensured that all projects are delivered on time within scope and within budget. Conducted all staffing needs involving hiring, training, and mentoring team members. Functioned as leader in annual strategic planning/growth process to identify, sales and business development, P&I management, and capitalize on business opportunities. Overall operational responsibility and annual operating budget- improvement, safety and employee development, contract negotiations, create operational improvement plans and mapping. Implementation of standardized business and operating processes including HR, Accounting, Maintenance, & Facilities departments.

KEY ACCOMPLISHMENTS:

- Developed and executed complete business, operational, and financial plan to guide company through accelerated growth period, while securing key accounts and forging relationships with brokers and shippers.
- Minimized costs and reduced expenses as well as customers through negotiating favorable contracts with outside service providers.

EDUCATION

Master of Business Administration • Argosy University | San Francisco, CA

Bachelor of Arts in Sociology • University of California, Riverside | Riverside, CA

Negotiating Certificate • University of Notre Dame | Notre Dame, IN
Christopher P. Chatmon

PERSONAL INFORMATION

Full Name Christopher P. Chatmon
Residential Address (b)(6)
Contact Number Work 510.879.1206
Cell (b)(6)
Other (b)(6)
E-mail Christopher.chatmon@ousd.org

LANGUAGES

Home Language English
Other Language Na

OTHER

Major Presentations/Trainings

- A Gathering of Leaders, New Orleans, LA September 14-16, 2015 Treating the Fish and the Ecosystem
- Presentation to City of Seattle, Washington April 29, 2015 Reducing Racial Disproportionality: Strategies from OUSD
- Policy Link Equity Summit 2015, Los Angeles, CA AAMA - A Multi Dimensional Approach to Addressing Implicit Bias and Structural Racism
- University of North Carolina, Chapel Hill April 10, 2015 presentation on OUSD African American Male Achievement
- Clinton Global Initiative, Men and Boys of Color Investing in Pathways to Opportunity and Inclusion, June 25, 2014
- National Conference Council of Great City Schools, It Takes a City: How Urban Communities work to improve African American Male Achievement, October 2012
- Moderator, Question Bridge: Black Male Blueprint Roundtable, Oakland Museum, February 2012
Christopher P. Chatmon

- 100 Black Men of the Bay Area, Youth Movement, Life Skills Workshop Series; Trainer 2003 – present
- Culture Keepers Cascade Mentorship Program, partnership between Alameda County Public Health and Oakland Unified School District – Trainer and designed program model – 2008
- YMCA of the USA - Strong Communities National Conference - Cleveland, OH - Workshop Theme: Holistic Development of Children and Youth – Presenter - September 26-28, 2007
- Tavis Smiley presents, Road to Health – Health, Fitness and Wellness Expo sponsored by Kaiser Permanente, Oakland, CA presenter “Express Yourself: Learn how to talk with your Parents, Teachers and Friends” - May 2007
- California State University, Hayward – trained an upper-level undergraduate course at California State University, Hayward through the Kinesiology and Physical Education Department entitled REC/KP 4011: Youth Development through Physical Education and Recreation – Hayward, CA - Winter 2003 and 2004
  YMCA Family Wellness Pavilion created a highly interactive Wellness pavilion with age and ability appropriate stations, distribute and collect over 500 Passports to Wellness from participating families.
- Conflict Resolutions for Schools and Youth, The Community Board Programs, Inc. – Conflict Managers Training Curriculum for 3rd – 6th Graders – Trainer
- S.P.A.R.K - Sports, Play and Active Recreation for Kids – A Nationally recognized physical education curriculum – Certified Trainer – K-2 & 3-6
- KidShape, Healthy America, Inc. A program for families with children, ages 6 to 12, who are overweight - Trainer
- California Adolescent Nutrition and Fitness (CANFit) engages communities and builds their capacity to improve the nutrition and physical activity status of California’s low income African-American, American Indian, Latino, Asian-American, and Pacific Islander youth 10-14 years old. Certified Trainer - Adolescent Nutrition Education Curriculum
- United States Youth Games– The Youth Games is a program which was conceived in 1966 to offer to urban youth an opportunity for recreational and cultural growth through inner-city competition in sports. Program City Coordinator – 2007/2008

Awards/Achievements
Christopher P. Chatmon

- CBMA, Campaign for Black Male Achievement Social Innovation Accelerator National Award recipient, 2015
- EDUCATION WEEK LEADERS to Learn From 2015, Award recipient
- EYOYC 10th Annual Something for Everyone Awards Banquet, 2014 Champion for Youth Award recipient 2014
- WKKF Kellogg Community Leadership Network National Racial Equity Healing Fellow 2014
- 100 Black Men of America, Inc., 26th Annual Conference Wimberly Award recipient, 2012
- Outstanding Achievement in Not-For-Profits Award recipient, Division of Firms National Association of Black Accountants, 1st Annual Tom Williams, Jr. Men of NABA Awards, 2011
- Member of the Year, 100 Black Men of the Bay Area, Inc., 2010
- Old Skool Café, Hero Award recipient, 2010
- Employee of the Month, Embarcadero YMCA, January 2009
- 12th Annual African American Excellence in Business Award recipient – 2007
- Alameda County Tobacco Control Coalition award recipient – March 2003
- YMCA of the East Bay – recipient of Program of the Year Award 1998 and 2003
- Community Peacemakers, Street Safe Kids and Safe Neighborhoods University – Community Advocate Award recipient 2002
- Thurgood Marshall Academic High School – Head Coach Girl’s Varsity Basketball San Francisco City Champions 1996
- Multi Cultural Teaching Alliance Scholarship recipient – 1994 – Brown University

QUALIFICATIONS

Secondary Education

Highest Standard Masters of Arts
Institution Brown University
Year Graduated 1995
Subject
- Masters of Arts in Teaching
- Single Subject Teaching Credential, Social Science – R.I.
- Multi-Cultural Teaching Alliance Scholarship Award Recipient

Highest Standard Bachelor of Arts
Institution San Francisco State University
Year Graduated 1992
Subject
- Bachelor of Arts in Psychology
- Minor in Physical Education

GRANTS

CA Department of Education, After School Education and Safety (ASES) - The Fremont Federation After School Alliance: A 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Proposal – $4,600,000.00, 2007 – 2012 C.P. Chatmon (Co-PI) and B. Anderson (Co-PI)
The Jewish Community Foundation, Youth Movement – 100 Black Men of the Bay Area, Inc., Proposal $45,000.00 – 2008 – C.P. Chatmon (PI)

Team Up for Youth Foundation, Pride of the Panthers Boy’s Baseball Team and Pink Panthers Girls Softball Team Proposal - $45,000.00, 2004 – 2007 C.P. Chatmon (PI)

East Bay Community Foundation, Masi-Hancock Fund, $60,000.00, 2004 – 2007 C.P. Chatmon (Co-PI) and B. Anderson (Co-PI)

Clorox Community Foundation, YMCA StepUp After School Sports Learning Program, $25,000.00, 2001 – 2006 C.P. Chatmon (PI)

Kaiser Permanente Community Grants Program – East Bay Fund, Friday Family Fitness Nights, $35,000.00, 2002 – 2005 C.P. Chatmon (PI)

Oakland Fund for Children and Youth, City of Oakland, Measure K to fund After School Programs Explore Middle School Extended Day Program, $250,000.00, 2005 – 2008 Cole Middle School After School Program, $125,000.00, 2007 – 2008 Bret Harte Middle School After School Program $250,000.00, 2001 – 2006

San Francisco Foundation, Developing the Warrior Within Intramural Sports Program - $65,000.00, 2005 – 2008 C.P. Chatmon (PI)

WORK EXPERIENCE

Profile
- Executive Education Committee Member, 100 Black Men of America, Inc. 2010 - 2013
- Education Committee Chair, Bay Area Chapter 100 Black Men, Inc. 2008 - 2013
- Over 25 years experience in youth advocacy, urban education and community development
- Problem solving in a multi-task environment to assure achievement of the agreed-upon goals
- Excellent communication, writing and public speaking skills
- Organizing & training diverse groups to work together for a common goal
- Ability to work independently and as a team member with limited supervision
- Comprehensive and detailed understanding of community dynamics
- Curriculum and Program Development Specialist
- Successful proposal writing and fund development experience
- Facilitating groups to define significant but attainable goals and developing strategies to accomplish identified objectives
- Ability to work consistently under the pressure of deadlines
- Facilitate Community Needs Assessments to localize resources to provide infrastructure to mobilize an interagency approach to address childhood obesity

CONTRACT WORK – CHATMON CONSULTING, INC.
- National Chapter of 100 Black Men of America, Inc. – Project Coordinator – Oct – Dec 2008
  - Responsible for conducting the full range of activities required to prepare, submit and manage the 100 Black Men of America’s Childhood Obesity Policy/Advocacy Intervention grant proposal to Robert Wood Johnson Foundation.
  - Oversee the planning grant process, development of deliverable and work closely with project team, program manager and advisory committee.
Christopher P. Chatmon

- Manage the planning activities and ensure timely coordination between activities.
- Monitor the project’s progress while maintaining clear communications with the project team, program manager and advisory committee.
- Perform a preliminary assessment of the impact of childhood obesity within the 100 Black Men of America chapter footprint.

- **East Bay Career Advancement Academy – Project Coordinator – Sept – Oct 2008**
  - The East Bay Career Advancement Academy (EBCAA) is a focused, one-semester basic skills program designed to increase performance levels in reading, writing, and math. Students completing the academy program are ready to enroll in industry-specific technical training programs or to pursue general academic goals.

---

**EMPLOYMENT HISTORY**

(from most recent)

<table>
<thead>
<tr>
<th>Company</th>
<th>Oakland Unified School District</th>
<th>Urban Strategies Council</th>
<th>Partners in School Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position</strong></td>
<td>Deputy Chief, Equity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Period of Employment</strong></td>
<td>2010 to present</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>To accelerate achievement in academics and address the disparities in educational and social outcomes for African American males, OUSD launched the Office of African American Male Achievement (AAMA), a true model of a Full Service Community School District Office that has now become a National Model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Salary</strong></td>
<td>Available upon request</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Duties** | **Launch and execute** a set of focused initiatives that will audit the district’s systems, institutionalize new processes, collect research and best practices, and implement innovations at high-need sites to increase academic opportunities and success.  
  
  **Conduct** an in-depth examination and audit of instructional departments and schools within OUSD to determine how they contribute to or exacerbate the state and conditions of African American male students. Concurrent with an audit of district systems, AAMA will develop strategies, structures and guidance regarding “how to improve the conditions and outcomes of African American male students.” Develop inter-departmental recommendations, models, best practices, and feedback loops to ensure that all the parts of the organization are moving together to interrupt institutional oppression.  
  
  **Support** successful pilots and practices that yield outstanding results for and with African American males. Build multiple collaboration structures for local talent, creating a specific task force comprised of the best minds and people already taking action. The teams work to transfer the best thinking and actions in formats for adoption across schools. |
Serve as a clearinghouse for innovative research and successful practices from around the state and country. The State and National Practices team is conducting comprehensive and up-to-date research. Additionally, the team will bring state and national experts and consultants to Oakland, both to learn practices that get real positive results and to share our stories for a true exchange. AAMA staff, with the support of all central services, will evaluate the performance and condition of African American students in schools. AAMA will track the progress in sites, report out findings and provide on-site technical assistance. School leaders will examine the impact of site practices on African American males. Those indicators include the achievement gap, graduation rate, literacy rate at grade level, suspension rate due to defiance, and attendance impacted by chronic absence. A set of protocols will be developed to help schools facilitate examination of data and the practices that influence positive/negative results.

Company
YMCA of San Francisco, Embarcadero YMCA

Position
Youth Chance High School, Principal

Period of Employment
2008 to 2010

Project
Youth Chance High School (YCHS) was established within the YMCA of San Francisco in 1978. YCHS uses a network of academic and social supports to ensure that all students have the opportunity to succeed at high levels regardless of socio-economic background or previous educational experience. YCHS equips underachieving students with skills and abilities for college-level career technical education programs or entry-level jobs, YCHS emphasizes acceleration instead of remediation, using a contextualized approach to help low-skilled students build cognitive structures and routines to accept, process, and make sense of new information and knowledge.

Salary
Available upon request

Duties
**General Planning:** conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.

**General Coordination:** ensures that the school program is compatible with the legal, financial and organizational structure of the YMCA of San Francisco and the CA State Board of Education. Define the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community.

**Enhancement of Personnel Skills:** provides activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program.

**School Objectives:** identifies the annual objectives for the instructional and extracurricular of the school.
**Curriculum Objectives:** ensures that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The principal provides opportunities for staff participation in the school program.

**Establishes Formal Work Relationships:** evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. Supervise and appraise the performance of the school staff.

**Facilitates Organizational Efficiency:** maintains inter-school system and YMCA communication and seeks assistance from central office staff to improve performance. Maintain good relationships with students, staff, and parents. Complies with established lines of authority.

**New Staff and Students:** orients and assists new staff and new students and provides opportunities for their input in the school program.

**Community:** encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.

**Supplies and Equipment:** manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional purposes.

**Services:** organizes, oversee, and provides support to the various services, supplies, material, and equipment provided to carry out the school program. The principal makes use of community resources.

<table>
<thead>
<tr>
<th><strong>Company</strong></th>
<th>YMCA of the East Bay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position</strong></td>
<td>Executive Director, Urban Services YMCA</td>
</tr>
<tr>
<td><strong>Period of Employment</strong></td>
<td>1998 to 2008</td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>Established Urban Services YMCA, a division of the YMCA of the East Bay Curriculum Development Specialist, YMCA Feelin’ Good School Day Physical Education Program Program Development Director, YMCA StepUp After School Sports Learning Program City of Oakland Coordinator, United States Youth Games 2007/2008 Neighborhood Development Director, YMCA of the East Bay</td>
</tr>
<tr>
<td><strong>Salary</strong></td>
<td>Available upon request</td>
</tr>
<tr>
<td><strong>Duties</strong></td>
<td>• Develop interagency collaborative partnerships with Oakland Unified School District, Alameda County Public Health, UC Berkeley, Children’s Hospital, civic groups and social agencies within East and West Oakland. • Manage financial resources, overseeing the development of 3 YMCA Community Wellness Center annual budgets. Control expenditures against budget, making recommendations for expenditures to purchase supplies</td>
</tr>
</tbody>
</table>
and equipment.

- Ensure administrative and operational systems are in place, overseeing the maintenance and operation of the 3 facilities and equipment.
- Recruit, select, train, manage, evaluate and provide career development opportunities for staff and volunteers.
- Develop and implement strategic planning process for Urban Services YMCA, including the development of annual program objectives.
- Ensure quality improvement of programs by overseeing program evaluations and monthly reports. Compiles monthly statistical reports reflecting all activities, attendance and participation.

Reason for leaving Position was eliminated

Company San Francisco Day School
Position Executive Director, Day School Summerbridge
Period of Employment 1997 - 1998
Project Managed an academically rigorous after school enrichment program for rising 4th and 5th grade public school students.
Develop a 5 week thematic project based summer school for inner city youth based on theme “Unity in the Community makes things Grow.”
Salary Available upon request
Duties
- Envision, build and implement a quality after school enrichment experience for rising San Francisco Public School elementary and middle school students at the San Francisco Day School.
- Recruit, select, and train high school and college students to teach in the year round academic enrichment program and five-week academic enrichment summer school.
- Develop, coordinate and collaborate with San Francisco Day School and outside constituencies i.e. SFUSD, Back on Track, Project Discover, Aim High, UPWARD BOUND, Americorps, UCB, USF, foundations and community leaders.
- Work closely with elementary and middle school principals and teachers to identify, select, and support Summerbridge students.
- Develop and promote program ownership among parents.
- Manage operational and program budgets, facilities and transportation services.
- Create community ownership of the program through grant writing, outreach and Advisory Board management.
- Plan and facilitate program, curriculum and staff meetings.
- Summerbridge National Executive Search Committee Member

Reason for leaving (b)(6)
Reference

Company Thurgood Marshall Academic High School, San Francisco Unified School District
Christopher P. Chatmon

Position
Social Science Teacher and Community Service Director

Period of Employment
1995 - 1997

Salary
Available upon request

Duties
- Teacher in the department of Social Sciences. Responsible for the design, development, implementation and assessment of challenge-based curriculum for Modern World His/Her-story, Ethnic Studies, Physical Education and Project 2061.
- San Francisco Educational Fund Grant Recipient: Awarded by SFUSD to fund a College Tour to Atlanta, GA and Tuskegee, Alabama.
- Community Service Director.
Oakland Unified School District

Administration
- Coordinator Social and Emotional Learning, 2011 - present
- Transformational Leadership Coach, 2009 – 2011
- Elementary Writing Assessment Coordinator, 2007 – 2009
- Coordinator Summer Writing Institutes, 2008 – 2010

Teacher
- Redwood Heights Elementary School, 2002 – 2007
- Arts Far West Middle & High School, Math and Science, 2000-2002
- Bay Area School Reform Collaborative, Lead Teacher

Alameda County Office of Education, Hayward
- AB466 Mathematics Instructor, 2004 – 2006

University of California Berkeley
- Bay Area Writing Project Teacher Consultant, 2007 – 2011
- Family Math and EQUALS Teacher Consultant, 1993- 1995

Childcare Employee Project, Oakland
- Professional Development Trainer, 1985 - 1987

Golden Gate University, San Francisco
- Director, Golden Gate University Child Development Center, 1981-1985

St. Vincent’s Day Home, Oakland, Head Teacher, 1979 – 1981
YWCA Head Start, Oakland, Head Teacher, 1978 – 1979
Sojourner Truth Children’s Center, Palo Alto, Teacher/Director, 1973 – 1978
American Institutes for Research, Palo Alto, Senior Research Associate, 1971- 73

Education
- Administrative Lifetime Credential, University California, Berkeley
- M.A Educational Leadership, California State University, Hayward
- Multiple Subject Credential with CLAD, California State University, Hayward
- Nursery School Certificate, De Anza Junior College, Cupertino, California
- B.A., Communications, Stanford University

Fellowships
- Carnegie Foundation for the Advancement of Teaching, Carnegie Fellow
Barbara L. (Bobbie) Plough, Ed.D.

**Education**

- Ed.D. Educational Leadership, San Diego State University, San Diego, CA
- M.A. Education, San Diego State University, San Diego, CA
- B.A. Social Science, San Diego State University, San Diego, CA

**Professional Experience**

**Associate Professor**, Department of Educational Leadership, College of Education and Allied Studies, California State University East Bay, Hayward, CA, 2013 – present

- Responsible for teaching courses in the doctoral and preliminary administrative credential (Tier) I program, serving on dissertation committees, advising students in their doctoral residency, assisting the department with administrative and/or committee work, and representing the department at the college and university level

- Doctoral Program courses taught: Values & Purposes of Educational Leadership, Leadership in Systemic Reform, Program Planning & Evaluation, Leadership for Educational Accountability, Governance, Law & Policy Development

- Preliminary Administrative Services Credential courses taught: Introduction to Educational Leadership, Instructional Leadership, School Site Leadership & Organizational Behavior

**Director, Center for Research, Equity and Collaborative Engagement (CRECE)**, Department of Educational Leadership, College of Education and Allied Studies, California State University East Bay, Hayward, CA, 2013 – present

- Developed and initiated a new research center focused on research and implementation of meaningful and sustainable change in public K-12 education. CRECE has current research projects in three Bay Area school districts.

**Academic Program Advisor, Doctorate in Educational Leadership and Social Justice (ELSJ)**, Department of Educational Leadership, College of Education and Allied Studies, California State University East Bay, Hayward, CA 2014 – present

- Under direction of the ELSJ Director, responsible for academic aspects of the doctoral program, such as developing curriculum, monitoring students’ major milestones, and creating student support plans

**Lecturer**, Department of Educational Leadership, College of Education and Allied Studies, California State University East Bay, 2012-13

- Taught two courses in the doctoral program: Leadership for Systemic Reform and Leadership for Educational Accountability
Superintendent
- Romoland School District, Homeland (Riverside County), CA, 2007-2010

Assistant Superintendent, Educational Services & Human Resources
- Romoland School District, Homeland (Riverside County), CA, 2004-07

Principal
- San Pasqual Academy, San Diego Juvenile Court and Community Schools – San Diego County Office of Education, San Diego, CA, 2001-04
- Lemon Avenue Elementary School, La Mesa Spring Valley School District, La Mesa, CA, 1993-97

Assistant Principal
- Parkway Middle School, La Mesa Spring Valley School District, La Mesa, CA, 1991-93

Substance Abuse Prevention/At-Risk Program Specialist
- Grossmont Union High School District, La Mesa, CA, 1990-91

Teacher

Related Experience
- Co-President, CAPEA, (California Association of Professors of Educational Administration), 2016-17 Term
- Co-President Elect, CAPEA (California Association of Professors of Educational Administration), 2015-16 Term; Secretary-Treasurer, CAPEA (California Association of Professors of Educational Administration), 2014-15 Term
- ACS - WASC (Accrediting Commission for Schools - Western Association of Schools and Colleges) Visiting Committee Chairperson, 2001-present, Visiting Committee Member, 1998-2000
- Vice President, Legislative Action, ACSA (Association of CA School Administrators) Region 19 – WRCASM Charter, 2005-06
- Vice President, Legislative Action, ACSA Region 18, 1998-2001
- Trainer, Total Quality Education, La Mesa-Spring Valley School District, La Mesa, CA, 1997-98
- Trainer, CSLA (CA School Leadership Academy), San Diego County Office of Education, 1994-98
- Coach/Advisor, Varsity and JV Cheerleaders, Helix High School, Grossmont Union High School District; San Marcos High School, San Marcos Unified School District, 1979-90
- Mentor Teacher, Grossmont Union High School District, 1988
- Title I Coordinator, San Marcos Junior High School, San Marcos Unified School District, San Marcos, CA, 1981-83
Honors/Recognitions

- California State Assembly Resolution presented by Assemblyman Bob Wieckowski in commendation of service to public education, June, 2013
- City of San Jose Commendation for contributing to the education of future leaders, and assistance to the community, 2013
- City of Santa Clara Proclamation in recognition of service to the Santa Clara Unified School District and community, 2013
- Santa Clara Unified Council of PTA Very Special Person Award for volunteer service to the PTA, 2013
- County of San Diego Proclamation presented by the San Diego County Board of Supervisors for service to education and the youth of San Diego County, 2001
- Administrator of the Year – Alternative Education, ACSA (Association of CA School Administrators), Region 18, 2001
- Dwight E. Stanford Fellow, awarded for outstanding contributions to Lions Clubs Multiple District Four, California-Nevada, 1996
- Phi Kappa Phi Honor Society Member, 1991 – present
- National Science Foundation Grant Recipient, Psychology Summer Seminar, CSU Chico, Chico, CA, 1979

Presentations

- The Equity Plan: Supporting and Enhancing Portfolio Assessment in the Tier I Administrative Credential Program, Best Practices Forum – Preliminary Administrative Services Credential Program, California Commission on Teacher Credentialing, Point Loma Nazarene University, San Diego, CA, January 15, 2015.
- Calibrating Assessment of the CAPEs in an Educational Leadership for Social Justice Program (with P. Winkelman, A. Dailey and M. Harris), CAPEA (California Professors of Educational Administration) 2015 Fall Conference, San Diego, CA, October 9-10, 2015.
- School Board Governance and Student Achievement: School Board Members' Perceptions of Their Behaviors and Beliefs, November 8, 2013, UCEA (University Council of Educational Administration) Annual Conference, Indianapolis, Indiana.

**Publications**

- [In Progress]. Plough, B., Winkelman, P., Harris, M. & Dailey, A. Social Justice Advocacy: Are Administrator Candidates Prepared To Lead?
- Plough, B. (2011). School board governance and student achievement: School board members' perceptions of their behaviors and beliefs (Doctoral dissertation). San Diego State University, San Diego, CA.

**Professional Development**

- Applying the Quality Matters (QM) Rubric and Peer Reviewer Course Certificates, Online Workshops provided through Quality Matters
- UC Davis SELF (Superintendents’ Executive Leadership Forum),
- CSBA (California School Boards Association) Masters in Governance
- Inland Personnel Council Quarterly Conferences
- Annual ACSA Personnel Institute, Cal Poly Pomona
- ACSA Personnel Academy, Escondido, CA, October
- ACSA Special Education Academy, Riverside, CA, October
- Total Quality Management Training, La Mesa-Spring Valley School District,

**Community Activities**

- Member, California Education Leadership Professional Learning Initiative Content Validity Team, 2015
- Mission City Community Fund Board of Directors, 2011-2013
- Rotary Club of Santa Clara, Santa Clara, CA, 2011-2013
- Menifee Kiwanis Club Member, 2009-2010
- Ramona High School Booster Club Secretary, Ramona, CA, 2001-03
- Ramona Rotary Club Member, Ramona, CA, 1998-2001
- Ramona PONY Baseball League Board Member, 1995-98
- Barnett Elementary School PTA, Founding Board Member, 1992-93

**Educational and Professional Certification**

- Administrative Services (CA: renewal 2017)
- Single Subject: K-Adult, Social Science (CA: issued for life)
- Certificate of Completion of Staff Development: authorization to teach Specially Designed Academic Instruction Delivered in English (SDAIE) to English Learners
- So. California Risk Management Certificate for Sexual Harassment Documentation and Interview Procedures
| Code | Period | Description | FTE | COLA Role | FTLE | Benefits | Year 1 | Year 2 | Total | Existing Salary | Annual
<table>
<thead>
<tr>
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Appendix G: Non-Kindergarten Support

Oakland Unified School District
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<tr>
<th>Year</th>
<th>FTE COLA Role</th>
<th>Benefits</th>
<th>Exchange Salary + Annual</th>
<th>Total Annual</th>
<th>Total Annual-in-kind dollars</th>
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<tr>
<td>Year 2</td>
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<tr>
<td>Year 1</td>
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<tr>
<td>Year Total</td>
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### Table: LCAP Budgeting Tool

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<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
<th>Percentage</th>
<th>Amount</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Leadership and Strategic Direction (2%)</td>
<td>Leadership and Strategic Direction</td>
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<td>$428,627</td>
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<td>Social Emotional Learning</td>
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<td>$513,891</td>
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<tr>
<td>Multilingual</td>
<td>Multilingual</td>
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<td>$1,014,546</td>
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<td>Equity</td>
<td>Equity</td>
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<td>Project Manager</td>
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<td>$866,188</td>
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<td>Executive Director</td>
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<td>$468,095</td>
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</table>

**Total Annual** = **Total Annual-in-kind dollars**

**Total Annual-in-kind dollars** from NSLP and ESEA7 for SOL.

**Philanthropy from Bloomfield for Enrollment Tech Update**
Appendix I: Cost for Planning and Pre-Implementation Activities

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Action 2</th>
<th>Action 1</th>
<th>Planning</th>
<th>Total Cost</th>
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<tr>
<td></td>
<td>Pre-</td>
<td>Pre-</td>
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<tr>
<td>Implementation activity 2 (33%)</td>
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<td>Implementation activity 1 (33%)</td>
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<td>Socioeconomic status measures</td>
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</tr>
<tr>
<td>Pre-Implementation activities</td>
<td></td>
<td>$2,222,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees will be in charge during both pre-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solutions, findings will impact both pre-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>action needed to implement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation barriers and identifying barriers strategies to understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning (50%) and Pre-Implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Staff: 1, Personal
<table>
<thead>
<tr>
<th>Description</th>
<th>Pre-Planning</th>
<th>Pre-Implementation</th>
<th>1. Implementation</th>
<th>2. Implementation</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manager</td>
<td>$161,600</td>
<td></td>
<td></td>
<td></td>
<td>$141,400</td>
</tr>
<tr>
<td>Manager Community Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manager Community Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manager School based</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$376,900</td>
<td>$291,050</td>
<td></td>
<td></td>
<td>$667,950</td>
</tr>
</tbody>
</table>
| **Fringe/Benefits**                                                         | $131,915     | $101,868           |                   |                   | $289,963   
| 2. Fringe/Benefits                                                          |              |                    |                   |                   |            |
| **Subtotal**                                                                | $556,913     | $403,718           |                   |                   | $960,631   |
| **Fringe/Benefits**                                                         | $131,915     | $101,868           |                   |                   | $289,963   |
| Fringe/Benefits                                                             |              |                    |                   |                   |            |

**Notes:**
- Implementing an activity 2 includes planning activities include complying (50%) and
- Spill fraction between planning (50%) and
- Implementing an activity 1 includes working to understand interests in integration and
- Implementing an activity 2 includes
- Documenting best practices for achieving and
- Retaining diverse families

**Appendix 2: Cost for Planning and Pre-Implementation Activities**
<table>
<thead>
<tr>
<th>Category</th>
<th>Pre-Implementation Activity</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Preadoption measures into enrollment development to incorporate technology development in their workflows.</td>
<td>$50,000</td>
</tr>
<tr>
<td></td>
<td>Training for enrollment staff to understand impact of systems.</td>
<td>$625</td>
</tr>
<tr>
<td></td>
<td>Pre-implementation activity 1 (100%): $35,000 to advertise SOL and other dual language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-implementation activity 2 (100%): $14,000.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>$85,625</td>
</tr>
<tr>
<td></td>
<td>3. Travel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expense</td>
<td>Total Cost</td>
</tr>
<tr>
<td></td>
<td>Planning</td>
<td>Pre-Imple</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$200</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$6,000</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

Appendix I: Cost for Planning and Pre-Implementation Activities
<table>
<thead>
<tr>
<th>Explanation</th>
<th>Action 1</th>
<th>Action 2</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implementation 1 (33%)</td>
<td>$23,920</td>
<td>$23,920</td>
<td>$57,840</td>
</tr>
<tr>
<td>2. Implementation 2 (33%) and pre-</td>
<td>$30,146</td>
<td>$46,436</td>
<td>$76,582</td>
</tr>
<tr>
<td>3. Reclassification of Planning (33%), pre-</td>
<td>$50,833</td>
<td>$20,833</td>
<td>$71,666</td>
</tr>
<tr>
<td>4. Total Direct Costs</td>
<td>$11,309,520</td>
<td>$543,648</td>
<td>$11,463,168</td>
</tr>
<tr>
<td>5. Subtotal</td>
<td>$92,500</td>
<td>(Various expenses detailed)</td>
<td></td>
</tr>
<tr>
<td>6. Consultants/Contracts</td>
<td>(Various expenses detailed)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example:** Indirect Cost Rate 10%

**Total:** $71,761
<table>
<thead>
<tr>
<th>Percent of Total Costs</th>
<th>26%</th>
<th>34%</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initial Planning</td>
<td>$369,416</td>
<td>$448,299</td>
<td>$467,559</td>
</tr>
<tr>
<td>2. Total Costs</td>
<td>$1,425,281</td>
<td>$1,444,000</td>
<td>$1,444,000</td>
</tr>
</tbody>
</table>

11. Training Stipends

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Pre-Implementation</th>
<th>Implementation 1</th>
<th>Implementation 2</th>
<th>Planning</th>
<th>Pre-Operation</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOL stark and Stark at other duas</td>
<td>$44,000</td>
<td>$4,400,000</td>
<td>$4,400,000</td>
<td>$4,400,000</td>
<td>$4,400,000</td>
<td>$4,400,000</td>
</tr>
</tbody>
</table>

Appendix I: Cost for Planning and Pre-Implementation Activities
OUSD SURVEY QUESTIONS: CURRENT OUSD PARENTS

At OUSD, we believe the enrollment experience should be welcoming and easy to understand. We are asking that you take a few minutes to answer a few questions so that we can provide the best possible schools. These results will be used to improve our school enrollment process and better serve families. Please share your thoughts on how you make decisions about choosing a school for your child and the enrollment process.

Please answer the following questions for one child. If you have multiple children, please choose to complete the following survey for your oldest child in an OUSD school.

CHOOSING A SCHOOL: Please respond to the first 2 questions so we can better understand what is important to you when selecting the best school for your child.

1) On a scale of 1 to 5, with 1 indicating not important and 5 indicating very important, please rate each of the following in importance when selecting a school for your child:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>Somewhat Important</td>
<td>Moderately Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
</tbody>
</table>

a) Location
b) Safety at school and school neighborhood
c) Safety to and from school
d) Academics: classes, curriculum, school test scores
e) Extracurricular (sports, music, clubs, etc.) or after school activities
f) School reputation
g) School Principal
h) Teachers
i) Child’s friends attend the same school
j) School Climate
k) Diversity
l) School size
m) Parent leadership
n) Other, please be specific: ____________________

2) What is the farthest distance you are willing to travel to school?
   a) Walking distance; less than 1 mile
   b) 1-5 miles
c) over 5 miles

**SCHOOL ENROLLMENT PROCESS:** Please help us create improved processes and systems to support enrollment and the selection of your child's school by responding to questions 3-7.

3) Please indicate how easy it was to enroll your child in school on a scale of 1 to 5, with 1 indicating it was very easy and 5 indicating it was very hard.

   1 ··············· 2 ············· 3 ············· 4 ············· 5

   Very easy          easy        neutral       hard          Very hard

4) On a scale of 1 to 5, with 1 indicating not challenging and 5 indicating very challenging, please rate each of the following as challenges for you regarding the OUSD school selection and assignment process:

   1 ··············· 2 ··············· 3 ··············· 4 ··············· 5

   Not challenging     Moderately challenging  Very challenging

   a) Difficult or confusing application
   b) Available schools were not a good fit for my child
   c) Available schools were too far from my neighborhood
   d) Transportation options (public transportation such as AC Transit, carpools, etc.) were either not acceptable or available
   e) The school in my neighborhood attendance area was not performing well
   f) Neighborhood safety of school options was a concern
   g) Other: ____________ (please explain)
   h) none of these apply to me

5) Which resource provided you with the **most useful** information in choosing a school for your child in the Oakland Unified School District?

   a) Options enrollment guide
   b) Online School Finder tool
   c) Parent websites
   d) Other online review websites (e.g. GreatSchools)
   e) Social media (Facebook/Twitter/Instagram, etc.)
   f) OUSD website
   g) Teachers or administrators at the school
   h) School marketing materials
   i) School fairs or events
   j) OUSD enrollment office
k) School tours
l) Information from other parents
m) I did not use any of these resources
n) Other (specify): ______________

6) Would more of the following information be helpful for you to decide on your school in the Oakland Unified School District? If so, please select what would be most helpful.

   a) Student academic performance information
   b) Measures of school safety
   c) Information about the school culture
   d) Information about the schools’ programs or approaches
   e) Information about transportation availability and options
   f) Opportunity to visit the school
   g) Other (specify): ______________
   h) None of the above. I obtained all of the information needed to select a school for my child.

7) How can OUSD improve the quality of information we provide to parents and families regarding the enrollment process?

**DEMOGRAPHICS:** To better understand and serve families in our district, please provide the following demographic information about your **OLDEST** child currently enrolled in an OUSD school:

8) Child’s grade level is:
   a) Pre-K – Grade 2
   b) Grade 3-5
   c) Grade 6-8
   d) Grade 9-12
   e) Decline to State

9) Child’s current school is: ______________

9) Child’s gender is:
   a) Male
   b) Female
   c) Other
   d) Decline to State

10) Child’s race/ethnicity is:
a) African American  
b) Asian  
c) Filipino  
d) Latino  
e) Native American  
f) Pacific Islander  
g) White  
h) Two or more races  
i) Decline to State

11) Does your child receive free/reduced lunch?  
a) Yes  
b) No  
c) Decline to State

12) What is your home zip code?

13) Which of the following indicates your child’s transportation to school?  
a) Walks  
b) Rides a bicycle  
c) Private car/Carpool  
d) Public Transportation, i.e. AC Transit  
e) OUSD bus

14) When was the last time you applied to enroll your child in school?  
a) I am applying during this year's option window (December 2016-present)  
b) I applied prior to this year's option window.

15) Which school does your child currently attend?
OUUSD SURVEY QUESTIONS: PARENTS WHO TRANSFERRED STUDENT(S) OUT OF OUUSD

We’re sorry that you’ve decided to leave OUUSD and we’d love to learn more about your reasons for leaving and how you make decisions about choosing a school for your child. We are asking that you take a few minutes to answer a few questions. These results will be used to improve our school enrollment process and better serve families.

If you have more than one child who transferred out of OUUSD, please fill out the survey for the oldest child who is no longer in an OUUSD district-run school.

1) Please describe your child’s most important/valuable experience when enrolled in OUUSD school(s) [open-ended response]

2) Please choose the top reason for transferring your child out of OUUSD?
   a) Moved
   b) Transportation limitations
   c) Safety at school and school neighborhood
   d) Safety to and from school
   e) Academics: classes, curriculum, school test scores
   f) Extracurricular activities/afterschool programs
   g) School reputation
   h) School principal
   i) Teachers
   j) Child’s friends attend different school
   k) Out of school factors
   l) School Climate
   m) Did not get assigned to school of our choice
   n) Other___________

3) Could you provide one example or situation that describes why you left OUUSD?

4) Which school did your child transfer to?

CHOOSING A SCHOOL: Please respond to the following 3 questions so we can better understand what is important to you when selecting the best school for your child.

5) On a scale of 1 to 5, with 1 indicating not important and 5 indicating very important, please rate each of the following in importance when selecting a school for your child:
1 Not important 2 Somewhat Important 3 Moderately Important 4 Important 5 Very Important

a) Location
b) Safety at school and school neighborhood
c) Safety to and from school
d) Academics: classes, curriculum, school test scores
e) Extracurricular (sports, music, clubs, etc.) or after school activities
f) School reputation
g) School Principal
h) Teachers
i) Child’s friends attend the same school
j) School Climate
k) Diversity
l) School size
m) Parent leadership
n) Other, please be specific: ____________________

6) What is the farthest distance you are willing to travel to school?
a) Walking distance; less than 1 mile
b) 1-5 miles
c) over 5 miles

7) On a scale of 1 to 5, with 1 indicating not challenging and 5 indicating very challenging, please rate each of the following as challenges for you regarding the OUSD school selection and assignment process:

1 Not challenging 2 Moderately challenging 3 Very challenging

a) Difficult or confusing application
b) Assigned school not a good fit for my child
c) Assigned school was too far from my neighborhood
d) Transportation options (public transportation such as AC Transit, carpools, etc.) were either not acceptable or available
e) The school in my neighborhood attendance area was not performing well
f) Neighborhood safety of school options was a concern
g) Other: ______________ (please explain)
h) none of these apply to me
**DEMOGRAPHICS:** To better understand and serve families in our district, please provide the following demographic information about your **OLDEST** child who is no longer with **OUSD**:

8) Child's grade level is:
   a) Pre-K – Grade 2
   b) Grade 3-5
   c) Grade 6-8
   d) Grade 9-12
   e) Decline to State

9) Child's current school is: ____________________

10) Child's gender is:
   a) Male
   b) Female
   c) Other
   d) Decline to State

11) Child’s race/ethnicity is:
   a) African American
   b) Asian
   c) Filipino
   d) Latino
   e) Native American
   f) Pacific Islander
   g) White
   h) Two or more races
   i) Decline to State

12) Does your child receive free/reduced price lunch?
   a) Yes
   b) No
   c) Decline to State

13) What is your home zip code?

14) Which of the following indicates your child's transportation to school?
   a) Walks
   b) Rides a bicycle
   c) Car/Carpool
d) Public Transportation, i.e. AC Transit

e) OUSD bus
Budget Narrative File(s)

* Mandatory Budget Narrative Filename:  VUSD_Budget_Narrative.pdf

Add Mandatory Budget Narrative  Delete Mandatory Budget Narrative  View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative  Delete Optional Budget Narrative  View Optional Budget Narrative
**Budget Narrative**

1. Personnel

*Transportation and fiscal analyst*—Provide analysis on costs and logistical feasibility of providing pragmatic transportation options to support integration initiatives; provide financial analysis of the impact of integrated schools on school-level budgets and overall financial sustainability of district. $110,000 *annual salary x 100% FTE x 2% annual COLA*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$110,000</td>
<td>$112,200</td>
</tr>
</tbody>
</table>

*Information system specialist*—Provide programming and technical assistance for Central Enrollment Tool to ensure capacity of tool to integrate socioeconomic measures; works with Research Assessment and Data (RAD) to ensure data validity; conduct regional and school-based analysis of student demographics. $100,000 *annual salary x 100% FTE x 2% annual COLA*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100,000</td>
<td>$102,000</td>
</tr>
</tbody>
</table>

*Director, Strategic Policy - Enrollment*—Provide leadership for planning and execution of grant; manages budget, evaluation, and reporting; works with board and Executive Director of Enrollment to update board policy. $100,500 *annual salary x 100% FTE*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$100,500</td>
</tr>
</tbody>
</table>

*School Based Community Schools Manager*—Provide increased social emotional support for students and coordinate family engagement and enrollment across all dual language schools; conduct analyses on community interest in socioeconomic integration. $70,000 *annual salary x 100% FTE x 2% annual COLA*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$70,000</td>
<td>$71,400</td>
</tr>
</tbody>
</table>
Centrally Based Community Schools Manager—Support all dual language sites in sharing best practices around social emotional learning and coordinating family engagement and enrollment across the schools. $80,000 annual salary x 100% FTE x 2% annual COLA

Year 1: $80,000  
Year 2: $81,600

Leveraged staff

- **Executive Director - Enrollment**—Provides leadership and professional development for enrollment staff; provides strategic vision and oversight of all grant activities, leads community engagements and media relations, works with board to develop board policy, and ensures staff time is dedicated appropriately to effectively execute against timelines (50%).

- **Enrollment Coordinator and Director of Enrollment Operations** will be responsible for integrating policy recommendations into existing operations. They are experts in the delivery, intake and processing of applications and provide oversight of the enrollment specialists. They will advise on how the enrollment process should be modified to adequately implement socioeconomic integration (25%).

- **Director, Transportation**—will manage transportation analyst and oversight on transportation related analysis, and drive strategic direction around building the transportation fact base (15%).
• **Deputy Chief, Continuous School Improvement**— manages the facilities utilization process annually for school programs and services. He leads the school-based continuous improvement data cycles using Key Performance Indicators to monitor school progress on the performance framework, including tools and trainings for staff. He will clear the road for his team to provide input on school-level resources and capacity of school facilities. (10%).

• **Deputy Chief, Business and Operations** will provide leadership for relevant staff; leading the enrollment and transportation teams, the deputy chief will clear the road for staff to dedicate time towards this project and create the structures for effective collaboration between the enrollment and transportation teams (10%).

• **Executive Director, Research, Assessment, and Data** will provide leadership regarding evaluation and reporting efforts; the executive director of research, assessment, and data will guide strategic partnerships with academic and research organizations, approve all data collection methods with the community, and advise on reporting and evaluating progress (10%).

• **Project Manager** is key to driving the success of pre-implementation activity 1, and in ensuring the successful integration of socioeconomic measures with the new technology (20%).

• **Coordinator - Socioemotional Learning**— will develop the capacity of the Community Schools Managers to maximize socioemotional learning for students, parents, and teachers; the coordinator of socioemotional learning will provide resources and guidance to the community schools managers (20%).

• **Deputy, Chief of Equity**— will provide strategic thought leadership on equity and socioemotional supports for all students (5%).
• **Multilingual Pathway Coordinator**—will develop capacity of teams to maximize student impact in integrated environments; collaborate with legal and enrollment team to develop board policy for integration; provide ongoing leadership across dual language programs (50%)

• **Superintendent**—will provide leadership and strategic direction, ensuring that the grant project is in line with the strategic vision of the organization; create the structures to allow for community engagement and discourse regarding socioeconomic integration; and support the project through ongoing funding conversations, as needed (5%).

<table>
<thead>
<tr>
<th>2. Fringe/Benefits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fringe/Benefits:</td>
<td>Including medical, retirement, worker’s comp, etc. 35% x Subtotal Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Travel</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lodging</td>
<td>Nights in Hotels (2 nights in hotels, 3/year). $250/night x 2 staff</td>
</tr>
<tr>
<td></td>
<td>Year 2: $3,000</td>
</tr>
</tbody>
</table>

| Meals/Per Diem     | Days (3 days, 3X/year). $50/diem x 2 staff | Year 1: $900 |
|                    | Year 2: $900 |

| Transportation     | Air Transportation to learn from other districts (3/year). $500 x 3 flights/year x 2 staff | Year 1: $3,000 |
|                    | Year 2: $3,000 |

| Taxi/car rental Stipends | Taxi to and from airport. $50.00 x 2 staff | Year 1: $100 |
|                         | Year 2: $100 |

<table>
<thead>
<tr>
<th>5. Supplies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Materials</td>
<td>Marketing materials for dual language schools. Video production ($5000) in year 1, marketing print materials ($15,000)/year</td>
</tr>
<tr>
<td></td>
<td>Year 2: $15,000</td>
</tr>
</tbody>
</table>
Training Materials— Training for enrollment staff around impact on enrollment office and accompanying process changes.

Cost to cover printing materials ($125/month for 5 months)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$625</td>
</tr>
</tbody>
</table>

Technology development— Technology development to begin in year two to incorporate socioeconomic measures into our enrollment algorithm; cost estimated at $200/hour for 250 total hours (100 hours dedicated towards incorporating socioeconomic measures into enrollment system, 150 hours dedicated to integration with other OUSD technology systems)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

6. Consultants/Contracts

Outside adviser/integration expert— to provide technical assistance on implementation readiness. $125/hr x 300 hours year 1 x 200 hours year 2.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$37,500</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

Professional Development (2 weeks summer PD, 1 week other times of the year)— 4 week summer training for teachers and staff re: cultural humility and creating safe environments; projecting $125 hourly rate for training and 3 weeks total (3*40=120 hours). $125/hr x 120 hours per year.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15,000</td>
<td>$15,000</td>
</tr>
</tbody>
</table>

9. Total Direct Costs

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$565,500</td>
<td>$744,020</td>
</tr>
</tbody>
</table>

10. Indirect Costs— 5.48% x Direct Costs

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$30,989</td>
<td>$40,772</td>
</tr>
</tbody>
</table>

11. Training Stipends
Stipend for summer institute training— Stipend for summer teacher institute; 40 hours per week (*2=80 hours/week) for 9 FTE during year 1 and 13 FTE during year 2. $25/hr x 720 year 1 and 1040 year 2.

| 12. Total Costs | Year 1: $614,489 | Year 2: $810,792 |