

East Oakland Community Schools Initiative

An Initiative of Oakland Promise and Partner Agencies

PROPOSAL TO THE U.S. DEPARTMENT OF EDUCATION
August, 2023



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





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PROJECT OVERVIEW

Oakland Promise (Lead Agency), in partnership with Oakland Unified School District (OUSD) and community-based partners are seeking funding to develop capacity and services at three Full-Service Community Schools in East Oakland (as defined under section 1114(b) of the ESEA) with a pipeline of services spanning Pre-K through high school. The goals of East Oakland Community Schools Initiative (EOCSI) are to: 1) Deepen the collaborative partnership and coordination between CBOs, school sites, and the district to more effectively serve students and families; 2) Improve school climate and culture to keep students attending school and staying engaged (both in school and during out of school time); 3) Expand academic enrichment and support in literacy and math; 4) Improve access to mental and behavioral health supports; and 5) Expand family and community engagement with multidimensional social and cultural supports.

Managed by Oakland Promise, in collaboration with OUSD's Office of Community Schools Student Services (CSSS), this project will deepen OUSD's district-wide FSCS initiative, which currently provides Community School Managers and essential Community Schools infrastructure at all 85 schools in the district. The schools offer a range of wraparound activities in all areas of the required FSCS pipeline services. The EOCSI will further expand on all areas of the pipeline, with focused expansion in (f) community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce; and (g) social, health, nutrition, and mental health



services and supports. This proposal addresses Absolute Priorities 1 and 3, and Competitive Preference Priorities 1 and 2.

Absolute Priority 1: Title IA Schoolwide Program Eligibility

The three schools proposed for this project are located in a high poverty, urban community in East Oakland served by Oakland Unified School District: East Oakland PRIDE Elementary (K-5), Elmhurst United Middle School (6-8), and Castlemont High School (9-12). All schools are Title I Schoolwide. The vast majority of students at all three schools are socioeconomically disadvantaged as identified by Free/Reduced Price Meals (FRPM): PRIDE 98.5%, Elmhurst 92.7%, and Castlemont 81.2%.

Absolute Priority 3: Capacity Building and Development Grants

The collaborative of partners implementing the East Oakland Community Schools Initiative will use a recently completed needs assessment to develop the infrastructure, activities, and partnerships to more deeply implement Community Schools at three OUSD Title I schools. The first year of the grant will be used for project planning and further needs assessment, including extensive community engagement. This information will lead to ongoing refinement, collaboration, and targeting of services toward the five community-identified goals outlined in this proposal throughout the grant period.

Oakland Promise and OUSD are currently developing a comprehensive data sharing



agreement which will facilitate data gathering on performance indicators. The collaborative is engaged with Public Profit, an experienced evaluation consulting firm which is already partnering with OUSD to evaluate the district's Community Schools and build capacity for schools in evaluation practice, to gather data on performance indicators and serve as the evaluation partner of this initiative. After identifying benchmarks in Year 1, project partners will continuously gather data on the identified performance indicators in the manner described in Section 6 of this proposal.

Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs

This project meets Competitive Preference Priority 1's priority areas in meeting student social, emotional, and academic needs, largely through leadership by OUSD and school sites in the following realms:

1) Creating education or work-based settings that are supportive, positive, identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status, through developing trusting relationships between students (including underserved students), educators, families, and community partners.

Goal 2 of this initiative is laser-focused on improving school climate and culture at all three school sites, and is aligned with OUSD's district wide priority **Creating Joyful Schools**. With chronic absence rates at all three schools between 69% and 76%; more than 60% of area students attending charter schools or schools outside the district; parents' and students' serious concerns about racism and violence at school; and urgent calls for mental health supports for



students, the EOCSI will commit sustained and targeted resources to increase student attendance and engagement, provide culturally competent mental health services on site, and work to build trust with parents and families who at times express a lack of trust in the public school system.

OUSD has long held a commitment to creating an environment where all students can thrive. The district wide commitment to Community Schools has been instrumental in supporting initiatives for positive school climate, authentic relationship-building, and student-centered instruction. Centrally, the Community Schools Office provides trauma-informed services and practices, a Restorative Justice framework, attendance support, behavioral health coaching, health education, and connections to CBOs and County resources.

The Office of Equity (OoE) focuses on improving systemic culture, conditions, and competencies across the district in order to better serve children and families situated farthest from opportunity. The OoE was established to eliminate the correlation between social and cultural factors and probability of success; examine biases, interrupt and eliminate inequitable practices, and create inclusive and just conditions for all students; and discover and cultivate the unique gifts, talents, and interests that every student possesses. Our OoE provides family engagement support, AntiRacist Learning protocols, and translation and targeted strategies to our school populations (like Black, Latino, and API) through monthly professional learning for our Community School Managers, Family Liaisons, and Case Managers.

2) Providing multi-tiered systems of supports that address learning barriers both in and out of the classroom, that enable healthy development and respond to students' needs and which may include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches.



OUSD has implemented Multi-Tiered Systems of Support (MTSS) to identify students' strengths and challenges in academics and social-emotional learning. OUSD's MTSS focuses on the whole child to support not only academic growth, but also behavior, social and emotional needs, and to address absenteeism. OUSD is developing a new central MTSS team to support schools re-launching School Culture Plans to develop positive school culture, including relationship-building and interventions and alternatives to discipline when needed.

A district-adopted Restorative Justice (RJ) framework ensures a deeper level of support for students and provides central RJ training for teachers, school staff, and community partners. RJ facilitators convene students and staff in small groups to practice conflict resolution, restore relationships, and repair harm. Some schools have Peer Restorative Justice programs, where high- and middle-school students learn to be RJ leaders, supporting their peers and also younger students in elementary schools. While these practices are not yet in place at every school in the district, it is an initiative and priority we are working toward scaling.

Competitive Preference Priority 2: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

Community violence is a significant problem in the East Oakland neighborhood served by this grant (described below in Section 1). OP, OUSD, and community partners in the East Oakland Community Schools Initiative (EOCSI) are deeply aware of the urgent need to leverage and integrate with existing violence prevention efforts led by the City of Oakland, OUSD, and community-based organizations to reduce community violence. The needs assessment that forms



the basis for the design of this initiative; multiple ongoing East Oakland initiatives targeting this neighborhood (i.e. Better Neighborhoods, Same Neighbors; the 40x40; and Rise East); and OUSD's strategic plan all call for additional evidence-based violence prevention supports and strategies. The EOCSI will engage in the following evidence-based community violence and intervention programs and services to improve systemic outcomes for students and increase the safety of the community.

Project partner East Oakland Youth Development Center (EOYDC) is a national model for providing trauma-informed violence prevention for at-promise youth. All of their services are aligned with research practices and literature. EOYDC's programs **anchor all programming with a Social Emotional Learning underpinning**, which has been shown to lead to the prevention and/or reduction of many risky behaviors associated with underdeveloped social skills (i.e. drug use, violence, bullying and dropping out), and "provides a foundation for better adjustment and academic performance as reflected in more positive social behaviors and peer relationships, fewer conduct problems, less emotional distress, and improved grades and test scores."¹ EOYDC will also **employ Credible Messengers** as care/case managers at Castlemont High, who will focus on academic performance, attendance and dropout, and patterns of student behavior. This approach has been shown to lead to significant increases in students' GPAs in core classes, decreases in behavioral referrals, and significant drops in gun homicides and

¹ Payton, J., Weissberg, R.P., Durlak, J.A., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B., & Pachan, M. (2008). The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.



recidivism.^{2,3,4} According to Community Connections for Youth, at-promise youth benefit from having an advocate because they often have needs that are “complex and intertwined,” and as such require help navigating different services and coping with the challenges and barriers in their lives so they can succeed academically.⁵

Finally, EOYDC will subcontract with Community and Youth Outreach (CYO Inc.) to place **Violence Interrupters** at Castlemont. Violence Interrupters work to reduce gun violence by meaningfully engaging with the small number of individuals at the center of gun violence by patrolling high crime areas, especially during high crime times of day/night, to engage young people, diffuse tensions, mediate conflicts, and encourage alternatives to violence. They are among the first responders when shootings occur. Because Violence Interrupters have lived experience, they are better able to develop trust and form the personal relationships needed to mediate conflict. Studies found that implementation of Violence Interrupter programs resulted in a 63% decrease in gun shooting victimization in South Bronx, New York,⁶ and a 43% reduction

² Academic Case Managers: Evaluating a Middle School Intervention for Children At-Risk, Van Kannel-Ray, N., Warren E. Lacefield, Pamela J. Zeller, 2008 Kannel-Ray, Nancy & Lacefield, Warren & Zeller, Pamela. Journal of MultiDisciplinary Evaluation, 2008, 5(21-29).

³ Wolf, A. M., Del Prado Lippman, A., Glesmann, C., & Castro, E. (2015). Process evaluation for the Office of Neighborhood Safety. Oakland, CA: National Council on Crime and Delinquency.

⁴ Community Connections for Youth (2014), South Bronx Community Connections: An innovative approach to diverting youth from juvenile justice involvement using a positive youth development framework built on the strengths of grassroots faith and neighborhood organizations. Bronx, NY: Community Connections for Youth.

⁵ Brandeis Center for Human Resources, n.d.

⁶ The Effects of Cure Violence in the South Bronx and East New York, Brooklyn, John Jay College of Criminal Justice, Research and Evaluation Center, October 2, 2017.
<https://johnjayrec.nyc/2017/10/02/cvinsobronxeastny/>



in gun-related deaths and assaults in Richmond, California.⁷

EOYDC receives funding from Oakland's Department of Violence Prevention, the Oakland Children's Initiative (Measure AA), the City of Oakland's Fund for Children & Youth, and the City of Oakland's Department of Human Services. The DVP is represented on the Oakland Thrives Leadership Council and works closely with OUSD on violence prevention, intervention and restorative justice at school sites. OUSD, City of Oakland, Measure Z subgrantees, and other community agencies collaborate on violence prevention at the Inter-agency Gang Prevention Collaborative (IGPC).

Oakland Promise, MOU partners OUSD, BANANAS, EOYDC, and supporting partners Black Cultural Zone, and Roots Community Health Center are all deeply engaged in **Oakland Thrives**, a public/private partnership involving dozens of community and public partners, including every major government institution at the city and county level. Improving integration of services for increased public safety, as well as long term gains in health, wealth, education, and housing, is a key priority of this collaboration. Oakland Thrives is also leading a 10-year planning process to develop a community plan for East Oakland, which will emphasize community safety and violence prevention.

⁷ Matthay, PhD, MPH, E. C..et al. Firearm and Nonfirearm Violence After Operation Peacemaker Fellowship in Richmond, California, 1996–2016. American Journal of Public Health, Vol 109, No. 11, November 2019.

1: NEED FOR PROJECT

Neighborhood Context

The schools in this grant are located in the heart of the “Deep East” of Oakland (Alameda County), in the San Francisco Bay Area (See Figures 1 and 2). This area contains a mix of residential neighborhoods sitting cheek-to-jowl with old, heavy industrial land usages and transportation infrastructure (freight and passenger railroad lines, an airport, and freeways). The policies of redlining, extractive disinvestment, dissolution of community resources, and deliberate marginalization of racially defined neighborhoods, where pollution and dumping can occur with



Figure 1: EOCSI within Oakland

impunity, are all clear examples of bad policies that have left their stamp on the fabric of East Oakland.^{8,9,10}

Once a thriving, cohesive community, this area has been devastated by the crack epidemic, predatory lending, foreclosures, the war on drugs, and the high incarceration rates of young Black men and women. Now, major thoroughfares are burdened with homeless encampments, vehicle clusters, gun violence, open-air drug markets, and many liquor stores with limited access to fresh fruits and vegetables or healthy food. Sandwiched between two freeways, the area is subject to significant air and noise pollution.¹¹

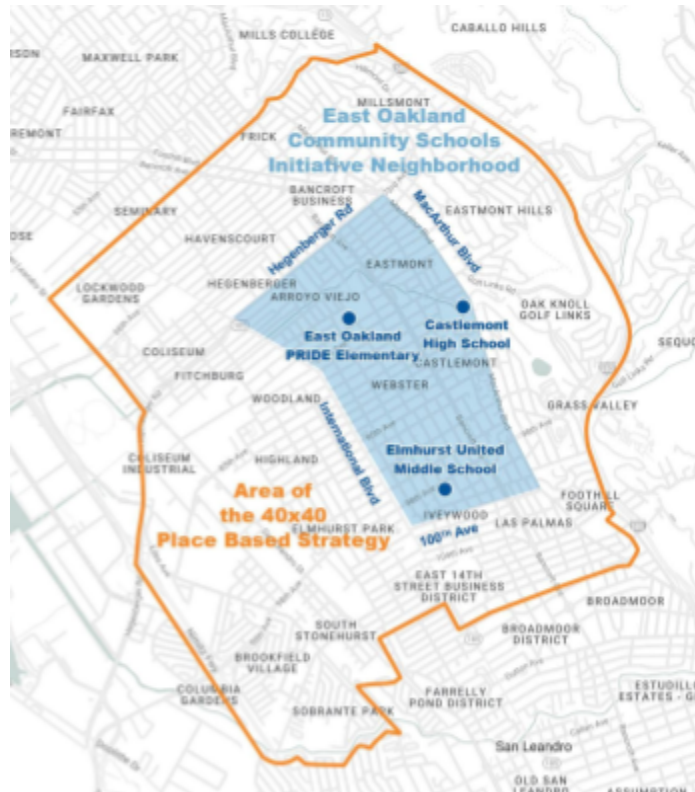


Figure 2: EOCSI's neighborhood

⁸ Johnson, M. "Undoing Oakland's History of Environmental Racism as We Address Climate Change in California" 2017, Greenlining Institute, <http://greenlining.org/blog/2017/undoing-oaklands-history-environmental-racism/>.

⁹ "T-RACES Project documenting the history of Racial Zoning in US Cities in the 1930's Now Online and soon to be extended to North Carolina, (Testbed for the Redlining Archives of California's Exclusionary Spaces)" University of North Carolina Project (2010), <https://sils.unc.edu/news/2010/t-races>.

¹⁰ McClintock, N. (2008). "From Industrial Garden to Food Desert: Unearthing the Root Structure of Urban Agriculture in Oakland, California". UC Berkeley: Institute for the Study of Societal Issues. <https://escholarship.org/uc/item/1wh3v1sj>.

¹¹ California Office of Environmental Health Hazard Assessment, SB 535 Disadvantaged Communities, <https://oehha.ca.gov/calenviroscreen/sb535>, September 2022.



Once a predominantly white neighborhood of single-family homes and apartment buildings built after World War II, the Deep East, like much of the Bay Area, is now ethnically diverse (54% Latinx, 32% Black, 4% Asian, 4% White, 1% Native Hawaiian/Other Pacific Islander, 3% Multi-race, <1% American Indian/Alaska Native, and <1% Other). More than one-fourth (28%) of residents were foreign born, 45% of families speak Spanish at home, and 10% speak Mam (Guatemalan), for which few culturally appropriate services are available. 30% of adults in the neighborhood did not graduate from high school.¹²

Black people throughout the entire Bay Area have been systematically disenfranchised from opportunities to build wealth. This has resulted in massive displacement of Black people, expedited now by gentrification, the high cost of living, structural racism, lack of economic opportunity, disinvestment in schools and other key institutions, and the low number of new housing units. While Oakland still has the highest percentage of Black residents of any Bay Area city, the **Black population of Oakland plummeted by 41%** from its peak of 160,000 people in the 1990s to 93,820 in 2020; between 2010 and 2020 alone, the Black population decreased by 14%.¹³ Currently left without a comprehensive specific plan, the Deep East is considered the “last frontier” subject to the rapid gentrification across Oakland. **Residents experience the most challenging economic, health, and educational conditions of anywhere in the city across every standard metric.**

79% of neighborhood residents make less than [REDACTED] annually, which is considered the floor income for a family of three to afford basic living costs in Alameda County. The median household income is between [REDACTED] (compared to [REDACTED] for Oakland),

¹² PolicyMap, with data from American Community Survey, 2016-2020.

¹³ Bay Area Census, 1990-2020.



and 28% of households have an annual income of less than [REDACTED] (compared with 12% countywide). The median rent is [REDACTED] per month, and the median home loan is [REDACTED], making it prohibitive to purchase a home and experience the stability and generational wealth building that home ownership provides.

Residents are plagued by seven of the top ten “stressor beats” (indicators of higher rates of violent crime), and experience higher rates of complex trauma, multiple ACEs (e.g., abuse, neglect), chronic health conditions (e.g., hypertension, diabetes), substance use disorders, and mental health disorders, which is too often exacerbated by their insecure housing status. Black and Brown residents, who also face racist structural inequities, are at disproportionate risk for chronic and acute health conditions (e.g., asthma, heart-related diseases) and lower life expectancies. Youth growing up in the neighborhood face the highest levels of poverty, environmental stressors, and arrests, and the poorest outcomes for early development, health, school success, and transitions to adulthood.

All of this points to the need for **culturally congruent physical and mental health care**, which is lacking in the Deep East. Residents have a life expectancy of 75.3 years, which is 10 years less than residents in more affluent parts of the city; for Black residents, this number drops to 70.2 years.¹⁴ Almost 5,000 people in the neighborhood do not have health insurance, including over 800 youth.¹⁵ Residents in the 94621 zip code score 97.2 (with 100 being the worst) on the 2021 Health Equity Index, which correlates socioeconomic need with poor health outcomes.¹⁶

¹⁴ Community Assessment Planning and Evaluation, Alameda County Public Health Department, 2022.

¹⁵ PolicyMap, with data from American Community Survey, 2016-2020.

¹⁶ Healthy Alameda County, 2021 Health Equity Index, <https://www.healthyalamedacounty.org/indexsuite/index/healthequity>.



The leading causes of death in 2020, besides COVID, included chronic diseases, reflecting cumulative health risks and impacts over the lifespan.



Crime and Its Impact: As a whole, Oakland is rated number 30 on the list of 100 most dangerous cities in the US. **The city’s Crime Index, which measures the safety of US cities on a scale of 1-100, is 1, the lowest possible rating.**¹⁷ The neighborhood proposed for this grant, however, experiences **even higher rates of crime than the rest of the city.** For instance, aggravated assault is 222% higher in this neighborhood than the Oakland average; murder is 267% higher; rape is 200% higher; and robbery is 228% higher.¹⁸ In 2022, crime rates in this neighborhood increased at more than twice (+11%) the average rate citywide (+5%).¹⁹ Gang activity, drug dealing, prostitution/human trafficking, and blight make the journey to and from school a daily ordeal. **12% of Elmhurst middle schoolers surveyed reported that at least one friend or family member had died by violence.**²⁰

Neighborhood parents and young people are worried and afraid about neighborhood crime, violence, and their own safety. Many Oakland youth report they seldom feel safe outside, most commonly highlighting gun violence, fears of being the victim of a crime, and overly aggressive behavior of police toward young people. Though most instances of sexual assault for youth in Oakland go unreported, it is easy to assume that the rates of sexual assault for youth attending these partner schools is high given that reported rapes for this neighborhood are 200% higher than the average rates for youth attending other schools in Oakland. An average of 68% of the 300 trafficked youth that supporting partner MISSSEY sees each year are Black youth that attended an East or West Oakland middle- or high-school at one point. These youth need to be

¹⁷ NeighborhoodScout’s Most Dangerous Cities – 2022,
<https://www.neighborhoodscout.com/blog/top100dangerous>

¹⁸ FBI Uniform Crime Reports, 2020.

¹⁹ [OPD Police Citywide Weekly Crime Reports](#), Oakland Police Department, Sept. 20, 2022.

²⁰ California Healthy Kids Survey, 2021-22, OUSD.



identified and served before they leave school and become vulnerable to sexual exploitation.

The neighborhood has among the **highest concentrations of Oakland's system-involved youth and adults**. In the third quarter of 2023, 168 Oakland youth were under supervision by the Alameda County Probation Department; of these, almost half (47%) are Black, and a third (33%) are Latinx.²¹ Almost a third (29%) of those young people reside in the Deep East. System-involved people often struggle to reintegrate into their communities and reunite with family and loved ones after extended periods of incarceration. System-involved youth need targeted supports to help them regain lost academic ground, graduate from high school, and permanently leave the criminal justice system. However, a recent study of youth in Alameda County cited findings that teacher relations “may be compromised by negative stereotypes that label youths as offenders and boys of color as violent and out of control.” Students returning from detention, in turn, often have their guard up, giving rise to “mistrust and worries about belonging and thus a vigilance to signs of disrespect or mistreatment from adults.”²²

Schools: This grant focuses on three schools located in the heart of the Deep East neighborhood described above, which together constitute a feeder pattern: East Oakland PRIDE Elementary (K-5th), Elmhurst United Middle (6th-8th), and Castlemont High (9th-12th). All three schools are part of the Oakland Unified School District (OUSD).

²¹ Alameda County Probation Department Research and Evaluation Unit, July 2023.
<https://probation.acgov.org/researchdataevaluation.page>.

²² [Lifting the Bar](#): A Relationship-Orienting Intervention Reduces Recidivism Among Children Reentering School From Juvenile Detention, Gregory Walton, et al, Psychological Science 2021, Vol. 32(11) 1747–1767.



These are highly diverse schools with significantly higher percentages of Newcomer students and students who speak a language other than English at home than the district as a whole. (See Table 1.) The vast majority of English Learner (EL) students' primary language is Spanish, but at least 16 other languages are represented as well. 189 students who attend these schools are homeless or have an unknown housing status, and 70 students are in foster care. These schools serve students with the most compounding needs, often with fewer resources to do so. It is important to note that in 2022-23, 39% of school-age children in the neighborhood attended a charter or private school—the highest rate of any area in the city.²³ This is largely due to the district's declining enrollment, which is translating to decreased revenue for schools, difficult conversations about school closures in the surrounding community, parents' unwillingness to rely on schools beset by generations of disinvestment, and lack of confidence and trust in the schools' ability to produce satisfactory outcomes.

The neighborhood includes several publicly funded childcare centers and preschools, including 85th Avenue Head Start, Arroyo Viejo Head Start, Tassafioranga Head Start, Arroyo Viejo Childhood Development Center (CDC), Highland CDC, Howard State Preschool, and four Tiny Steps Family Child Care home-based programs (operated by BANANAS Early Head Start/Head Start). Additional early learning programs that feed into PRIDE include Lockwood CDC, CUES State Preschool, Brookfield Head Start, Lion Creek Early Head Start/Head Start, and Lion Creek Family Resource Center.

²³ [Why do so many families opt out of OUSD schools? It's complicated.](#) The Oaklandside, March 7, 2022.



Table 1. School Demographics (2022-23)²⁴

School	Enrollment	Black	Latinx	API	Newcomer	Home Language Other than English
PRIDE	330	20%	70%	3.64%	25.2%	62.27%
Elmhurst	765	21.4%	69.4%	1.57%	8.1%	67.58%
Castlemont	762	25.7%	64.8%	2.36%	33.46%	65.1%
OUSD	34,975	20.7%	46.4%	.9%	8.76%	49.67%

Students in these schools **lag behind district averages on almost every indicator of academic achievement**. At PRIDE, less than a third of kindergartners are ready for school; 3rd grade student performance in ELA and math is similarly concerning (see Table 2 and Table 3).

Table 2: Percent of Kindergartners On Track (2022-23)^{25,26}

	Language/Cognition	General Knowledge/Communication	All Domains	iReady Reading (fall)	iReady Math (fall)
PRIDE	36%	56%	29%	6%	2%
OUSD	65%	72%	44%	24%	14%

Table 3: Academic Achievement (SBAC) (2022-23)²⁷

	3rd grade		5th grade		7th grade		11th grade	
	Pride	OUSD	Pride	OUSD	Elmhst	OUSD	Csmnt	OUSD
ELA	14%	34.6%	7.7%	36.7%	12.2%	27.2%	3.7%	32.9%

²⁴ OUSD, Research Assessment and Data, 2022-23.

²⁵ Oakland's Early Development Instrument Results, Oakland Unified School District, 2020.

²⁶ OUSD Research Assessment and Data, 2022-23.

²⁷ Ibid.



Math	21.1%	35%	1.5%	32.8%	3.7%	21.5%	0%	14.1%
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These sobering statistics help explain why as many as 35% of Castlemont’s 9th grade class does not successfully complete a full year of Algebra 1, and **only 50% graduate from high school**. Castlemont’s cohort graduation rate is 15% lower than the district average. Only 41% of Black students and 30% of Latinx students complete the A-G requirements (the set of courses required to attend a 4-year public college in California), which significantly limits their postsecondary opportunities. The number of students enrolling in college within 6 months of graduation lags behind district averages across most demographics (2 yr: Black 33.3%, Latinx 16.7%, OUSD: 19%; 4 yr: Black 11.1%; Latinx 7.1%; OUSD: 32.2%).²⁸

Attendance is a serious concern. Districtwide, the percentage of students who are chronically absent increased from 32.3% in 2020-21 to 61.4% in 2022-23. **Students of all ages are simply not going to school**. At the schools in this proposal, chronic absenteeism rates are even worse: PRIDE: 69.4%; Elmhurst: 72.9%; and Castlemont: 76% (see Table 4). Only two-thirds (62.8%) of students at PRIDE, and fewer than half of students at Elmhurst (47.35%) and Castlemont (43.69%) reported positively on the question, “I feel like I am part of this school.”²⁹

²⁸ Ibid.

²⁹ California Healthy Kids Survey, 2021-22.



Table 4. Other Indicators of Need, 2022-23³⁰

School	ELLs	SPED	Chronic Absence	Suspensions	% to COST*	FRPL
PRIDE	61.21%	20.6%	Black: 80.3% Latinx: 64.9% API: 66.7%	Black: F: 3.6%; M: 4.8% Latinx: F: 0%; M: 0% API: F: 0%; M: 0%	4.1%	98.5%
Elmhurst	43.5%	14.6%	Black: 82.3% Latinx: 69.7% API: 83.3%	Black: F: 20%; M: 22.3% Latinx: F: 4.5%; M: 5.5% API: F: 0%; M: 0%	4.5%	92.7%
Castlemont	53.5%	17.9%	Black: 72.4% Latinx: 76.3% API: 77.8%	Black: F: 28%; M: 21.7% Latinx: F: 2.9%; M: 5.6% API: F: 26.7%; M: 0%	8.9%	81.2%
OUSD	32.2%	18.3%	61.4%	Black: F: 7.7%; M: 9.4% Latinx F: 1.5%; M: 3.3% API: F: 5%; M: 4.2%	4.4%	73.4%

*OUSD's multidisciplinary Coordination of Services Teams (COST) coordinate interventions for classroom behavior problems, health or mental health concerns, or attendance problems for high-need students.

Contributing to these outcomes are racial inequities in how schools manage student discipline issues. Black youth experience suspension and juvenile detention at higher rates than their peers even though they comprise a much smaller percentage of the population. **The highest rates of suspension at Castlemont in 2022-23 were of Black females** (30 students or 28% of the Black female population), followed by Black males (25 students or 21.7% of the Black males population) (See Table 4.) These racial inequities continue with justice system involvement. Of the 133 Oakland youth who were released from juvenile detention in the first 6 months of 2023, 65% were Black, and 22% were Latinx.³¹

³⁰ OUSD Research Assessment and Data, 2022-23.

³¹ OUSD Juvenile Justice Release Counts, June 30, 2023.



Needs Assessment

In preparation to design interventions and supports for these schools, Oakland Promise commissioned Akoben Organizing and Brotherhood of Elders Network to conduct a comprehensive asset mapping and needs assessment of the three schools in this initiative.³² Data gathering spanned from March to June 2023, and consisted mainly of interviews and focus groups with 50 stakeholders offering a variety of perspectives, including students, parents, school administrators, teachers, counselors, Community School Managers, and staff from community-based student support and programming providers. Formal interviews were complemented by review of school and district documents and data, as well as many informal conversations with stakeholders and time spent observing activities and functions on the three school campuses.

A common thread among stakeholders at all three schools was their broadly shared commitment to creating and sustaining full-service Community Schools with robust, holistic student supports and programming. This commitment is also shared by OUSD and the host of community-based organizations that serve these three school sites, built on broad alignment around the Community Schools model to create opportunities for collaboration, funding, cross-campus initiatives, and the involvement of community-based organizations in the formal education of Oakland youth.

The most serious concerns expressed by parents included:

³² EOPN Asset Maps & Needs Assessments: East Oakland PRIDE Elementary, Elmhurst United Middle School, Castlemont High School, Chris Darby and Kevin Hill, July 2023.



- Endemic trauma, including exposure to gun violence. Some parents expressed that they, or their children, are scared to go outside in their own neighborhood—even walking to and from school.
- Structural racism continues to reinforce the opportunity gap in school. Cultural disconnects between families and teachers/staff create a non-affirming learning environment.
- Safety in school, and in/around the nearby parks. One parent advocated for police to return to schools to combat the safety issues.
- The lack of emotional safety and compassion for students. One parent reported that her son's teacher cussed him out, which led to her engaging in a struggle with OUSD for disciplinary action.
- The needs of Latinx students and families being prioritized, to the detriment of Black students and families.

Parents identified needs for: mental health and wellness support; robust supplemental programming on campus to meet the accessibility needs of families; transportation supports if the appropriate programming cannot be offered on campus, during or after school; more culturally-resonant Black-led programming in the schools; opportunities for education around community civic engagement; STEM programming; financial literacy education; sexual and wellness education; land-based/farming education; summer programming that parents feel comfortable and safe sending their children to; and acceptance into supplemental programs without barriers or qualification.



Importantly, the needs assessment also called for programming tailored to the needs of Black girls (around topics such as self-esteem, self-image, self-worth, interpersonal skills, and violence prevention) in tandem with staff professional development that addresses the intersectional realities of what Black girls experience, and how best to work with them within that landscape. The assessment also identified the need for more programming to address campus safety issues and violence interruption, including optimizing and expanding ongoing work led by Oakland’s Department of Violence Prevention’s Violence Interrupters; programming tailored to the group of seniors (mostly Black and Latino boys) who hang out on campus much of the day without attending class or formal programming; and fostering connections between those boys, their families, and the school to identify and address those students’ needs.

Recommendations

The needs assessment identified two key recommendations that spanned the three school sites and deeply informed this project.

Recommendation 1: Bolster community-facing Community School coordination. In all three schools, the coordination of student supports and programming as part of the Community Schools model is a major challenge. As researchers found, the Community School Manager role is at the center of Community School coordination, and, “yet what this role actually entails in practice is not well understood.”³³ The CSM job description provided by OUSD (see Appendix E) is practically impossible for one person to carry out with fidelity, particularly in schools as large and with as many partners as Elmhurst or Castlemont. While CSMs receive coordination

³³ McLaughlin, Fehrer, and Leos-Urbel, *The Way We Do School: The Making of Oakland’s Full-Service Community School District*, Harvard University Press, 2020, pg. 183.



support in various ways from colleagues both within their schools and from external partners, the coordination function of the Community Schools model is understaffed and under-resourced, leading to persistent and ongoing challenges in coordination. Even with strong CSMs in place—which Elmhurst and Castlemont are fortunate to have currently—the coordinating function within the Community Schools model must be bolstered if the vision of robust, holistic wrap-around student supports and programming is to be achieved.

The report made clear recommendations for a community-based counterpart to the CSM to help coordinate the complex roles of partners. *“The importance of the durability of student supports and programming through school disruptions, and the ongoing challenges of coordinating community partners as part of the Community Schools model point to the need to create and resource a function for coordination of external partners, staffed by people outside of district and school hierarchies. The form this function takes—including the number of roles, reporting structure, relationship to school sites and the district overall, and collaboration with school-based CSMs—should be determined in consultation with relevant stakeholders on and off campus, but it is clear that a community-side counterpart to the CSM’s school-facing coordination would increase the overall coordination capacity of Community Schools, and help to insulate students from school- and district-related disruptions to supports and programming.”*

Recommendation 2: Advocate collectively for full-service mental health supports.

Mirroring trends across the country, California youth are experiencing a mental health crisis. Exacerbated by impacts of the COVID pandemic as well as historical and ongoing trauma, one in three California children have experienced serious psychological distress between 2019 and



2021, and there has been a 20% increase in adolescent suicides over that same period. Since 2017, rates of anxiety and depression have risen 70% in California children.³⁴

School staff and external service providers at PRIDE, Elmhurst, and Castlemont shared concerns about the ability to provide students and families with full-service, accessible mental health and behavioral supports available anytime during and outside of the school year, delivered by culturally-affirming practitioners. Aspects of these mental health supports were needed at all three tiers within the schools, with particular interest in Tier 1 interventions that touch all students on campus given how pervasive mental health needs are. Good work in this direction is currently being done on all three school campuses, leveraging partnerships with organizations such as Roots Community Health Center, Oakland Children’s Hospital, and LifeLong Medical Clinic. Still, student mental health needs far outpace the supports currently available, and constituted the clearest area for programmatic expansion identified through the data gathering process for the needs assessment.

While there is a shared call for increased mental health supports at all three schools, the schools recognize that staff capacity issues hinder their ability to effectively identify, onboard, and coordinate community-based mental health supports and programming. The report recommends that school staff and community partners collaborate to elevate the need for school site-based mental health services to leaders at the district, county, state, and federal levels. This type of collective advocacy is also hindered by staff capacity issues, but it is clear that individual schools alone do not currently have the capacity to provide or even coordinate student mental health services to sufficiently address the depth and breadth of the area’s youth mental health crisis.

³⁴ Palma, Cora. [How Our Schools Can Address California’s Youth Mental Health Crisis — Now](#), EdSource, April 13, 2023.



Table 5 below illustrates key areas of need in each pipeline service area in the Community Schools model, and which school sites are experiencing the gaps. The East Oakland Community Schools Initiative response to these gaps is outlined in Tables 7-11 in section 3.

Table 5: Gaps and Pipeline Services to Address Them			
Gap Location			Pipeline Services (All data is from OUSD Research, Assessment, and Data Department 2022-23 unless otherwise noted.)
PRI DE	ELM	CST	(a) High-quality early childhood education programs
X			Gap 1: In 2022-23, PRIDE underperformed OUSD averages for K readiness by 15%. ³⁴ (See Table 2 above.) Kindergarteners at PRIDE are only half as likely as their peers in the affluent Oakland hills to be “on track” in their academic and social development. ³⁵
PRI DE	ELM	CST	(b) High-quality school and out-of school-time programs and strategies
X		X	Gap 2: PRIDE and Castlemont have substantially higher percentages of Newcomer students (25.2% and 33.46%) than the district average (8.76%). All three schools have designated staff for Newcomers, and Elmhurst and Castlemont are officially designated Newcomer programs. These students and their families need additional support to navigate school systems.
X	X	X	Gap 3: Chronic absenteeism is a serious challenge at all three schools (PRIDE: 69.4%; Elmhurst: 72.9%; and Castlemont: 76%). Attendance offices are overwhelmed and there is a lack of care/case management to support students and families with the wide range of issues they are facing that cause students to miss school (e.g., transportation, language/cultural barriers, trauma, disengagement).
X	X	X	Gap 4: Students are underperforming district averages in ELA and math across every grade level (see Table 3.) They need targeted support in these core subject areas.
PRI DE	ELM	CST	(c) Support for a child’s transitions
X			Gap 5: Many families of rising K/TK students are not familiar with skills and

³⁵ OFCY Community Needs Assessment & Racial Equity Analysis, 2021 Report.



Table 5: Gaps and Pipeline Services to Address Them

			habits necessary for early school success. Children and families do not know what to expect as they head into Pre-K and K. Language and culture barriers create challenges for families to enroll their students and engage with service providers. ³⁶
PRI DE	ELM	CST	(d) Family and community engagement and supports
X	X	X	Gap 6: More than 62% of families at all three schools speak a language other than English at home. Monolingual non-English speaking families have less access to information and resources that could support them in meeting their needs and advocating effectively for their children and family.
X	X	X	Gap 7: Family engagement at schools has significantly decreased post-Covid.
PRI DE	ELM	CST	(e) Activities that support postsecondary and workforce readiness
		X	Gap 8: Many youth struggle to transition into college, job training, and full-time employment as they age out of the school system and other services, facing a competitive job market, high barriers to entry for career pathways, high housing prices, and an immediate drop in wraparound support. Black youth in Oakland age 16-19 are twice as likely to be disconnected from both school and work, compared to their white peers. ³⁷
		X	Gap 9: Only 22% of Castlemont students go to 2-yr college after high school, and only 8% to 4-yr college (2 yr: Latinx 17%, Black 33%, API 0%; 4 yr: Latinx: 7%, Black 11%, API 50%). Only 32% of students complete A-G requirements, which are required for entering a California 2-year or 4-year college. (Latinx: 30%, Black: 41%, API: 0%), limiting opportunities for pursuing higher education. Less than 50% of seniors at Castlemont graduated in 2023.
		X	Gap 10: Castlemont has no alternative pathways for non-2 yr, 4-yr bound students. CTE awareness and job placement are limited although almost half of students at Castlemont are not pursuing postsecondary education.
PRI DE	ELM	CST	(f) Community-based support for students
X	X	X	Gap 11: Significant gaps in coordination of services between school sites and community-based service providers.

³⁶ BANANAS Provider Survey, September 2022.

³⁷ OFCY Community Needs Assessment & Racial Equity Analysis, 2021 Report.



Table 5: Gaps and Pipeline Services to Address Them

PRI DE	ELM	CST	(g) Social, health, nutrition, and mental health services and supports
X	X	X	Gap 12: A dire need exists for mental health services for students, especially post-COVID with heightened isolation, anxiety, and depression and high levels of trauma and violence. Mental health services have been cut at area schools due to budget issues related to decreasing enrollment across the district. Extremely limited mental health support, lack of culturally competent behavioral health providers, and very long waitlists for available services. 8% of children do not have health insurance. ³⁸
X	X	X	Gap 13: Only two-thirds (62.8%) of students at PRIDE, and fewer than half of students at Elmhurst (47.35%) and Castlemont (43.69%) reported positively on the question, “I feel like I am part of this school.” ³⁹
X	X	X	Gap 14: Teachers in need of professional development and consultative support for addressing mental, emotional, and behavioral health issues in classrooms.
PRI DE	ELM	CST	(h) Juvenile crime prevention and rehabilitation programs
X	X	X	Gap 15: Lack of dedicated, culturally sensitive, trauma-informed care staff and programming (e.g., healing circles) to provide students and parents with useful tools for coping and staying productive and positive.
	X	X	Gap 16: Extremely limited afterschool employment or internship opportunities.

³⁸ PolicyMap, with data from American Community Survey, 2016-2020.

³⁹ California Healthy Kids Survey, 2021-22, OUSD.



2: QUALITY OF THE PROJECT DESIGN

This project, the East Oakland Community Schools Initiative (EOCSI), has five goals designed to meet needs described above, identified by three partner schools and community stakeholders, including parents, caregivers, and students:

1. Deepen the collaborative partnership and coordination between CBOs, school sites, and the district to more effectively serve students and families.
2. Improve school climate and culture to keep students attending school and staying engaged (both in school and during out of school time).
3. Expand academic enrichment and support in foundational literacy and math.
4. Improve access to mental and behavioral health supports.
5. Expand family and community engagement with multidimensional social and cultural supports.

These goals and their impacts will be achieved through implementation of a high-quality program design with key commitments: interventions are responsive to community needs; services and activities are designed around evidence and proven practices; and shared commitment for all involved in the Community Schools model.

2A: Use of Evidence-Based Findings and Practices

Oakland Promise, the Oakland Unified School District (OUSD), and project partners are committed to evidence-based practice. The design of the project is summarized in the Logic Model in Appendix B, and the project is built in response to the needs articulated above. Many



of the interventions planned for this grant are listed in the What Works Clearinghouse (WWC) as showing promising evidence. Table 6 below outlines both evidence-based findings that have informed the design of the project with the **goal of improving student academic and other outcomes** (Section 2A), and up-to-date knowledge from research and effective practice that have shaped the services (Section 3B).

Table 6: Evidence-based Practices	
East Oakland CSI Goal	Evidence of Positive Impact on Academic Achievement and Other Positive Student Outcomes
GOAL 1. Deepen the collaborative partnership and coordination between CBOs, school sites, and the district to more effectively serve students and families.	Whole Child Education Design “Evidence-based whole child strategies include designing relationship-centered learning environments; developing curriculum, instruction, and assessments for deeper learning; providing integrated student supports; preparing educators for whole child practice; and shifting to a systemic approach to policy making to support every child.” Two studies by the Learning Policy Institute examine the district infrastructure that Oakland Unified School District (Oakland Unified) developed to support its Community School and whole child education design practices. The findings indicate that OUSD provided centralized support for Community Schools, including coordination of partnerships between schools and county-level agencies; management of partnerships between schools and service providers; training for specialized personnel, such as Community School Managers and student support teams; professional learning for school staff; and resources for family engagement. ⁴⁰ Oakland Unified built its community schools initiative on whole child education principles that enabled schools to improve a range of conditions for student learning. ⁴¹

⁴⁰ Klevan, Sarah, et. al, District Support for Community Schools: The Case of Oakland Unified School District, Learning Policy Institute. May 23, 2023

⁴¹ Klevan, Sarah, et. al. Creating the Conditions for Children to Learn: Oakland’s Districtwide Community Schools Initiative. May 18, 2023, Learning Policy Institute.



Table 6: Evidence-based Practices

	<p>Coordination An assessment of the impact of a collaborative approach, via a Community School model, in NYC has shown positive impacts on “on-time grade progression in all three years of the study, and on high school students’ graduation rates in two of the three years.”⁴²</p> <p>Wraparound Services A 2009 meta-analysis of research on wraparound services found significant effects of wraparound services across five examined domains, including residential placements, mental health outcomes, overall youth functioning, school functioning, and juvenile justice outcomes.⁴³</p> <p>Care/Case Management At-risk youth benefit from an advocate because they often have needs that are “complex and intertwined” and as such require help navigating different services and coping with the challenges and barriers in their lives so they can succeed academically. GEAR UP Learning Centers in Western Michigan conducted a five-year longitudinal study on 40 7th grade students in an urban middle school. They focused on the effects of case manager intervention on academic performance, attendance and dropout, and patterns of student behavior and found significant increases in student GPA in core classes and decreases in behavioral referrals. The study illustrated the benefits of having a person to monitor academic progress and understand the context of life outside of school for students.⁴⁴</p> <p>Example of Pipeline Services Built on this Evidence: EOYDC’s care/case managers develop close relationships with each participant, cultivated through biweekly one-on-one coaching sessions; create personalized goals for each student and track where they are during</p>
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⁴² Johnston, William R., et. al. Illustrating the Promise of Community Schools: An Assessment of the Impact of the New York City Community Schools Initiative. Santa Monica, CA: RAND Corporation, 2020.

⁴³ Suter, JC, et. al. Effectiveness of the wraparound process for children with emotional and behavioral disorders: A meta-analysis. Clinical Child and Family Psychology Review. 2009; 12(4):336–351.

⁴⁴ Van Kannel-Ray, N, et. al. Academic Case Managers: Evaluating a Middle School Intervention for Children At-Risk, Journal of MultiDisciplinary Evaluation, 2008, 5(21-29).



Table 6: Evidence-based Practices

	the coaching sessions.
<p>GOAL 2. Improve school climate and culture to keep students attending school and staying engaged (both in school and during out of school time)</p>	<p>Social Emotional Learning and Support</p> <p>The Collaborative for Academic, Social, and Emotional Learning (CASEL) – the nation’s leading organization in advancing SEL for all students – found that social and emotional competencies “provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors and peer relationships, fewer conduct problems, less emotional distress, and improved grades and test scores”⁴⁵</p> <p>As many schools report decreasing time spent on SEL-focused curriculum in an effort to focus more time on purely academic content, a study published in the American Psychology Association demonstrated that students who received an enhanced SEL-focused curriculum were more likely to improve in core academic subjects than those who did not receive SEL curriculum. This study was conducted in school settings with demographics very similar to that of EOYDC’s.⁴⁶</p> <p>The Social Emotional Learning Foundations (SELF) study conducted by the University of Florida designed a curriculum to promote emotional and behavioral self-regulation while teaching early literacy skills. The findings of the SELF study provided preliminary evidence that the integration of social-emotional curriculum impacts the positive social and academic outcomes for at-risk youth.⁴⁷ This research supports CASEL’s assertion that SEL plays a critical role in academic performance and suggests a link between social-emotional learning and literacy, indicating that “the [executive functions]</p>

⁴⁵ Effective Social and Emotional Learning Programs. Collaborative for Academic, Social, and Emotional Learning (CASEL), 2015.

⁴⁶ Schonfeld DJ, et. al. Cluster-randomized trial demonstrating impact on academic achievement of elementary social-emotional learning. Psychol Q. 2015 Sep;30(3):406-420.

⁴⁷ Daunic, Ann et. al. Integrating Social-Emotional Learning with Literacy Instruction: An Intervention for Children at Risk for Emotional and Behavioral Disorders. 2013. Behavioral Disorders, 39. 43-51.



Table 6: Evidence-based Practices

associated with the self-regulation of emotions and behavior are also involved in the comprehension of oral and written language.”⁴⁸

Restorative Justice & Trauma Informed Care

OUSD and Oakland Promise consider Restorative Justice (RJ) to be central to a successful FSCS implementation. OUSD has long held a commitment to creating an environment where all students can thrive through RJ practices. A recent study of an urban school district with demographics similar to OUSD’s has shown that districtwide restorative practices can reduce suspension disparities and improve school climate.⁴⁹

A district-adopted RJ framework ensures a deeper level of support for students and provides central RJ training for teachers, school staff, and community partners. RJ facilitators convene students and staff in small groups to practice conflict resolution, restore relationships, and repair harm. Some schools have Peer Restorative Justice programs, where high- and middle-school students learn to be RJ leaders, supporting their peers and also younger students in elementary schools. While these practices are not yet in place at every school in the district, it is an initiative and priority we are working toward scaling.

Examples of Pipeline Services Built on this Evidence:

SEL is a key component of EOYDC’s programmatic philosophy and essential to engaging our students academically. (More information above described in Competitive Preference Priority 2). EOYDC uses trauma-informed care (TIC) at every level of the organization; this approach is even spelled out in the organization’s values. Older teens who take on leadership roles at EOYDC are trained to use TIC practices when working with younger students and peers. In line with their commitment to TIC, EOYDC staff use “positive discipline” instead of punishment if a child acts out. Positive Discipline techniques include taking a child aside and talking to them (without blame or anger) about their behavior, finding out what is behind it,

⁴⁸ McClelland, M., et. al. Links between behavioral regulation and preschoolers’ literacy, vocabulary, and math skills. (2007). *Developmental Psychology*, 43(4), 947–959.

⁴⁹ Augustine, C., et. al. Can Restorative Practices Improve School Climate and Curb Suspensions? An Evaluation of the Impact of Restorative Practices in a Mid-Sized Urban School District, RAND Corporation. 2018.



Table 6: Evidence-based Practices

	<p>examining feelings and brainstorming more positive ways to deal with difficult emotions and situations. The techniques take time and practice, and often don't show immediate results.</p> <p>Within the District, the <i>Community Schools and Student Services</i> office provides trauma-informed services and practices, a Restorative Justice framework, attendance support, behavioral health coaching, health education, and connections to CBOs and County resources.</p>
<p>GOAL 3. Expand academic enrichment in the core subject areas, focusing on the fundamentals of literacy and numeracy.</p>	<p>Summer Academic Enrichment A Statewide effort in Tennessee to accelerate learning post-COVID with summer bridge camps and intensive focus on ELA skill development led to ELA proficiency returning to pre-pandemic levels, with increases at each grade level: +6% elementary and middle, and +7% high school.⁵⁰</p> <p>Early Numeracy Intervention “The purpose of this study was to determine the effects of an early numeracy preventative Tier 2 intervention on the mathematics performance of first-grade students with mathematics difficulties[...] Findings showed that students in the treatment group outperformed students in the comparison group on the progress-monitoring measures of mathematics performance and the measures that focused on whole-number computation.”⁵¹</p> <p>Kindergarten Readiness “It is now common knowledge that literacy and language development are critical elements of young children’s kindergarten readiness, related to their overall school success. Another factor that predicts school readiness and academic success even better than early reading is early math. In a widely cited study of large longitudinal data sets that compared math, literacy, and social-emotional skills at kindergarten entry, researchers found that “early math concepts, such as knowledge of numbers and ordinality, were the most powerful</p>

⁵⁰ [Academic Strategies & Investments Moving Needle for Tennessee Students](#); Tennessee Department of Education, June 2022

⁵¹ Bryant, D. P., et. al. (2011). Early Numeracy Intervention Program for First-Grade Students with Mathematics Difficulties. *Exceptional Children*, 78(1), 7–23.



Table 6: Evidence-based Practices

	<p>predictors of later learning.”⁵²</p> <p>“One of the most effective ways to increase reading scores is by providing one-on-one or small group tutoring during out-of-school time.”⁵³</p> <p>Pipeline Services Built on this Evidence: BANANAS offers TK and K math and literacy skill-building workshops; EOYDC offers summer academic enrichment programs.</p>
<p>GOAL 4. Improve access to mental and behavioral health supports.</p>	<p>Family Social-emotional Support “Family well-being (FWB) is one of the strongest and most consistent predictors of child well-being and resilience. Aspects of FWB (including adult health and well-being, family self-sufficiency, and family resiliency) have been shown to impact child well-being through positive parent–child interactions.”⁵⁴</p> <p>Psychological Counseling The National Library of Medicine conducted a systemic review of the efficacy of school-based interventions for mental health problems in children and adolescents and found interventions delivered in the school environment are effective in reducing mental health problems among children and adolescents. The moderate-to-severe mental health problems of the students showed a 6.1% decrease and 6.9% increase for anxiety and sleep disorders, 3.4%, and 0.5% decrease in impaired social functioning, and 4.8% and 3% decrease for depression among the experimental and control groups, respectively⁵⁵.</p>

⁵² Stipek, D., et. al. (2012). Math matters: Even for little kids. *Education Week*.

⁵³ Do School-Based Tutoring Programs Significantly Improve Student Performance on Standardized Tests? Terri Rothman and Mary Henderson, *Research in Middle School Education*, 2011, 34(6).

⁵⁴ Newland, Lisa A. (2014) Supportive family contexts: promoting child well-being and resilience, *Early Child Development and Care*, 184:9-10, 1336-1346, DOI: 10.1080/03004430.2013.875543

⁵⁵ Efficacy of school-based interventions for mental health problems in children and adolescents in low and middle-income countries: A systematic review and meta-analysis, *Front. Psychiatry*, 06 January 2023



Table 6: Evidence-based Practices

	<p>Pipeline Services Built on this Evidence: BANANAS offers parent SEL workshops designed to engage parents in positive parent-child interactions. EOYDC and EBAC offer mental health counseling and care/case navigation.</p>
<p>GOAL 5. Expand family and community engagement with multidimensional social and cultural supports</p>	<p>Family Engagement A study of family engagement in Community Schools in Redwood City, CA found that family engagement in schools benefits students, families, and schools, but requires a shared understanding and consistent school-wide messaging about family engagement to be effective.⁵⁶</p> <p>For parents/caregivers, a meta-analysis found “a strong and positive correlation (.509) between learning outcomes and parental involvement” during early childhood education.⁵⁷</p> <p>Results from a longitudinal study of a community arts program indicate that community-based arts programs can promote positive youth development. The student showed significant gains in artistic and social skills as well as a significant reduction in emotional problems.⁵⁸</p> <p>Early Learning Professional Development For early educators, providing professional development that is inclusive of coaching and coursework had “statistically significant improvements in language and literacy practices for both center- and home-based providers and educators.”⁵⁹</p> <p>Pipeline Services Built on this Evidence: MOCHA, EOYDC, and</p>

⁵⁶ Westrich, Lisa, et. al. A Study of Family Engagement in Redwood City Community Schools, John W. Gardner Center for Youth and Their Communities, 2013.

⁵⁷ Ma, X., et. al. A Meta-Analysis of the Relationship Between Learning Outcomes and Parental Involvement During Early Childhood Education and Early Elementary Education. Educ Psychol Rev 28, 771–801 (2016). <https://doi.org/10.1007/s10648-015-9351-1>.

⁵⁸ Wright, R., et. al. . (2008). Do Community Arts Programs Promote Positive Youth Development. Critical Social Work, 9(1). <https://hdl.handle.net/1807/95333>

⁵⁹ Neuman, S. B., et. al. (2009). The impact of professional development and coaching on early language and literacy instructional practices. American Educational Research Journal, 46(2), 532–566. <https://eric.ed.gov/?id=EJ883310>



Table 6: Evidence-based Practices

	BANANAS offer family engagement activities, workshops, events.
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Broad, shared commitment to full-service Community Schools

Oakland Unified School District and its community of families and partner organizations has long been committed to building a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequities, and providing each child with excellent teachers, every day.

A common thread that runs through East Oakland PRIDE Elementary School, Elmhurst United Middle School, and Castlemont High School is their broadly shared commitment to creating and sustaining full-service Community Schools with robust, holistic student supports and programming. This commitment is not only shared by the District, the school staff and external service providers at these three school sites, but also by the Oakland Education Association (OEA) and the California State Department of Education. This broad alignment around the Community Schools model creates opportunities for collaboration, funding, cross-campus initiatives, and the involvement of community-based organizations in the formal education of Oakland youth.

History and Context

The overarching vision of the project is to expand and build upon the existing Community Schools services in East Oakland at three schools — to better leverage, organize, mobilize, and coordinate the resources of East Oakland to improve educational outcomes for students in this



high-need community. The initiative is deeply aligned with three other community-based strategic initiatives to improve outcomes for Oakland youth and families, as detailed below:



1) The 40x40 Place-Based Strategy

Led by a leadership council of partners from EOYDC, Roots Community Health Center, the Black Cultural Zone, and the Brotherhood of Elders, the 40x40 Place-Based Strategy is working to improve the health, culture, community, and sense of belonging for residents in a

roughly 40x40 block area that overlaps with the neighborhood that is proposed to be a Promise Neighborhood (detailed below) and where the three proposed Community Schools are located. A People’s Advisory Council (PAC) consisting of Black community leaders and residents who live in (or have lived in) and are invested in the community have been engaged in an extensive community engagement process, including one-on-one interviews and multiple community listening sessions with families, parents, students, educators, and community leaders, to understand community needs and gaps and build out community resources. Key themes that emerged from this process include increasing access to the Community Schools model and services, and offering culturally responsive health and behavioral health care, early learning, summer jobs for youth, violence prevention, and awareness and utilizations of benefits (e.g.,



SNAP). Expanding coordination among community organizations and service providers, including accessible data systems and information sharing, was also identified as a top priority.

2) East Oakland Promise Neighborhood (EOPN) Initiative and Pilot

Oakland Promise recently served as the lead agency for the 2022 Federal Promise Neighborhoods competition, bringing together OUSD, Peralta Community College District local public agencies, and dozens of local community-based organizations in an unprecedented collaboration to envision and plan a Promise Neighborhood in East Oakland. Through deep community organizing, relationship-building, and planning led by OP, the city of Oakland coalesced around this shared vision. 13 key partner agencies and 25 supporting agencies committed support, resources, collaboration, and shared measurement to bring about this incredible resource for our city's children.

This was the first time in Oakland's history that local organizations united and submitted one application to become a Promise Neighborhood city. To sustain, leverage, build upon, and support the District's work in transforming school cultures, improving student academic outcomes and social-emotional health, and ensuring students graduate high school prepared for college, career, and community life, the EOPN would invest in a robust suite of evidenced-based universal and targeted strategies, programs, and services. While the application was not selected for funding, the community leaders who collaborated to design the initiative and the proposal still believe in the urgent need to invest in East Oakland – and because of that, Oakland Promise committed to funding a pilot at the three schools in this FSCS proposal for a portion of the continuum in East Oakland through June 2024.



3) Oakland's Childrens' Initiative

The Oakland Children's Initiative (OCI, funded by Measure AA) is a 2018 Charter Amendment passed by the citizens of Oakland to deepen the City's investment in children. The OCI will leverage approximately [REDACTED] in annual revenue to dramatically expand access to and the quality of preschool, as well as significantly increase college enrollment and college graduation rates through college access, mentorship, and scholarship support services. Approximately two-thirds of the funds raised by Measure AA will support early childhood education and approximately one-third will support college access and persistence support. After a formal RFP process in December 2022, Oakland Promise was selected as the Implementation Partner for the College Access and Persistence arm of the Initiative, with the implementation period of 2023-2027.

In order to meet the goals of the OCI (outlined below), Oakland Promise has engaged East Oakland Promise Neighborhood Pilot partners MISSEY, BANANAS, Roots Community Mental Health, EOYDC, MOCHA, and Oakland Kids First. The goals of the Oakland Children's Initiative are to:

- Reduce socioeconomic and/or demographic disparities in College readiness, access, affordability, applications, enrollment, retention and completion, particularly for students in high-need
- Increase the expectations and resources to attend College among children and families of all socioeconomic backgrounds in Oakland public schools, with a priority for students from low-income backgrounds and/or traditionally underrepresented in College
- Increase College awareness, application, and eligibility, as measured by increases in



completing courses required for College enrollment

- Increase College affordability, including by expanding access to public and private student financial aid
- Increase College admission, matriculation, and enrollment rates
- Increase full-time College persistence rates for students enrolled in College
- Increase the number of Oakland students graduating from College within six (6) years of high school graduation

4) OUSD's District-Wide Strategic Priorities

The process for creating this project has also included deep engagement with OUSD. Bolstered by a [REDACTED] from the state of California, OUSD is currently expanding its Community Schools (CS) approach to all 85 schools in the district. The EOCSI's strategies are designed to complement and strengthen the CS work being done at the three sites in this proposal, in partnership with site-based Community School Managers (CSMs) and district CS leadership. This overlay of CS supports from within and outside of the schools has the potential to deeply transform academic, social-emotional, and professional outcomes for East Oakland youth, meet the many complex needs of East Oakland youth and families, and create lasting systemic change.

In early 2022, building off the broad engagement garnered through the strategic planning process and other District work, OUSD's Community School Student Services (CSSS) department received feedback through a widely distributed survey from more than 500 stakeholders (parents, students, teachers, school staff, city and county agencies, and community-based organizations). Survey results identified priorities from the strategic plan and LCAP, which have been fully embraced by OUSD stakeholders. The District is currently



engaged in meaningful work within each of these priority areas (detailed below) and the East Oakland Community Schools Initiative has designed our pipeline services and strategies in alignment with these district-wide priorities:

- **Priority 1: Deepen collaborative leadership practices** for Community Schools teams including all stakeholders.
- **Priority 2: Creating Joyful Schools.** Objective: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning.
- **Priority 3: Strengthening Student and Family Engagement.** Objective: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy.
- **Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.** Objective: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready.

These priorities are the basis for school planning and Community School implementation at schools across the district, where leadership works to align district-wide priorities with school-based needs. An overview of the school's mission, aligned priorities, and needs from their Site Plans and Student Achievement (SPSA) for the three schools in this grant are outlined below.

East Oakland PRIDE Overview and School Priorities

East Oakland PRIDE Elementary School (8000 Birch St, in the Arroyo Viejo neighborhood of Oakland's District 6) is led by Principal Michelle Grant. The school aims to provide a collaborative, caring, and rigorous academic setting, leaning into a mission of preparing global



citizens who are socially and emotionally competent problem-solvers, with core values of cultural PRIDE, Respect, Intellect, Determination, and Empowerment.

PRIDE currently offers English and Spanish-English instruction K-2, and English-only instruction in grades 3-5. In addition to core academic instruction (literacy, math, science, and social studies), PRIDE offers PE, art, music, library, and garden time. PRIDE is in the process of transitioning from an Early Exit Bilingual program to CLEP, a dual language and culture program for all students, and will also offer Transitional Kindergarten starting with the 2023-24 academic year.

This coming school year, PRIDE will also add a transitional kindergarten program to its offerings. In spite of attendant challenges, including staffing, school leaders are excited about the prospect of serving younger students and their families, establishing more connections in the local early childhood education community (including with grant partners like BANANAS and Oakland Promise), and shaping the feeder pipeline into their existing K-5 program.

During the summer of 2023, PRIDE partnered with EOYDC to use school facilities for summer programming. This collaboration reflects PRIDE's commitment to the Community School model, and the expanded possibilities for youth when creative collaboration between school and community partners is pursued.

Principal Michelle Grant has indicated three top priorities for the school, which this proposal seeks to address. 1. Her primary concern is mental health services for students and the lack of access to mental health case management. There is a high need for clinicians on-site at the school. 2. The school is in need of greater math support intervention. 3. Many parents in the school community are learning English and engaging families, especially in communication



around this big change, is of utmost importance.

Elmhurst United Middle School Overview and Priorities

Elmhurst United Middle School (1800 98th Ave, in Oakland's District 7) is led by Principal Viet-Ly Gonzalez. The school strives to build transformational relationships among staff and students in order to close the opportunity gap, break structural systems of oppression, and build agency in each student. Elmhurst's CARE values center community and self-knowledge, an academic mindset, relationship skills, and effective communication.

Elmhurst identified the need for targeted interventions that directly tackle the challenges highlighted by the school community — devising initiatives that promote positive behavior, increase student engagement, provide academic support, and foster a more inclusive and supportive school environment. Elmhurst has identified the importance of being intentional about specific support for African American students and students in the Resource Specialist Program. School leadership believes that addressing the challenges of referrals, discipline, and chronic absenteeism requires a collective effort and collaboration in order for students to reach their highest academic potential.

Elmhurst has also indicated the need for professional development for staff and teachers — culturally responsive training, special education workshops, and resources that enhance educators' skills in supporting diverse learners. To create a truly holistic and supportive environment, the school also seeks to leverage community resources and partnerships with mental health agencies, and organizations specializing in disability advocacy.

Elmhurst is currently partnering with Seneca and Lifelong Medical Clinic to provide therapy sessions for students, but there is a shortage of culturally competent practitioners.



Currently, the school is prioritizing who has access to these services because they are so limited. Secondly, the school is in need of greater support around attendance and aims to increase attendance via more intentional family partnerships. A Family Liaison conducts outreach with families, but due to immediate school needs, she is often drawn in to support in other areas. Foundational literacy supports are in place through partner CBOs Oakland REACH Literacy Tutors, BANANAS, and Writer Coach Connection, but math is a huge gap and students are far behind.

Castlemont High School Overview and School Priorities

Castlemont High School (8601 MacArthur Blvd, in Oakland's District 7), led by Co-Principals Michael Scott and Joseph Blasher, along with Samantha Odom, Assistant Principal. The school's mission is to create a safe, healthy, inclusive, and engaging learning experience that prepares students for college, career and community. The "Knight Way" emphasizes Compassion, Ambition, Support, Trust, Leadership and Engagement. Castlemont has academies for Sustainable Urban Design and Community Health Equity featuring community-centered research, interdisciplinary projects, and work-based learning.

Castlemont is deeply dedicated to its function as a full-service Community School, and provides a wealth of supports and programming to its students. Through the needs assessment completed in preparation for this application, Castlemont and external program staff shared that while the school has a wealth of student programming, many students on campus are underserved while other students are overbooked with programming. Castlemont is a large school with an abundance of student supports and programming, making the coordination of the various internal and external initiatives and organizations a complex proposition. Most



coordination is managed by a combination of the Community School Manager (CSM), Coordination of Services Team (COST), Culture and Climate Team, Attendance Team, and Administrative Team, with support from the College and Career Pathways Manager and a number of other staff whose respective purviews include college and career readiness, transitional services, violence prevention, after school programming, and services geared toward Newcomer students.

According to the Needs Assessment: *“In the current coordination model, even with the strong support of external organizations like Oakland Kids First, much of the burden of communicating about student supports and programming falls onto school staff. In conversations about coordination, both school staff and external program staff identified communication about programming as an area that can be optimized, including communication to students and families about programming options, and communication between external organizations about the work they each do, and the buckets that work falls into. While the CSM role might seem on paper like the right function to hold this communication, it is practically impossible for a single individual to act as an effective hub to all the student programming spokes as well as students and families, therefore people shared a desire to foster better communication channels and habits that aren’t overly reliant on the CSM alone. The need for improved coordination of student supports and programming was illustrated by both school administrators and external program staff.”*

In addition to the need for enhanced coordination, leadership also identified the need for increasing parent and family engagement, and improving school climate and culture including attendance supports.



Use of Appropriate Evaluation Methods

Since 2014, OUSD partnered with Stanford University’s Gardner Center, which conducted a multi-year evaluation of the district’s FSCS efforts. Together, OUSD and the Gardner Center created an in-depth System Strategy Map and Theory of Change that shows how elements of the Community Schools framework work together in concert to lead to scalable, sustainable Community Schools with the conditions in place to support quality teaching and learning; improved academic and social-emotional outcomes for students; and families as full partners in their children’s education.

In 2022, OUSD’s OUSD's Community Schools and Student Services Team began partnering with Public Profit to build capacity for the District and the CSMs in data and evaluation. Public Profit is currently supporting the CSSS Team by analyzing existing data sources for the mandated reporting to the school board and California Department of Education for the California Community Schools Partnership Program grant. For an overview of the project’s plan for evaluation, please see Section 6.

2B: Rationale

Our rationale is that by leveraging, organizing, mobilizing, and coordinating the intrinsic community resources of East Oakland, and by doing so in lockstep with the District’s strategic vision and priorities rooted in a legacy of Community Schools effectiveness, East Oakland’s learners (supported by engaged families) will be prepared for kindergarten; achieving academically; and safe, healthy, and supported by engaged parents. The EOCSI Logic Model is provided in Appendix B.



3: QUALITY OF THE PROJECT SERVICES

3A: Collaboration of appropriate partners; diversity of perspectives brought to bear

Community Leadership

A coalition of nonprofit and **public partners representing community leadership** are proposing this project in support of Community Schools in East Oakland. They include kindergarten readiness partners like BANANAS; established health care providers such as the Roots Community Health Clinic and East Bay Agency for Children; trusted community organizations with deep engagement in East Oakland like East Oakland Youth Development Center and Museum of Children's Art; BIPOC-led agencies, such as Oakland Promise, close to the issues in the community; and the school district.

District and School Leadership

The initiative has also been shaped with significant input from **educators and staff and administrators** at the partner schools: Castlemont Principal Joseph Blasher, Linked Learning Pathway Coach Marvin Boomer, and CSM Kenneth Jackson; PRIDE Principal Michelle Grant; and Elmhurst Principal Viet-ly Gonzales. OUSD's "internal partners" include the departments of Teaching and Learning, Early Childhood Education, Kindergarten Readiness, Expanded Learning, Attendance and Discipline, Oakland Career and Adult Education, Family Engagement, the Office of Equity, and the Research, Assessment and Data (RAD) team. The structure and management plan to ensure accountability, maximize effectiveness, and leverage resources to best effect is described in detail in section 5 below.



In 2022, OUSD established a **Collaborative Leadership structure** to guide Community Schools implementation at multiple levels: 1) Community School Site-based teams (Expanded School Site Councils); 2) a District-level coherence team composed of central office leaders to provide alignment to our school sites in key areas of the grant (family engagement, SEL, expanded learning, behavioral health, Multi-Tiered Systems of Support, student leadership and academics); and 3) a District-wide Community Schools Advisory Board. The Advisory Board (launched in March of 2023) will advise the Community Schools Student Services (CSSS) team and district leadership on ways in which Community Schools can further remove barriers to academic success. The Board will ensure accountability for student outcomes aligned to OUSD's strategic plan and LCAP; increase various communities' access to Community Schools progress and planning; identify, leverage, and distribute new resources and partnerships amongst schools and communities; monitor overall fidelity to the Community Schools model; and convene strategic systems-wide partners in City and County agencies, and site-based core partners in parent, family, after-school, and health care agencies.

Families and Students

In early 2022, building off the broad engagement garnered through the strategic planning process and other District work, OUSD's Community School Student Services (CSSS) department received feedback through a widely distributed survey from more than 500 stakeholders (**parents, students**, teachers, school staff, city and county agencies, and community-based organizations). Survey results identified priorities from the strategic plan and Local Control and Accountability Plan (LCAP) which have been used as the basis for designing



this project and identifying goals.

The needs assessment conducted in early 2023 consisted mainly of interviews and focus groups with key stakeholders including students and parents. The parents conveyed dissatisfaction due to the negative experiences their children have had at their neighborhood schools. Concerns reported by parents and their articulation of needs are outlined in section 1.

East Oakland Community Schools Initiative Pipeline of Services

The continuum of supports and interventions outlined below addresses a wide range of needs in the community — the project was designed to meet urgent gaps in services at PRIDE, Elmhurst, and Castlemont, using data and information from the needs assessment and through an ongoing stakeholder engagement process coordinated by the East Oakland Promise Neighborhood Pilot led by Oakland Promise and partners EOYDC and MOCHA. The pipeline services presented in this proposal incorporate the four pillars of a Community School model, and were designed based on years of community and stakeholder input and engagement, data-driven decision-making, evidence-based practices, proven effectiveness of strategies locally, or in findings from relevant research (see Table 6). The goals and services are outlined below organized under the FSCS Pillars (and so the EOCSI goal numbers are not always consecutive).

This project will strengthen existing pipeline services and add new pipeline services with focused expansion in (f) community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce; and (g) social, health, nutrition, and mental health services and supports. The project



will also improve the essential coordination function of the FSCS model at the three school sites by creating a community-based liaison to the CSMs. The pipeline of strategies and services designed to meet these goal areas is outlined below, organized by pillar, including the reasons the services were selected. For an overview of each partner agency, including a summary of their roles, please see Section 5.

Pillar 1: Integrated student supports that provide in and out of school support for students, address well being, and address out of school barriers to learning through partnerships with social and health service agencies.

Pipeline Services: (g) Social, health, nutrition, and mental health services and supports; (h) Juvenile crime prevention and rehabilitation programs including restorative practices.

East Oakland Community Schools Initiative Goal 2: Improve school climate and culture to keep students attending school and staying engaged, both in school and during out of school time.

Needs Assessment Recommendation #1: Bolster community-facing Community School coordination.



SCHOOL CLIMATE AND CULTURE

The existing Community Schools infrastructure at the district level and on site at East Oakland PRIDE Elmhurst, and Castlemont has allowed for a broad range of strong, integrated partnerships to support students in and out of school. District-level infrastructure and supports have increased schools' capacities to provide welcoming and positive climates for students. School COST teams work to systematically address behavior issues, working closely with teachers and in collaboration with the Student Success Team (SST) to include families in behavior plans and connect students with mental health services. The SSTs also support teachers in developing skills to support students. The district also provides a Positive Behavioral Interventions and Supports (PBIS) coach and resources to promote the use of restorative justice practices to support conflict resolution.

As identified in the needs assessment, however, students in East Oakland experience high levels of trauma and violence and the relationship between students and their families and the schools are strained. While OUSD has a long and deep commitment to evidence-based practices that reduce suspensions and truancy, encourage attendance, and build a positive school climate and school connectedness, these schools are still struggling. In fact, chronic absenteeism has soared post-pandemic. The reasons for this are varied — from health issues to transportation, but the need for case management to support each family is great. Pipeline services under this goal area are outlined below.

Table 7. East Oakland Community Schools Initiative Goal 2
Goal 2. Improve school climate and culture to keep students attending school and staying engaged (both in school and during out of school time)



Table 7. East Oakland Community Schools Initiative Goal 2

OUSD Strategic Priority 2: Creating Joyful Schools

Pipeline Services: (b) High-quality school and out-of school-time programs and strategies; (e) Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling; (f) Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce; (g) Social, health, nutrition, and mental health services and supports; (h) Juvenile crime prevention and rehabilitation programs

Services / Strategies	School	Partner	New, Existing, Expanding*
Community School Liaison provides case management for students and families on attendance issues across the three school sites. <i>Pipeline Services: (f); Gap: 3</i>	PRIDE, ELM, CSMNT	OP	New*
Provide social-emotional learning workshops during students' advisory period designed to promote social emotional development. <i>Pipeline Services: (b), (g); Gap: 13</i>	ELM	EOYDC	Expanding*
Build a college- and career-going identity within students by providing educational enrichment kits to all kindergartners; offer STEM activities to 5th grade classroom to expose students to college and career opportunities in science; and provide a Bay Area college tour for 5th graders. <i>Pipeline Services: (b), (e); Gap 8, 9, 10</i>	PRIDE	OP	Existing
Facilitate free college prep workshops throughout the school year onsite at Castlemont in addition to workshops held at EOYDC's Center. <i>Pipeline Services: (b), (e); Gaps 8, 9, 10</i>	CSMNT	EOYDC	Expanding*
Provide students with paid work-based learning internships that incorporate mandatory academic planning and college exploration/prep activities. <i>Pipeline Services: (b), (e); Gaps 8, 9, 10, 16</i>	CSMNT	EOYDC	Expanding*



Table 7. East Oakland Community Schools Initiative Goal 2

Facilitate Job Training for Success program onsite at Castlemont and at EOYDC's Center, integrating post-secondary education planning for career pathways. <i>Pipeline Services: (b), (e); Gaps 8, 9, 10</i>	CSMNT	EOYDC	Expanding*
Provide elementary school and middle school students with access to EOYDC's free after school and summer programs designed to support socio-emotional and academic development while instilling a college-going culture/expectations re: post-secondary education success through cascading mentorship. <i>Pipeline Services: (b), (e); Gaps 4, 13</i>	PRIDE, ELM	EOYDC	Existing*
Conduct multiple college tours for Castlemont and Elmhurst students throughout the school year. <i>Pipeline Services: (b), (e); Gaps 8, 9</i>	ELM, CSMNT	EOYDC	Expanding*
Host bi-annual convening through which current high school students have the opportunity to connect and learn from current college students/college graduates and professionals in varying fields of interest to discuss how post-secondary education aligns with career success. <i>Pipeline Services: (b), (e)</i>	CSMNT	EOYDC	Existing*
Co-instruct Castlemont's leadership class (integrating post-secondary pathway content into the curriculum), for which students will receive credit. <i>Pipeline Services: (b), (e); Gaps 8, 9, 13</i>	CSMNT	EOYDC	Existing*
Support implementation of transition buddy program pilot at Elmhurst and Castlemont, integrating college/post-secondary education success affirming elements. <i>Pipeline Services: (b), (e); Gaps 2, 8, 9, 13</i>	Elm, CSMNT	EOYDC	New*
Host free college/scholarship application workshops and working sessions, during which students can receive hands-on support in completing applications; host free workshops on A-G requirements and provide students with academic planning support to ensure	CSMNT	OP, EOYDC	Existing*



Table 7. East Oakland Community Schools Initiative Goal 2

they are on track to graduate high school. <i>Pipeline Services: (b), (e); Gaps 8, 9</i>			
Offer 10-week culturally affirming playgroups for TK -3rd grade with the goal of establishing a healthy self-identity and a deeper awareness of one's whole self – mind, body, and spirit. <i>Pipeline Services: (b), (e); Gaps 1, 2</i>	PRIDE	BANANAS	Existing*
Provide anti-racist professional development for classroom teachers at PRIDE; utilizing reflexivity (i.e. positionality, power, actions, teaching practices, and learning assessment) as one approach to holding a place for cultural relevance. <i>Pipeline Services: (b), (g); Gaps 12, 14</i>	PRIDE	MOCHA	Existing*

*=funded by this grant

MENTAL AND BEHAVIORAL HEALTH SUPPORTS

Pipeline Services: Social, health, nutrition, and mental health services and supports.

East Oakland Community Schools Initiative Goal 4: Improve access to mental and behavioral health supports. Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning.

Needs Assessment Recommendation #2: Advocate collectively for full-service mental health supports.



As outlined in the needs assessment, students at PRIDE, Elmhurst, and Castlemont lack access to comprehensive mental and behavioral health support. While Castlemont and Elmhurst have clinicians on-site, the need for their time and support far outweighs their ability to provide it. At each school site there is a lack of practitioners, and particularly culturally relevant practitioners who can effectively support the complex needs students are experiencing. At Elmhurst, the school is in need of holistic emotional supports to address the heightened levels of anxiety students are experiencing post-pandemic. Teachers are in need of professional learning and development to meet the emotional, mental health, and behavioral needs of students in their classrooms — to effectively balance rigorous academic expectations and the social-emotional needs of students. Elmhurst currently partners with Seneca and Lifelong Medical Center, which provide two onsite behavioral health clinicians, but the need for these services far outweighs the current offering.

At Castlemont, the school is experiencing an uptick in COST referrals for anxiety, depression, PTSD. There are currently 170 students engaging with therapists and the waitlist is long. Students have expressed the desire for more mental health support, including spaces where they can decompress, and group mental health support sessions. Castlemont leadership has expressed the need for behavioral intervention specialists and clinicians, both on site and off. PRIDE has limited mental and behavioral health supports through EOYDC, which offers a part-time clinician.

This project will offer greatly expanded mental, emotional, and behavioral health supports through a partnership with East Bay Agency for Children (EBAC). EBAC employs a tiered model of services designed to remove barriers and create access to a continuum of



culturally responsive and sensitive integrated health and wellness services. These services increase youth life skills, health, wellbeing, school performance and career readiness to reduce health disparities and maximize health outcomes. Services also help stabilize families and increase parent/caregivers' engagement with their children's school and community.

EBAC will offer a half-time navigators and a half-time mental health clinician at PRIDE, and trauma-informed curriculum, resources, and trainings for staff and teachers at all three school sites. Navigators support youth in setting and reaching academic and life goals and removing barriers to attendance and graduation by providing trauma-informed services that assess youth's needs/strengths and stabilize crisis. Navigators collaborate with COST teams to address various barriers to attendance (i.e. resource stabilization, mental health, grief/loss). They act as a bridge between youth and school teachers/staff, provide translation support when needed for cultural responsiveness, develop supportive relationships with caregivers, and meet with youth in their home, community settings, and at school.

Students needing intensive support will be identified through outreach and education activities, collaboration with school and community organization partners, drop-in support, basic needs support, and application assistance activities.

In addition to providing Navigators, EBAC will also provide a .5 FTE clinician on site at PRIDE. Staff will be well-integrated into the school community, attending the schools' COST meetings regularly and collaboratively problem-solving with school staff on individual student issues, leveraging all adult relationships with the student and their family to create the most effective interventions.



At all three school sites, EBAC will offer training and professional development to support trauma informed and grief sensitive schools, including curriculum to help COST teams, CSMs, program coordinators, and teachers understand and support students with regulation and co-regulation, and create inclusive, trauma informed and resilient classrooms.

Pipeline services under this goal area are outlined below.

Table 8. East Oakland Community Schools Initiative Goal 4			
Goal 4: Improve access to mental and behavioral health supports. Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning.			
OUSD Strategic Priority 2: Creating Joyful Schools			
Pipeline Services: (g) Social, health, nutrition, and mental health services and supports			
Services / Strategies	School	Partner	New, Existing, Expanding *
Provide physical, dental, vision, and mental health services from two on-site clinicians from Seneca and a co-located health clinic at Elmhurst. And provide care management for Tier 3 students from an on-site social worker and a counselor at Elmhurst. <i>Pipeline Services: (g); Gap 12</i>	ELM	Seneca, Lifelong Medical Clinic	Existing
Implement a “chill zone” at the school, designed by an emotional and behavioral health specialist, to help students with self regulation; provide office hours to support students who need to talk through or process emotions, and consults with teachers on managing challenging behaviors. <i>Pipeline Services: (g); Gaps 3, 8, 12, 14, 15</i>	PRIDE	EOYDC	New*
Provide Tier 2 and Tier 3 care/case management for high need students at Castlemont through onsite Credible Messengers throughout the school day.	CSMNT	EOYDC	Existing*



Table 8. East Oakland Community Schools Initiative Goal 4

<i>Pipeline Services: (g); Gaps 2, 3, 8, 12, 13, 15</i>			
Provide physical, dental, vision, and mental health services to Castlemont students at Youth Uprising Castlemont Health Center. <i>Pipeline Services: (g)</i>	CSMNT	Children's Hospital Oakland	Existing*
Provide .5 FTE mental health clinician and care/case navigators for students <i>Pipeline Services: (g); Gap 3, 12, 15</i>	PRIDE	EBAC	New*
Provide professional development training for school staff to create grief sensitive, trauma-informed schools and classrooms. <i>Pipeline Services: (g); Gap 3, 8, 12, 14, 15</i>	PRIDE, Elm, CSMNT	EBAC	New*

*=funded by this grant

Pillar 2: *Expanded and enriched learning time and opportunities, through evidence-based strategies.*

Pipeline Services: (a) High-quality early childhood education programs; (b) High-quality school and out-of school-time programs and strategies; (c) Support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary; (e) Activities that support



postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling

East Oakland Community Schools Initiative Goal 3: Expand academic enrichment in the core subject areas, focusing on the fundamentals of literacy and numeracy.

As described above, students at the three partner schools are underperforming academically. Services in this pillar aim to close equity gaps by providing targeted, evidence-based instruction and data-driven academic interventions. Priorities in this area were established with the District's goals at the forefront, as outlined in the Local Control and Accountability Plans for each school, and with leadership and representation from key community-based partner organizations in the area. Partners in the community honor the school-identified areas of focus, and enhance and support goals through the following academic supports. Many of the services target students with the highest need, with **goals to build literacy and numeracy across schools and demographics**.

Pipeline services under this goal area are outlined below.

Table 9. East Oakland Community Schools Initiative Goal 3

Goal 3. Expand academic enrichment in the core subject areas, focusing on the fundamentals of literacy and numeracy.

OSD Strategic Priority 4: Increasing Opportunities for Academic Innovation and Acceleration



Table 9. East Oakland Community Schools Initiative Goal 3

Pipeline Services: (a) High-quality early childhood education programs; (b) High-quality school and out-of school-time programs and strategies

Services / Strategies	School	Partner	New, Existing, Expanding*
Provide homework supports and literacy development at EOYDC for students at partner schools. <i>Pipeline Services: (a); Gap 4</i>	PRIDE, Elm	EOYDC	Expanding*
Offer “Give Me 5” Math Literacy Program at PRIDE, auditing the classroom libraries in TK and K classrooms and adding culturally and linguistically relevant picture books that offer opportunities for math talk (opportunities for students to reason about the relationships in the numbers and make connections in mathematics) <i>Pipeline Services: (a); Gap 4</i>	PRIDE	BANAN AS	Existing*
Provide interactive classroom “Read Alouds” that focus on targeted math concepts aligned with the Preschool Learning Foundations and the Common Core State Standards in Mathematics. These materials will also be shared with teachers and school administrators and with families using the school’s existing communication portals. <i>Pipeline Services: (a); Gap 4</i>	PRIDE	BANAN AS	Existing*
Offer ‘Math in Storybooks’ workshop for teachers, parents/caregivers to highlight how to integrate math talk and math concepts into all book sharing experiences, including books that focus on math as well as more general titles. <i>Pipeline Services: (a); Gap 4</i>	PRIDE	BANAN AS	Existing*

*=funded by this grant

Pillar 3: Active community and family engagement.



Pipeline Services: (d) Family and community engagement and supports, which may include engaging or supporting families at school or at home; (f)

Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce.

East Oakland Community Schools Initiative Goal 5: Expand family and community engagement with multidimensional social and cultural supports.

Family engagement is one of the five core areas of work that fall under the purview of the CSM and CSMs at these school sites are intensely focused on building relationships with families. Including families in school governance is a district priority, and California has established a statewide requirement that each school have a School Site Council (SSC) that includes parents. While the SSCs offer opportunities for family leadership and input into school decision-making, the presence of SSCs is not enough to ensure that all families are informed about and included in this process.

Since the onset of the COVID pandemic in spring 2020, school staff have struggled to build and maintain strong relationships with students' families, particularly Black parents/guardians. The demands and dislocation of the pandemic have created hardships in and around the school communities that have made it difficult for families to be present at the schools and otherwise engage with school activities and initiatives. Important exceptions to



challenging school-parent engagement include successful events with high family turnout when students are performing or showcasing their work, and when families are active participants.

Still, these schools and district staff are working to improve each school's community engagement infrastructure, including in key areas such as the SSC. Turnout at SSC meetings (including for Black parents/guardians) was improved in Spring 2023 with the introduction of stipends to attend, funded through the East Oakland Promise Neighborhood Pilot, but the sustainability of that increased attendance remains to be seen.

Pipeline services under this goal area are outlined below.

Table 10. East Oakland Community Schools Initiative Goal 5			
Goal 5. Expand family and community engagement with multidimensional social and cultural supports.			
OUSD Strategic Priority 3: Strengthening Student and Family Engagement to support student success, so that families are welcomed, safe, and healthy.			
Pipeline Services: (d) Family and community engagement and supports, which may include engaging or supporting families at school or at home			
Services / Strategies	School	Partner	New, Existing, Expanding*
Engage with parents through family nights and 1:1 check-ins both at EOYDC's center and at school, and provide parents opportunities to consult with SEL and behavioral specialists. <i>Pipeline Services: (d); Gap 2, 3, 5, 6, 7, 15</i>	Elm	EOYDC	Expanding*
Offer parent/caregiver workshops at Castlemont to increase understanding of the continuity of education between elementary through high school; support parents with improving school culture; offer leadership opportunities to Mam-speaking parents who are	CSMNT	MOCHA	Existing*



Table 10. East Oakland Community Schools Initiative Goal 5

interested in becoming teaching professionals (SEL or arts), or desire a pathway to further support their children's education; work with Castlemont leadership to support parent engagement that helps increase student attendance and reduce tardiness. <i>Pipeline Services: (d); Gaps 2, 3, 6, 7, 15</i>			
Provide culturally affirming parenting workshops for parents/caregivers of elementary-age students through Village Connect. <i>Pipeline Services: (d); Gaps 1, 2, 3, 5, 6, 7,</i>	PRIDE	BANAN AS	Expanding*

*=funded by this grant

Pillar 4: Collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility for each community school.

East Oakland Community Schools Initiative Goal 1: Deepen the collaborative partnership and coordination between CBOs, school sites, and the district to more effectively serve students and families.

Pipeline Services: (f) Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce.



This goal to improve collaboration and coordination is the foundation upon which all of the other goals are designed: Our partners seek to find the right balance between service delivery and coordination between schools, the district, and external community-based providers. A week-long teachers' strike in May 2023 exposed a key challenge in the current FSCS model in OUSD: when there are big disruptions in the schools, the schools' capacity to coordinate, communicate, and collaborate with external partners, families, and caregivers is also disrupted.

In OUSD, the CSM function and the Community Schools architecture are incredibly robust, but can become overwhelmed. CSMs at PRIDE, Elmhurst, and Castlemont actively assess needs and strengths and proactively share information gathered in order to inform decision-making; address service gaps to ensure continuous program improvement; foster quality partnerships; lead multi-tiered initiatives to increase school attendance and connectedness; and facilitate each school's Coordination of Service Team (COST) to design and coordinate student and family supports.

However, the needs assessment discovered that coordination of services is a consistent challenge at each of the partner schools given staff capacity issues and the range of services and programs involved in the Community School model. The EOPN Pilot is supporting the introduction, implementation, and coordination of external services providers, with MOCHA serving as the lead Pilot coordinator at PRIDE, and EOYDC serving as the lead community-based coordinator at Elmhurst and Castlemont. Even with these different partners working to coordinate student services and programming, coordination is often reactive, ad hoc, and focused on the basic coordination functions of scheduling, communication, and ensuring



students are supervised and safe at all times. Stretching capacity to focus on basic coordination functions precludes higher order coordination functions, like fostering proactive communication between programs, tracking student participation and well-being across services, and individualized connection with services.

This grant seeks to bolster the CSM function and infrastructure by creating an external, community-based liaison to the CSM roles at PRIDE, Elmhurst, and Castemont. This role will sit with lead applicant Oakland Promise, will be shaped and determined through a community-wide planning process and needs assessment, and will be designed with the explicit goal of increasing the capacity for community-side coordination between CBOs and the schools, and thereby improving the effectiveness of the wraparound services CBOs are providing. This function will break down silos across the schools, and support overburdened CSMs with detailed attention to their respective schools' needs and priorities, and provide a case management approach to supporting students and families with school engagement and attendance.

In the first year of this grant, MOU partners will engage in deep conversation with community partners, school leadership and CSMs, parents and caregivers, and define what this role, team, or function should look like. This newly created position of Community Schools Liaison will be hired and begin serving the project by the beginning of the school year in 2024.

Additionally, in efforts to achieve enhanced coordination, BANANAS will improve coordination of the early learning strategy and activities for PRIDE. In addition to the services BANANAS provides for parents/caregivers, they will bring in partners that work within the early learning and development realm to meet the needs of the whole child. Pipeline services under this goal area are outlined in Table 11 below.



Table 11. East Oakland Community Schools Initiative Goal 1

Goal 1: Deepen the collaborative partnership and coordination between CBOs, school sites, and the district to more effectively serve students and families

OSD Strategic Priority 1: Deepen collaborative leadership practices for Community Schools teams including all stakeholders

Services / Strategies	School	Partner	New, Existing, Expanding*
Lead partners in the planning process to determine the function and structure of the community-based liaison role.	PRIDE, ELM, CSMNT	Oakland Promise	New*
Convene early learning strategy and activities for East Oakland PRIDE, bringing partners together to meet the needs of the whole child.	PRIDE	BANAN AS	New

*=funded by this grant

Scaling Students and Families Served

At the outset, this project will serve 100% of the students at PRIDE, 25% of students at Elmhurst, and 25% at Castlemont. Over the five years of the grant, project partners will **scale the number and percentage of students and families** targeted for services each year of the grant period by offering expanded mental and behavioral health and family engagement services. High intensity and high cost targets include case/care management for students who are the most disengaged from services, who will be identified through COST referral data, and mental and behavioral health services for students experiencing trauma, depression, anxiety or other acute distress. Medium intensity targets include families and caregivers at all three school sites who will be engaged through new and expanded family and community engagement activities and



programs. In addition to this population, the project partners intend to expand the dosage beyond supplemental for universal supports that are offered for Tier 1 students. Another medium-intensity focus for scaling students served is seniors at Castlemont who are not on track to complete their A-G requirements. The cost per estimated number of students served in year 1 of the grant period is [REDACTED]

Table 12: Scaling Targets Over the Grant Period

Constituents	Baseline (2023)	Mid-Point (2026)	Year 5 (2028)
Students	1,925	2,410	2,875
Families	250	350	500
Total	2,175	2,760	3,375

3B: Up-to-date knowledge from research and effective practice

As detailed in section 2A, this consortium of partners is offering services built on a strong evidence base. Examples of research and evidence that informs the pipeline services are available in Table 6.



4: ADEQUACY OF RESOURCES

4A: Sustained Full-time Coordination at Each Site

Because OUSD has been implementing its districtwide commitment to Community Schools since 2011, all three sites in this initiative have full-time Community School Managers (CSMs) already in place. Each CSM is responsible for coordinating pipeline services, and developing and deepening the FSCS work at their site. Their work is coordinated across the district by a Community Schools Leadership Coordinator on the Community Schools Student Services Team. Toward this end, OUSD has outlined the following six expectations for all CSMs across the district:

- ***Cultivating a positive and joyful school culture*** through data-focused cycles of inquiry that aim to increase positive school culture and improve conditions for learning and outcomes for students. This includes facilitating School Culture Teams to create systems and initiatives that increase all students' sense of belonging and connectedness to school (e.g. California Healthy Kids Survey, schoolwide expectations, PBIS, and equitable schoolwide discipline policy); and implementing restorative school communities through community building activities and using restorative practices for harm, conflict and healing.
- ***Strengthening COST (Coordination of Services Team)*** to address the academic, social-emotional, and physical health needs of students through a culturally responsive multi-tiered system of support and ongoing assessment of needs where families, teachers, school support staff and community based organizations are engaged as integral partners.



- ***Fostering and strengthening student and family engagement*** built on a shared vision that meets the needs of students and the school community. CSMs identify and implement activities and workshops to support student learning; facilitate opportunities for all students and families to review data, engage in school goals and participate in decision-making to impact student outcomes; and communicate regularly with all families in multiple languages and forums to ensure awareness of Community School priorities, partners, and opportunities for students to access services.
- ***Increasing alignment and integration of new and established Community School Partnerships*** aimed at improving student outcomes; assess and map existing community partners to maximize student and family access to services, and measure impact and address gaps in services; and convene semi-annual all partner meetings to collaborate and coordinate on school focus areas and address unmet needs.
- ***Improving School Attendance*** through building and supporting Attendance Teams that meet regularly to analyze data and focus on building relationships to address chronic absence and truancy; and Attendance MTSS interventions (e.g. case management, home visits, incentives and school-wide initiatives).
- ***Creating innovative systems and strategies to address goals of School Plans for Student Achievement*** by supporting initiatives to improve outcomes for LCAP populations; supporting school outreach, recruitment, and enrollment; and supporting school transitions for students and families Pre-K to College.

The CSM at each school partners with the Principal, coordinating all student services and community partnerships, freeing up the Principal to focus on instructional leadership. The CSMs



at these sites will work very closely with the new Community School Liaison who will be hired by this grant to ensure ongoing and seamless integration of CBOs' service design and delivery at the schools. The qualifications and experience of the CSMs at PRIDE and Castlemont are described below. The CSM position at Elmhurst is currently open. See Appendix E for resumes and a complete job description of these key staff members.

These positions are currently funded through 2027 by State funding. This FSCS grant will fund the CSM positions in 2028. As part of its long term commitment to operating as a Community Schools district, OUSD fully intends to sustain these positions beyond the grant period. In fact, in this coming school year (2023-24), all 85 schools in the district will have a full-time CSM for the first time. While many of these positions were seeded with grant funding, OUSD has found ways to keep these positions in place and deepen the FSCS model over the years.

4B: Continued support for the project; demonstrated commitment of appropriate entities to such support.

Multi-year financial and operating model and accompanying plan. During the five year grant period, OP will work with all program partners to develop sustainable relationships, systems, processes, and funding to continue the student and community success initiatives developed and expanded through the EOCSI. Specifically, OP will work with OUSD and community-based partners to (a) integrate the EOCSI initiatives into their operational systems and plans; (b) develop process maps for roles, responsibilities, tasks, timelines, resource commitments, progress benchmarks, and ongoing evaluation of each intervention; (c) develop renewable MOUs



to continue the work each partner provides to support each solution; and (d) establish the Leadership Team (described in more detail below) to sustain and evolve the solutions based on ongoing review of student success data through the school performance profiles.

Financial sustainability: In addition to the [REDACTED]

[REDACTED] this collaborative has already begun identifying additional funders to help ensure the sustainability of the initiative. In addition to the Full-Service Community Schools grant (if funded), this initiative is currently supported by [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Oakland Promise and all of the partners in the EOCSI have committed to seeking additional funding (as committed in the MOU) to support and expand these services throughout the grant period and beyond, [REDACTED]

[REDACTED] The collaborative is already preparing to submit a second application to the federal Promise Neighborhood competition in 2024, which, if successful, would secure [REDACTED] over five years to significantly deepen and scale this initiative at the schools in this proposal and an additional four schools in East Oakland. Oakland Promise is currently seeking, and will continue to seek, additional funding for this initiative from foundation, corporate, and private donors, and commits to continuing to raise money t [REDACTED]

[REDACTED] Finally, Blue Meridian Partners committed a 10-year



[REDACTED] for the Rise East 10-year plan, focusing on the 40x40 Place-based Strategy in East Oakland (detailed in Section 2), which uses a targeted universalism approach to improve outcomes for Black families in East Oakland, who represent the most impacted groups in the community (e.g., homeless, system-impacted). Part of this strategy is focused on educational outcomes across the spectrum from early learning through post-secondary, and will prioritize funding for this community-based approach to school improvement.

An investment of FSCS funding will leverage a significant, ongoing commitment of funds and resources from [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] While OUSD continues to grapple with significant challenges around funding, teacher recruitment and turnover, the district's commitment to the FSCS model is unwavering, and is reflected in the overall budget; the district's Local Control Accountability Plan submitted to the state each year; and their strategic plan. OUSD has grown their FSCS initiative from six sites with CSMs in 2008 to all 85 sites in 2023-24, while building the structures, systems, and partnerships that bring ever more leverage to the movement. While many of the district's CSM positions were seeded with grant funding, OUSD has found ways to keep all of these positions in place and deepen the FSCS model over the years.

OUSD invests heavily in expanding Community School supports through staffing and partnership building. They have several state and federal grants that support their Community Schools efforts, including [REDACTED]



[Redacted]

[Redacted]

Table 13: Financial Commitment of Partners

Agency	Financial Commitment and Investment
[Redacted]	

5: QUALITY OF THE MANAGEMENT PLAN

5A: Broadly representative consortium; description of the roles and responsibilities

This initiative will be overseen by Oakland Promise in close partnership with OUSD and project partners BANANAS, East Bay Agency for Children, East Oakland Youth Development Center, Museum of Children’s Art, and Public Profit. All of these agencies are deeply invested in improving outcomes for youth and families, and all of them have deep roots in Oakland. A



description of each agency, including agency roles, followed by key personnel with responsibilities for implementing this project, follows.

Oakland Promise is dedicated to reducing disparities for young people living in Oakland by building systems that foster economic mobility and promote college and career achievement. Through scholarships, financial guidance, mentorship, and community building, OP has been empowering the city’s children and youth for more than seven years with one of the most holistic programs of its kind in the nation. Their cradle-to-career programs are currently available to nearly 60,000 babies, youth, and families annually thanks to a strong partnership with OUSD and other keystone community entities focused on advancing equity. From birth through postsecondary—and during all the 25 years in between—OP provides evidence-based supports that promote college readiness by building skills, expectations, and resources through four core programs: Brilliant Baby, Kindergarten to College, College Access, and College Completion. OP offers college savings accounts (529s), college scholarship funding, financial guidance for parents and students, college and career readiness programming, community-building programs, and other critical resources that empower students to develop college- and vocation-bound identities and persistence.

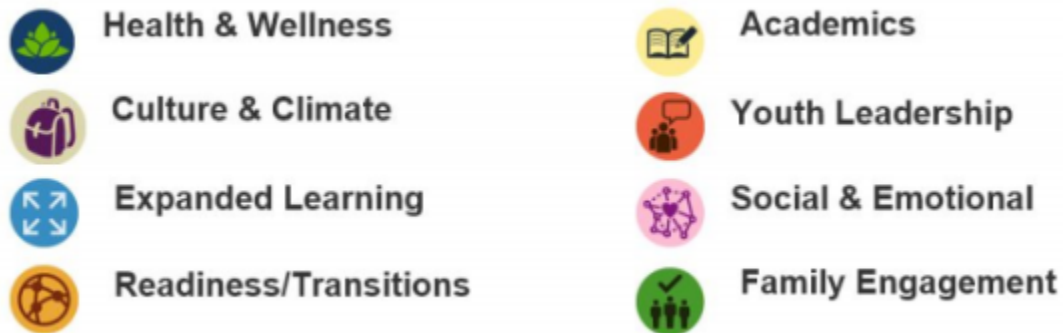
OP launched in 2016 as a partnership between the City of Oakland Mayor’s Office, OUSD, East Bay College Fund (EBCF), and Oakland Public Education Fund (OPEF). In 2019, OP merged with EBCF to become a 501(c)(3) public benefit corporation under our name and has continued to build strong, seamless transitions for children who reflect the diversity of Oakland and who face systemic barriers to educational attainment and economic prosperity.



Oakland Promise is already working across multiple Community Schools pipeline services through their cradle-to-career programming designed to ensure that all Oakland youth are prepared for college or career and have the financial resources to do so. The team assembled brings a range of experiences, including many who are well versed in the needs assessment and bring cultural competency and trauma-informed analysis.

Oakland Unified School District. In 2011, OUSD led the nation by announcing its intent to become the first Full-Service Community School District. Twelve years later, Oakland continues to lead the way with its nationally recognized model for serving the whole child and ensuring that every student gains the skills and knowledge they need to succeed both in and out of the classroom: to graduate from high school College, Career, and Community ready.

OUSD maintains a Community Schools Student Services (CSSS) Office, housed in the Community Partnerships Unit, to facilitate all Community Schools planning. The District now has six leadership staff dedicated to CSSS with an additional 50+ central office support staff working in interrelated areas that form the roots of our FSCS model. Staff from afterschool program management, Social Emotional Learning/CASEL partnership; Restorative Justice, Nutrition, Behavioral Health, and Attendance and Discipline coordinate services with outside partners from the nonprofit, public, and private sectors in the following domains:



Within these broad and interconnected domains, the menu of services, strategies, and structures that fall under the CSSS office include:

- | | |
|--|--|
| ● Afterschool Programs | ● School Based Health Centers |
| ● Attendance and Discipline Support Services | ● Social Emotional Learning |
| ● Behavioral Health Initiatives Unit | ● Nursing Services |
| ● Community Schools | ● Services for Students with Disabilities |
| ● Youth & Family Engagement | ● Summer Learning Programs |
| ● Health Education | ● Therapists/Social Work Interns |
| ● Juvenile Justice Center Coordination | ● Transitional Students & Families Unit (foster & homeless youth supports) |
| ● Positive Behavioral Intervention and Support | ● Wellness |
| ● Restorative Justice | |

Community School Structure at School Sites. The Principal at each school will provide school-site leadership and day-to-day supervision of the school's CSM in implementing the FSCS model. The CSM is part of the School Leadership Team, with the Principal, teacher leaders, family, and partner representatives. This Team is responsible for defining the school's



overall direction and priorities and developing the Community Schools Strategic Site Plan and budget for their school, with input from school stakeholder groups.

Each school also has a Coordination of Services Team. Convened by the CSMs, COSTs include the Principal, intervention specialists, behavioral health provider staff, and afterschool lead agencies. They will meet weekly to allocate and coordinate services for high-need students and their families. The CSM at each site will also participate in the needs assessment/planning process for pipeline services; coordinate services in the priority areas; and conduct yearly assessments to gauge progress and inform new efforts. They will also be the lead school-based contact for the Community Schools Liaison to be hired by this grant.

Parents/guardians will have opportunities to participate in decision-making at their school and provide input into the FSCS implementation, by serving as Parent Leaders and/or members of the PTSA, School Site Council, English Language Advisory Council, and African American Parent Council. An Attendance Team at each school will conduct a needs assessment/planning process for chronic absentee interventions and have an ongoing role in identifying and coordinating interventions for students experiencing or at risk of chronic absenteeism.

BANANAS Child Care Resources has been supporting families in East Oakland in their parenting journey since 1974, working in partnership with early education providers. Their programs and services include assisting families to find and pay for quality child care, parenting workshops, playgroups, and professional development for all types of early care and education providers. Their support allows working families to thrive and be confident their children are in quality and nurturing learning environments.



For this grant, BANANAS will provide Family Resource Navigators, coordinate play groups with children and parents, and math literacy and culture workshops.

East Bay Agency for Children (EBAC)’s mission is to improve the well-being of children, youth and families by reducing the impact of trauma and social inequities. Their impact goal is to ensure that communities are resilient and achieve racial and economic equity. EBAC has a diverse range of core competencies that have contributed to successful implementation of programming and services to disenfranchised communities since 1953. For instance, EBAC leverages a 71-year history of well-established and trusted county-wide partnerships with families, schools, school districts, public agencies, and community-based organizations to provide a continuum of services throughout Alameda County.

The agency has nearly 30 years of experience providing case management and systems navigation services to target populations. Staff are highly representative of the communities served, and they have the capacity to serve clients in 11 languages. Many share clients’ experiences of racism, discrimination, immigration, and other trauma. All direct service staff are extensively trained in cultural competencies and trauma-informed practices. EBAC’s counseling and outpatient activities are accredited by CARF, an independent, national nonprofit accreditor that assesses health and human services agencies’ conformity to a rigorous and exhaustive set of quality standards.

For this grant, EBAC will provide mental, behavioral, and emotional health supports from a part-time clinician and care navigator, and will offer trauma-informed and grief-informed trainings and professional development for school staff.



The ***East Oakland Youth Development Center (EOYDC)*** develops the social and leadership capacities of youth and young adults (ages 5 – 24) so that they are prepared for employment, higher education, and leadership opportunities. Celebrating 43 years of ground-breaking programming and successful alumni, EOYDC is nationally recognized, aligned to building healthy community outcomes, and poised to lead in bold new ways. EOYDC's [REDACTED] [REDACTED] supports a team of visionary leaders who empower participants to lead exemplary lives and positively contribute to society. Located in a primarily Black and Brown community grappling with decades of systemic oppression, EOYDC is committed to advancing racial and socioeconomic equity and justice in all that we do. EOYDC intentionally cultivates a climate in which Black and Brown youth feel a sense of belonging, dignity, and joy. Key to this is fostering a relational, healing-centered, culturally sustaining approach, while centering those most systematically marginalized. EOYDC's trauma-informed, healing centered approach to service delivery involves understanding, recognizing, and responding to the effects of trauma.

For this grant, EOYDC will provide a range of services in all three school sites including homework support, college prep workshops, paid internships, afterschool and summer programs, transition supports, and behavioral health support.

Museum of Children's Art (MOCHA). With a racial equity and social justice lens, MOCHA uses the arts as a vehicle to advocate for self-expression, culture and community-building, and the centering of youth voices. They achieve this through hands-on experiential arts education for 35,000 (90% BIPOC) Bay Area children, youth and their families annually, as well as arts integrated Professional Development, and curriculum for educators. They services include School Programs, through which professional teaching artists lead



sequential (rigorous) art lessons in classrooms and after school programs and provide professional development to teachers; Museum Programs, which include exhibits, open studios, field trips, art parties, art camps and family workshops in our downtown Oakland museum; Community Programs, through which we bring interactive artmaking to libraries, recreation centers, festivals, schools, and other public venues; and Creative Youth Development and Leadership, collaborating with local high schools to offer opportunities for teens and young adults to be community leaders.

For this grant, MOCHA will offer anti-racist professional development, co-instruct Castlemont High School's leadership class, and offer enrichment direct services at Castlemont, Elmhurst and East Oakland Pride.

Public Profit is a woman-owned, Oakland-based, evaluation and strategy consulting firm, helping mission-driven organizations deepen their ability to learn from data, make great decisions, and improve the effectiveness and quality of their services. Their engagements include a practice-or learning-based component, so that client representatives at all levels can improve their practice. The Public Profit team includes educators, data scientists, and public health advocates who are dedicated to using evaluation to make mission-driven organizations more effective. Many of their team members have Master's level education in evaluation, public health, positive psychology, or public policy. The Public Profit team has deep expertise evaluating Community Schools initiatives, including serving as the evaluation and learning partner for the Oakland Unified School District's Community Schools team, the Community Schools Learning Exchange (CSLX), and the San Pablo (CA) Community Schools Beacon Initiative.



For this grant, Public Profit will partner with OP and OUSD’s Research, Assessment, and Data office on project evaluation.

The roles, qualifications, and commitments of key personnel are described in Table 14.

Table 14. Roles, Qualifications, & Commitments of Key Personnel	
Partner	Roles, Qualifications, and Commitments
Oakland Promise	<p>Sandra Ernst, Chief Executive Officer, will provide strategic oversight and leadership of all project activities and deliverables; serve on the Leadership Team; and supervise the Project Director and the OP/OUSD Liaison.</p> <p><i>Qualifications:</i> Sandra has worked at Oakland Promise for 5 years, and serves as the project manager for implementation of the Oakland Promise Fund. She was named CEO in 2022. Previously, she was the Senior Director of our College Access and Completion program and before that served as Interim Executive Director of East Bay College Fund, prior to its merger with Oakland Promise in 2019. A first-generation college graduate herself, Sandra has long been a champion of cradle-to-career work for underserved communities in Oakland.</p> <p>Veena Pawloski, EOCSI Project Director, will provide leadership of the project including hiring and supervising the Community Schools Liaison, facilitating Leadership Team and other project meetings, hiring and overseeing the Planning consultant and the planning process, working closely with OUSD and project partners to design and implement pipeline services outlined in the grant, and providing fiscal oversight, reporting, and grant management.</p> <p><i>Qualifications:</i> Veena drives new program development and carefully monitors progress toward all program goals, while leading OP’s program team, including all direct program staff members. The program directors are responsible for day-to-day program management and report to Veena, who serves on the chief executive leadership team and represents outreach and implementation services,</p>



Table 14. Roles, Qualifications, & Commitments of Key Personnel

contributes to strategic planning, leads program development, crafts messaging, enhances core relationships, and supports development activities that increase community participation and financial support. Previously, Veena was the Director of OP's Kindergarten to College (K2C) program and a co-founder of an educational boutique consulting firm.

Community Schools Liaison (to be hired): will provide a bridge between school site CSMs, external CBOs, OUSD, students, and families; and provide case management around attendance issues for students and families.

Qualifications: This position will require extensive knowledge of effective student and family engagement strategies, knowledge of district and school practices, services, structures, and policies; extensive knowledge of community resources; and culturally competent communication skills.

Vinh Trinh, OP/OUSD Liaison: will support data sharing and communication between OP, OUSD, and school sites and other roles as described in his qualifications. *Qualifications:* Vinh ensures there is effective coordination and communication between OP and OUSD and alignment among the many organizations that partner to bring OP's programming to students in the district. He helps 1) facilitate collaboration among Network Superintendents, Principals, and other College Access Partners (such as the Center for Educational Partnership and East Bay Consortium) with OP teams; 2) maintain and/or renew MOUs and Data Sharing Agreement between OP and OUSD; 3) find solutions to problems and challenges that arise, 4) connect OP program teams with OUSD leadership and schools to effectively implement OP programming at participating OUSD schools, and 5) the district's High School Linked Learning Office reach its target goals in coordination with OP's College Access program. Mr. Trinh has been with OUSD for 25 years as a bilingual teacher, assistant principal, and high school principal. He has worked with



Table 14. Roles, Qualifications, & Commitments of Key Personnel

	Oakland Promise to facilitate connections among OP staff, school sites, and central District staff since 2015.
OUSD	<p>Andrea Bustamante, Executive Director of Community Schools and Student Supports (CSSS), will provide strategic partnership with OP; serve on the EOCSI Leadership Team; participate in planning and evaluation activities; allocate additional resources to schools from other budgets; make linkages to other programs and services in OUSD; and develop and leverage external partnerships. <i>Qualifications:</i> Andrea has been OUSD Executive Director of CSSS since 2016. She previously served as Director of Community School Partnerships; managed a comprehensive school-linked services initiative at five OUSD middle schools; managed and provided oversight for 90 afterschool programs as San Francisco Unified School District's ExCEL Program Manager; and was responsible for the academic leadership component of SFUSD's afterschool programs. She has received leadership training as an Education Pioneer Fellow (2009), has a Masters in Education, and is a former elementary school Spanish Bilingual teacher.</p> <p>Dr. Dexter Moore, Jr. Acting Chief of Staff, Office of the Superintendent: As the Chief of Staff for the Office of the Superintendent, he will act as the liaison between the EOCSI and the Superintendent's Office to ensure that we are in alignment with our goals and strategies that are in the district's LCAP plan. He will also work in partnership with the High School Linked Learning Office and Comprehensive Students and Family Services team for alignment.</p> <p><i>Qualifications:</i> Dexter is the Acting Chief of Staff for OUSD, where he oversees the District's policy, governmental and legislative affairs, philanthropic and community-based partnerships, communications, and successful implementation of priority initiatives aligned to the Strategic Plan. Dexter is an Oakland native and has led youth, educator and family-serving efforts across the</p>



Table 14. Roles, Qualifications, & Commitments of Key Personnel

hyperlocal ecosystem and in school communities in Miami, Detroit, and Boston. He holds a Master of Arts in Education Leadership and Policy from the University of Michigan and a Doctor of Education Leadership from the Harvard Graduate School of Education.

Michelle Grant, Principal, East Oakland PRIDE Elementary School will serve on the Leadership Team to support the design and implementation of EOCSI goals and outcomes; and coordinate with the Project Director, Community School Liaison, CSM, district staff, CBOs and others to ensure effective pipeline service delivery at PRIDE. *Qualifications:* Michelle has been the Principal of PRIDE since 2016. She has been instrumental in implementing the school-wide plan to promote positive culture and a consistent code of conduct, as well as developing the school’s Instructional Leadership Team to improve student literacy. Prior to this role, she was a classroom teacher for 20 years, including Common Core Teacher Leader at OUSD, Dean of Students, and Lead Teacher. She has a Masters of Education in Divergent Learning from Columbia College.

Viet-Ly Gonzalez, Principal, Elmhurst United Middle School will serve on the Leadership Team to support the design and implementation of EOCSI goals and outcomes; and coordinate with the Project Director, Community School Liaison, CSM, district staff, CBOs and others to ensure effective pipeline service delivery at Elmhurst. *Qualifications:* Viet-Ly has been with OUSD for 16 years, and has been Principal of Elmhurst since 2022. Previously, she served as Assistant Principal, a sixth grade humanities teacher, and a secondary language specialist in the English Language Learner and Multilingual Achievement (ELLMA) department at OUSD. Viet-Ly feels passionately about supporting teachers and school leaders to build their instructional skill set to best



Table 14. Roles, Qualifications, & Commitments of Key Personnel

serve ELLs in becoming college, career, and community ready. She received her Master's in Education at UC Berkeley.

Joseph Blasher, Principal, Castlemont High School will serve on the Leadership Team to support the design and implementation of EOCSI goals and outcomes; and coordinate with the Project Director, Community School Liaison, CSM, district staff, CBOs and others to ensure effective pipeline service delivery at Castlemont. *Qualifications:* Joseph has been Principal of Castlemont for two years and with OUSD for seven. Prior to this, he taught English and health in New York City, Hawai'i, and Portland, and also worked in Head Start. His priorities at Castlemont are to work with the community to increase student and family engagement and to support literacy growth, access to resources, and participation in school functions.

Community School Manager, East Oakland PRIDE Elementary (open position) will coordinate services for students and families at PRIDE, and serve on the Leadership Team. This position is currently open and a new hire is anticipated by the start of classes in August 2023. *Qualifications:* See job description included in Appendix E.

Ariel Benavides, Community School Manager, Elmhurst United Middle School will coordinate services for students and families at Elmhurst, and serve on the Leadership Team. *Qualifications:* Ariel has been at Elmhurst United for 11 years. In her role as CSM, she manages meaningful partnerships and resources for the entire Elmhurst Community. Additionally, Ariel crafts and leads professional development spaces for educators to explore and interrogate various topics related to dismantling bias and oppression with the goal of growing transformative practices where students and staff thrive.

Kenneth Jackson, Community School Manager, Castlemont High School will coordinate services for students and families at Castlemont; and serve on the



Table 14. Roles, Qualifications, & Commitments of Key Personnel

	<p>Leadership Team. <i>Qualifications:</i> Kenneth has served as CSM at Castlemont since 2016. Prior to this, he held several other positions at OUSD since 2008, including PBIS coach, mental health provider, Intervention Specialist Manager, and after school program leader. He has a BA in Mass Communications with a Minor in Public Relations from California State University Los Angeles. Kenneth Majored in Mass Communications with a Minor in Public Relations.</p>
BANANAS	<p>Kym Johnson, M.B.A, Chief Executive Officer, BANANAS will oversee coordination and service delivery in the early learning realm at PRIDE, and will serve on the Leadership Team. <i>Qualifications:</i> For the past six years, Kym has been the CEO of BANANAS, a resource center for families and child care providers in Oakland. She previously led Rebuilding Together Oakland East Bay and Harambee Community Services, a grassroots mental-health provider. She also has nearly two decades of experience as an executive in the private sector.</p> <p>Supporting staff:</p> <p>—Family Resource Navigator (.75 FTE) will provide information about childcare, lead parenting classes, match families with childcare providers, and enroll families in childcare subsidy programs.</p>
EBAC	<p>Sandra Portasio, Chief Program Officer, East Bay Agency for Children will oversee coordination and service delivery of EBAC’s programs at PRIDE, Elmhurst, and Castlemont, and will serve on the Leadership Team.</p> <p><i>Qualifications:</i> Sandra joined the EBAC team in October 2019 to serve as the Chief Program Officer. Throughout her career, she worked to address the impact of poverty, to foster equity and she contributed alongside others towards developing healthy communities. Sandra is trained in Pedagogy and holds a M.A. in Educational Leadership, and has served as teacher, school leader and pedagogical counselor. Sandra also has extensive experience working in the public and nonprofit sector leading multi-agency collaboratives under the</p>



Table 14. Roles, Qualifications, & Commitments of Key Personnel

	<p>umbrella of the Community School model. Sandra is an immigrant from Brazil, and she loves to travel around the world learning about other cultures.</p> <p>Supporting staff:</p> <p>—Clinician (.50 FTE) will see patients on site at PRIDE for 10 months of the year and provide high intensity mental health counseling and support.</p> <p>—Navigator (.50 FTE) will work with COST teams to connect students to resources and build strong relationships with students and families for 10 months of the year.</p>
EOYDC	<p>Selena Wilson, M.S., Chief Executive Officer, East Oakland Youth Development Center, will oversee coordination and service delivery of EOYDC programs at PRIDE, Elmhurst, and Castlemont, and will serve on the Leadership Team. <i>Qualifications:</i> Selena, who attended EOYDC programming as a young person, holds a M.S. degree in Learning and Organizational Change and served as a management consultant for the Organization Transformation and Talent division of Deloitte Consulting before returning to her native city. At EOYDC, she oversees an annual budget of [REDACTED], focusing on evidence-based, trauma-informed, healing-centered programming for over 1,000 Black and Brown youth, ages 5-24.</p> <p>Supporting staff:</p> <p>—After School Program Manager (.30 FTE) will implement afterschool and summer programming for grades K-5.</p> <p>—Bridge Program Manager (.30 FTE) will implement afterschool and summer programming for grades 6-8.</p> <p>—Wellness Program Manager (.30 FTE) will implement wellness programming for students grades K-12, to include recreation, athletics, and nutrition.</p>



Table 14. Roles, Qualifications, & Commitments of Key Personnel

	<p>—Emotional and Behavioral Health Specialist (.20 FTE) will provide emotional and behavioral health supports to K-8 students participating in afterschool programming.</p>
MOCHA	<p><i>Nina Woodruff-Walker, M.A., Chief Executive Officer, Museum of Children’s Art (MOCHA)</i> will oversee coordination and service delivery of MOCHA programs at PRIDE, Elmhurst, and Castlemont, and will serve on the Leadership Team. <i>Qualifications:</i> Nina is an East Oakland native and alumna of MOCHA and EOYDC programming, Elmhurst Middle School, and Castlemont High School. She is dedicated to embedding the arts in schools, libraries, community spaces, and in the lives of 35,000 children and their families annually in the Bay Area. With over 15 years of experience in the tech industry, she brings expertise with the successful implementation and management of countless large-scale projects.</p> <p>Supporting staff:</p> <p>—Community Arts Manager (.06 FTE) and Minister of Youth Development and Leadership (.10 FTE) will design and implement culturally responsive curriculum for anti-racist professional development; co-instruct Castlemont High School’s leadership class and coordinate enrichment direct services at Castlemont, Elmhurst and East Oakland Pride.</p>
Public Profit	<p><i>Corey Newhouse, Founder and Principal,</i> will lead and oversee Public Profit’s evaluation role. <i>Qualifications:</i> Corey has been involved in educational equity and social justice movements for over 30 years. She founded Public Profit to build a team that would seamlessly blend social science research methods, organizational change strategy, and a deep commitment to supporting changemakers. She has formal training in program evaluation, education policy, and statistical analysis. Prior to launching Public Profit in 2007, Corey was a Senior Policy Associate with Children Now, supporting the policy team with</p>



Table 14. Roles, Qualifications, & Commitments of Key Personnel

	<p>data and evaluation, and as an Associate with Hatchuel Tabernik and Associates, a strategy and fundraising consulting firm. Corey earned her MPP at UC Berkeley and her BA at Columbia College.</p> <p>Taylor B. Anderson, MS, Evaluation Consultant will partner with Corey Newhouse to lead Public Profit’s evaluation. <i>Qualifications:</i> Taylor designs and manages evaluation and strategy projects for a variety of clients, including philanthropies, community-based organizations, and public agencies, including the Oakland Unified Community Schools. Prior to joining Public Profit, she was a researcher with Special Olympics Young Athletes supporting the evaluation of their programs in the United States and abroad and was the coordinator of the Graduate Statistics Lab for University at Buffalo’s College of Arts and Sciences. Taylor earned her MS in Econometrics and Quantitative Economics at the University at Buffalo and her BA in Economics and Environmental Studies at Hobart and William Smith Colleges.</p>
Planning Consultant (TBD)	<p>A planning consultant (TBD) will lead the yearlong planning process in Year 1. Details of this role are described in detail in Section 5C.</p>

5B: History of effectiveness in working with a diverse range of stakeholders

Oakland Promise and OUSD, along with their key community partners, demonstrate a long history of effectiveness in working with a diverse range of stakeholders, including students and families. Each holds different, complementary roles in the community that ensure a strong network of partners to implement this project.

Oakland Promise’s History of Effectiveness: Since its founding in 2016, Oakland Promise’s



cradle-to-career programs have prioritized collaboration with a broad range of community partners to achieve intended results. Initially, Oakland Promise partnered with the East Bay College Fund (a nonprofit with 15 years of creating more equity for students) to leverage its capacity to provide an educational continuum of support for young people. In 2019, Oakland Promise merged with EBCF and became a 501c3 nonprofit – effectively leveraging community resources to build potential for stronger impact. Today, OP has a presence in more than 70 schools in OUSD, and has contributed more than [REDACTED] in scholarships and college savings accounts for low-income Oakland youth since 2016.

Oakland Promise has long demonstrated a commitment to following the lead of on-the-ground community partners. For example, in 2022, to develop this collaboration, Oakland Promise convened more than 35 East Oakland partners to define the East Oakland Promise Neighborhood (EOPN). Many of these organizations’ leaders and staff grew up in the neighborhood and are deeply committed to its residents. This coalition co-created an organizational and programmatic framework that not only became the backbone of the EOPN proposal, launched a smaller, pilot version of this framework when the EOPN proposal was not funded, and continues to inform the school- and community-based work that is at the heart of this FSCS proposal. (See detailed description of the EOPN initiative and pilot in Section 2A.) This process identified several principles and commitments, including being student and family-centered, and centering the whole child, which are still guiding this approach. The methodology used for developing this proposal demonstrates the lead agency’s effectiveness in engaging key stakeholders.

Furthermore, in preparation for this application, OP commissioned Akoben Organizing



and Brotherhood of Elders Network to conduct a comprehensive asset mapping and needs assessment of the three schools in the project, as described above in the Section 1 above.

Oakland has a strong legacy of partnering with students and families through its programming that reaches thousands of residents. In fact, partnering with families is one of the throughlines that runs through all of Oakland Promise's programs. The organization provides school-based programs, mentorship and advising, and college scholarships for thousands of Oakland students each year. Finally, Oakland Promise's engagement with a range of coalitions including Northern California College Promise Coalition (NCCPC), #OaklandUndivided, and the Oakland Thrives Leadership Council demonstrates its leadership and its presence alongside relevant stakeholders.

OUSD's History of Effectiveness: As the first district-led Community Schools initiative in the country, OUSD has become a national leader in the Community Schools movement. OUSD's innovative practices around partnership alignment, integration of student support services, and systemic family engagement have set standards of practice within the field. OUSD staff regularly contribute to national practitioner conferences and are sought out for site visits from other districts seeking to improve their practice.

Under extraordinarily difficult conditions, OUSD's Community School's efforts have spurred system change at both central office and school levels, which have resulted in positive outcomes for students and for the district. Moreover, five elements of Oakland's FSCS work have been recognized nationally as "Best Practices": the African American Male Achievement program; district CSSS partnership work; systemic family engagement; restorative justice practices; and social-emotional learning practices. The depth and breadth of transformation



within the district has been perhaps the greatest accomplishment of this work. OUSD’s FSCS initiative has facilitated broad culture-change throughout the district, establishing new systems and standards of practice that have had a ripple effect throughout the district, and now serve as a model throughout the state and nation. CSMs serve as high-level administrators, aligning efforts of school and partner staff, and often freeing up principal time to focus on instruction.

The success of OUSD’s district wide model has been documented in *The Way We Do School: The Making of Oakland's Full-Service Community School District*,⁶⁰ a nine year study of the implementation of the district’s approach, as well as a newly released case study, “Creating the Conditions for Children to Learn: Oakland’s Districtwide Community Schools Initiative.”⁶¹ McLaughlin calls out positive student outcomes, especially in behavioral domains, including “reduced suspensions and high-risk behaviors, improved school climate and culture, increased family and youth involvement in site-based decisions, and maybe most notably higher rates of high school graduation. OUSD’s 2019 graduation rate increased by more than 13% over the past four years, giving the district its highest graduation rate (and lowest cohort dropout rate) since 2010.” While COVID had an unforeseen impact on graduation and dropout rates, the study documents the model’s positive outcomes in behavioral health as well as student health and wellness outcomes associated with Community Schools’ mental and physical health resources.

In addition to Oakland Promise and OUSD, the range of community partners engaged in this initiative are deeply connected to students and families in the East Oakland community. The Executive Directors of MOCHA and EOYDC grew up in the neighborhood and attended these

⁶⁰ *The Way We Do School: The Making of Oakland’s Full-Service Community School District*, McLaughlin, Fehr, and Leos-Urbel, Harvard University Press, 2020.

⁶¹ *Creating the Conditions for Children to Learn: Oakland’s Districtwide Community Schools Initiative*, Learning Policy Institute, 2023).



neighborhood schools as children. All of these organizations are driven by a deep sense of urgency to work collaboratively to improve the quality of education, social-emotional growth, access to health and mental health services, and long-term academic, economic, and social outcomes for young people living in East Oakland.

5C: Adequacy of the Management Plan

The team and organizations described above have the education, experience, skills, and community connections needed to ensure that all EOCSI activities at PRIDE Elementary, Elmhurst Middle, and Castlemont High School are moving toward goals, outcomes, and milestones, on time and within budget. Each site already has, and will continue to have, a full-time Community Schools Manager in place, who is responsible for coordinating services in alignment with the six foundational expectations outlined by the District (described in Section 4A). CSMs receive ongoing coaching and training from OUSD's Community Schools Student Services office, led by Executive Andrea Bustamante. This grant will enable an additional layer of support and coordination, with the addition of Community Schools Liaison (CSL), based at Oakland Promise and supervised by Project Director Veena Pawloski. The CSL will collaborate with CSMs, District staff, community-based organizations, students, and families, to more effectively address the gaps in school and community services outlined in the needs assessment. As described in more detail below, the detailed responsibilities of this position will be created collaboratively during the first six months of this grant.

To ensure effective coordination and implementation across multiple partners, an **EOCSI Leadership Team (LT)**, led by the Project Director, will meet quarterly to review progress



toward project goals, services, and outcomes, analyze data, make necessary policy changes, develop contracts, finalize the MOU, and ensure ongoing programmatic and financial sustainability. The LT will consist of the Project Director, Community Schools Liaison (when hired), OP Executive Director, OUSD Liaison to OP, Principals and CSMs of PRIDE, Elmhurst, and Castlemont, OUSD's Executive Director of Community Schools and Student Supports, and leadership from partner CBOs MOCHA, EBAC, EOYDC, and BANANAS. The project evaluation partner, Public Profit, will participate as needed to share and interpret data and outcomes.

As described above, EOCSI Project Director, Veena Pawloski, will provide overall leadership of the project including hiring and supervising the Community Schools Liaison, facilitating LT and other project meetings, hiring and overseeing the planning consultant and the planning process (described below), working closely with OUSD and project partners to design and implement pipeline services outlined in the grant, and providing fiscal oversight, reporting, and grant management. She will also work with the evaluator to establish baseline and annual performance indicators, monitor all data collection and reporting, and support the evaluation process. OUSD/Oakland Promise Liaison Vinh Trinh will ensure strong lines of communication between Oakland Promise and the multiple OUSD departments engaging in this project, especially the offices of the Office of Community Schools and Student Supports, Office of Research, Assessment, and Data, and Office of Equity. He will also be a strong and steady connector between Oakland Promise and school Principals and CSMs.



Planning Process in Year 1

Key to the success of this complex, multi-agency initiative is thoughtful planning to ensure that schools, the district, and multiple community-based organizations are working effectively and efficiently with a shared vision and shared outcomes. The first year of the grant will focus on a comprehensive planning process, aimed, in part, at strengthening systems and lines of communications designed to better integrate CBOs and the critical student and family support services they offer into the schools, and deepen family engagement. When grant funds are awarded, OP will hire a planning consultant (TBD) who is engaged in and familiar with East Oakland residents, CBOs, and schools to bring together a wide range of stakeholders, including OUSD staff across multiple departments (e.g., CSSS, Office of Equity, Behavioral Health Services, Attendance and Discipline, Research and Data), school site staff, CBO partners, parents, and the project evaluator.

The planning process will include a further needs assessment to identify the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents. The needs assessment will drill down into specific student subpopulations (e.g., Black girls, students with disabilities); and analyze data to inform decision making. Another key element of the planning period is to map the network of partnerships, staff, resources, and supports that are already in place at each site, as well as District and CBO resources and supports available to ensure that all partners understand the web of supports already in place. This process will also identify additional services and partners to address the



needs and gaps, establish protocols for CBOs to effectively engage at school sites, refine the implementation plan for years 2-5 of this grant, and finalize the MOU.

Other top priorities for the planning process include: developing the roles and responsibilities of the new Community Schools Liaison position that will complement (and not duplicate) the roles of the site CSMs; and establishing baseline data for the performance indicators. The planning consultant and the Project Director will work together to develop and implement the tools to conduct the needs assessment, including surveys and interviews with parents, students, CBOs, and school staff and administrators, as well as existing data from the OUSD Office of Research, Assessment, and Data department and data gathered by CBOs. By the end of the first quarter, a fully articulated MOU will be finalized and submitted to the USDE.

Existing pipeline services will be in place at the start of the grant period and new services will begin in the 2024-25 school year and continue throughout the grant period. Service provision and coordination will be assessed and revised by the Leadership Team and through coordination and meetings of the Principals, CSMs, partner CBOs, District staff, and the Community School Liaison throughout the grant period to address needs and gaps.

Collaborative partners (OP, CSSS, Principals, CSMs, OUSD internal partners, and CBO partners) will communicate regularly to implement project strategies, track milestones and deliverables, review data, address any challenges that arise, and share successes. This collaboration is already woven into OUSD's FSCS work, and will be strengthened at these three schools through the planning process, which will include detailed service delivery mapping and ongoing partnership meetings. For this project, we will also have an annual launch meeting and mid-year data review with all project partners, OP and OUSD Leads, the CSL, and CSMs. The



Management Plan and Implementation Work Plan and Timeline in Section 5 describes the plan for coordination as well as an overview of roles/responsibilities related to major deliverables.



Table 15. East Oakland Community Schools Initiative Work Plan and Implementation Timeline

PD = Project Director; CSL = Community Schools Liaison; LT = Leadership Team (OP, OUSD, BANANAS, EBAC, EOYDC, MOCHA, Principals, CSMs); PP = Public Profit Evaluation Partner; PC = Planning Consultant

Milestone	Who?	Completed by
Project & Management		
Continue existing pipeline services at PRIDE, Elmhurst, and Castlemont	PD, LT	Jan 2024
Convene FSCS Leadership Team	PD, LT	Jan 2024
Hire planning consultant to lead planning progress	PD, LT	Jan 2024
Hold FSCS launch meeting with all key stakeholders	PD, LT, PP, PC	Jan 2024
Hold quarterly LT meetings to map and plan services, assess progress toward goals and objectives, monitor data, troubleshoot, plan for sustainability	PD, LT	Quarterly to Dec 2028
Finalize MOU	PD, LT	April 2024
Conduct needs assessment of three partner schools to examine needs and gaps within the 5 goal areas	PC, PD, LT	July 2024
Complete map of services and coordination	PC, PD,	July 2024
Hire Community Schools Liaison	PD, LT	July 2024
Launch new pipeline services in the 2024-2025 school year	PD, LT	August 2024



Table 15. East Oakland Community Schools Initiative Work Plan and Implementation Timeline

Hold biannual meetings with all key stakeholders to review data and outcomes	PD, LT	Biannually to Dec 2028
Submit annual and final reports to USDE	PD	Annually to Dec 2028
Evaluation		
Finalize contract with evaluator (methods, data elements, timeline, reporting cadence)	PD, PP	Jan 2024
Participate in ongoing planning meetings to refine and finalize Initiative-level goals and objectives so that they align with the initiative's priorities and design	PP	Throughout 2024
Establish data collection and evaluation processes and tools that align with federal evaluation requirements and complement district-mandated tools	PD, PP	July 2024
Gather and summarize baseline data for performance indicators	PD, PP, LT	Dec 2024
Conduct regular data review to support continuous quality improvement	PP	Biannually to Dec 2028
Maintain records on the extent to which the program objectives are being met	PD, PP	Ongoing
Assess and institutionalize successful activities based on research, community feedback, and statistical analysis	PD, PP	Ongoing
Collect and summarize end of school year data; analyze longitudinal impact for program participants, and prepare and summarize information required for grant reporting.	PD, PP, LT	Annually, date TBD
Leadership meet quarterly with evaluator	PD, PP, LT	Quarterly to Dec 2028
Submit final performance report	PD, PP	December 2028



6: Quality of the Project Evaluation

The evaluation will assess project implementation (process) and project progress (outcomes), so that the collaborative and its partners can have real-time, actionable information to inform their work, accompanied by evidence showing progress toward shared goals and the ultimate outcomes of this project: students are prepared for kindergarten; achieving academically; and safe, healthy, and supported by engaged parents. Our evaluation partner, Public Profit, will conduct annual evaluations of the progress achieved toward the initiatives' goals and outcomes (see Table 16), collect and report data on the required indicators for the FSCS grant, and coordinate between both the district-level and national evaluation. Evaluation reports will be shared with partners and collaborators, and shared on the initiatives' website.

6A: Methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes

The evaluation methods mix quantitative and qualitative methods to gather data and information in alignment with project goals and objectives, so that both implementation (process) and progress (outcomes) can be measured and assessed. Using quantitative and qualitative information helps to illuminate both the *what* and the *how* and *why*.

The evaluation will center the perspectives and priorities of those most affected, including staff implementing Community Schools services, students, and their families. Successful full-service Community Schools are built on strong bonds of trust, regular communication, and adaptability; these elements are best documented through qualitative



measures. Ongoing progress checks, surveys, interviews, and focus groups will play a key role in the evaluation, complementing measures like service participation data.

Oakland's schools already have a strong Community Schools infrastructure, and ample data is already collected from multiple touchpoints. The evaluation team will take care to make the most of available information in order to minimize the reporting burden on staff, students, and families.

The evaluation will rely primarily on contribution analysis, exploring the strength of the connection between the initiatives' activities and shifts in school climate, student wellbeing, and family engagement. Improvements should be evident over time within each of the three participating schools. As appropriate, the evaluation team will employ more rigorous causal methods, including process tracing and most significant change, which take into account both the quality of service implementation and the resulting outcome measures.⁶²

To track collective progress toward more equitable outcomes amongst all students, the evaluation will use Equity Gap Scores⁶³ to systematically track differences between student groups, including gender, race, ethnicity, and language learner. Calculated as the ratio of the group with the highest score to the group with the lowest score, Equity Gap Scores are a straightforward way to flag potentially meaningful differences amongst groups. Generally, Equity Gap Scores of 2 or higher signal a measure worth further exploring (e.g., if the chronic absence rate for Group A is 20% and the rate for Group B is 10%, the Equity Gap Score is 2).

⁶² Jewlya Lynn, et al, "Lost Causal: Debunking Myths About Causal Analysis in Philanthropy," *Foundation Review*, Vol. 13, Issue 3.

⁶³ Heather Krause, PhD., "Supercharge Your Averages with an Equity Gap Score," <https://weallcount.com/2019/10/22/supercharge-your-averages-with-an-equity-gap-score/>



6B: Methods of evaluation will provide performance feedback and permit periodic assessment of progress

The evaluation will be conducted in annual continuous quality improvement cycles for shared learning and collaborative decision-making. Public Profit is experienced in facilitating multi-partner and beneficiary meetings, creating safe and supportive environments for people to contribute authentically, and presenting data and information to a variety of audiences, including district leaders, program staff, and adult family members. Collecting data and gathering feedback is only made powerful when reviewed in collaboration with whom the data is about. Public Profit will support CBO and school staff in sharing project learnings throughout the grant lifecycle. Furthermore, the firm will build the capacities of CBO and school staff to make meaning from data with other beneficiaries — teachers, students, and families — in inclusive and participatory ways.

Public Profit will be observers and listeners in the early phases of project implementation — documenting organizations and people involved, funding sources being leveraged, project plans and decisions. Later on, the firm will take a more active role in the project with respect to data mapping, collection, and analysis, and facilitating the feedback and learning cycles.

6C: Methods of evaluation will provide valid and reliable performance data on relevant outcomes

Public Profit is currently engaged with OUSD's Community Schools team to develop their data and evaluation capacity and to support the ongoing evaluation of the State-funded Community Schools grant. Through this engagement and others over the years with OUSD, Public Profit has



built a wealth of knowledge of the District’s data ecosystem, from databases and data sources to people and capacities. The firm will support the project team in obtaining data use agreements with OUSD, leveraging existing data sources aligned to project goals, objectives, and outcomes, and developing new data collection tools wherever there are gaps. Wherever possible, the evaluation will use research validated tools to improve the rigor and enable the Oakland team to compare its progress to other Community Schools initiatives.

During the planning phase of this project, Public Profit, Oakland Promise, OUSD, and partner organizations will come together to more deeply align the proposed outcomes of the project to the 2021-24 Local Control and Accountability Plan (LCAP), which focuses on a narrow set of strategic actions and related quantifiable metrics and outcomes for the next three years. The LCAP also captures key actions and investments beyond the District’s core work that support goals to improve outcomes for Oakland students. **Bringing this community-based initiative into greater alignment with the LCAP’s performance indicators and measures** is an opportunity to craft an Oakland community and school system that represents our collective highest hopes for our school communities and the generations to come. These strategic actions are incorporated into OUSD’s 2021-2024 Strategic Plan as well. The key initiatives aligned with the goal areas of the EOCSI are below.

From OUSD’s Local Control and Accountability Plan

Ensuring Strong Readers by Third Grade (strategies offered within EOCSI Goal 3)

We believe that English Language Learners (ELLs) and Academic Language Learners (ALLs) can develop powerful language and literacy skills when teachers across subject



areas integrate content learning with reading, writing and discussion. Instruction that focuses on the language demands of tasks and texts deepens students' content understanding and develops their ability to read, write and speak in ways appropriate to the discipline, task, and audience. Three proven, high-impact practices for all grade levels will be a major focus for our district: reading complex text, academic discussion, and evidence-based writing.

Supporting Powerful Graduates (strategies offered within EOCSI Goals 2 & 3)

We believe that all students, regardless of current skill or circumstance, can develop the academic, creative and life skills to become college, career and community ready. To make this vision a reality, every lesson must be purposeful and students must engage in daily tasks that require them to practice essential skills embodied in the standards (Common Core, NGSS, History frameworks, CA Arts, etc.) and in line with our vision of an OUSD graduate. Critical learning experiences include projects, exhibitions, and career internships. Our teachers will be supported in their efforts to use high- quality curriculum, backwards-planning from standards to design assessment and instruction aligned to long-term outcomes. Our students will be given multiple opportunities to perform a standard, with timely, focused feedback along their path to proficiency.

Creating Joyful Schools (strategies offered within EOCSI Goals 1 & 4)

We believe all students must feel safe and connected to learn. This is especially true for students from historically marginalized and underserved groups, who often experience



bias in school. To interrupt the impact of oppression and inequality, OUSD educators implement culturally responsive and inclusive practices to engage all students in learning and leverage the unique strengths and gifts they bring to our schools. Through high expectations, learning partnerships with students and families, and strategic alignment of resources, our community schools help many students overcome trauma and life circumstances that make learning more challenging. OUSD schools also strive to engage students through diverse programming, including sports, visual and performing arts, technology, leadership, and career exploration.

Table 16 outlines the EOCSI's planned outcomes, objectives, and measurement tools, which will be tracked through the project's evaluation. Additionally, in addition to the required annual performance measures and outcomes outlined in Absolute Priority 3.

Data to be collected:

1. Quantitative administrative data (e.g. attendance, state and district ELA and Math test results/academic proficiency testing reports, kinder readiness, elementary school matriculation, middle school readiness, graduation rates.)
2. Qualitative data (e.g., school/partner staff survey and focus groups, family focus groups, California Healthy Kids Survey) to assess family engagement practices, student and family connectedness to schools, and transition strategies and experiences.
3. Participation data (e.g. student/family/community participation in programming, health services, etc., to be able to link outcomes with participation in the FSCS model.



Table 16. Goals, Outcomes, Measures, Data Sources

Goals	Program Outcome Measures (expected change / transformation)	Annual Measures (how are we doing / activities towards outcomes)	Data Sources (how we will know if we are successful)
GOAL 1: Deepen the collaborative partnership and coordination between CBOs, school sites, and the district to more effectively serve students and families	Stakeholders and partners perceive stronger and more aligned service coordination, and fewer gaps in service delivery. Anticipated 5% annual increase in perception of aligned services. Baseline to be determined in year 1.	<p>Student, family, educator, and community partner engagement (# of engagements)</p> <p>Collaborative leadership and shared decision-making structure and process (established Community Schools leadership team / expanded SSC)</p> <p>Annual public meeting(s) to share progress report(s) and summary of updates to community schools implementation plan(s) with the community including students, families, educators, and community partners at both the LEA and school level. (Impact report)</p>	<p>Service records for student and family supports, including participation rates, time-to-service estimates, and wait list length.</p> <p>Annual partner survey assessing perceived quality of collaboration and service coordination.</p> <p>California Healthy Kids Survey (CHKS) - Parent Survey results</p> <p>California School Staff survey results</p>
GOAL 2. Improve school climate and culture to keep students	Increase in students' feelings of connectedness at school every year, measured by the California Healthy Kids Survey	<p>Student-centered teaching practices and enrichment</p> <p>Supportive and inclusive school</p>	Service records for school climate improvement activities - frequency, participation, available



Table 16. Goals, Outcomes, Measures, Data Sources

Goals	Program Outcome Measures (expected change / transformation)	Annual Measures (how are we doing / activities towards outcomes)	Data Sources (how we will know if we are successful)
attending school and staying engaged (both in school and during out of school time)	<p>(CHKS). Baseline: PRIDE 62.8%; Elmhurst 47.35%; Castlemont: 43.69%.</p> <p>Decrease in chronic absence rates at sites by at least 1-2 % every year. Baseline: PRIDE: 69.4%; Elmhurst: 72.9%; and Castlemont: 76%.</p>	climate activities, including activities to strengthen relationship building, positive behavioral supports, and restorative practices	<p>feedback from participants</p> <p>California Healthy Kids Survey student and parent results</p> <p>California School Staff survey results</p> <p>Attendance and chronic absence rates</p> <p>Suspension rates</p>
GOAL: 3. Expand academic enrichment and support in fundamental literacy and math. Expand academic support services in the core subject areas, focusing on the fundamentals of literacy	<p>Establish and expand partnerships, supports, and services that intentionally address school-defined needs to close equity gaps. Projected increase and baseline to be established in YR 1 through additional needs assessment.</p> <p>Increase learning retention of elementary and middle school students participating in summer programs.</p>	<p>School(s) response to student and family needs including supports, services and related provider and cooperating agency partnerships</p> <p>Student-centered teaching practices and enrichment</p>	<p>Service records, including participation rates, time-to-service estimates, and wait list length.</p> <p>California Healthy Kids Survey student and parent results</p> <p>Curriculum Embedded Assessments (CEA) in English Language Arts and Math.</p> <p>i-Ready assessments for kindergarten students.</p>



Table 16. Goals, Outcomes, Measures, Data Sources

Goals	Program Outcome Measures (expected change / transformation)	Annual Measures (how are we doing / activities towards outcomes)	Data Sources (how we will know if we are successful)
and numeracy.	Increase the percentage of kindergarteners reading at grade level.		
GOAL 4. Improve access to mental and behavioral health supports. Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning.	<p>3% growth over baseline in participation rates for students and families in health services. Baseline to be determined in YR 1.</p> <p>Number of families receiving intensive care/case management will increase by 10% each year of the project at PRIDE. Baseline to be established in YR 1.</p> <p>Increase in number of students at PRIDE who obtain medical insurance; are connected to immigration supports as needed; are enrolled in school and connected to an adult/administrator on campus; and are connected to the public defender and/or legal services if they have legal involvement including</p>	<p>Expanded access to mental health and behavioral health support services</p> <p>Improved coordination and accessibility of supports for health insurance enrollment, immigration, and legal services.</p>	<p>Service records for mental health and behavioral supports, including participation rates, time-to-service estimates, and wait list length.</p> <p>California Healthy Kids Survey student and parent results</p>



Table 16. Goals, Outcomes, Measures, Data Sources

Goals	Program Outcome Measures (expected change / transformation)	Annual Measures (how are we doing / activities towards outcomes)	Data Sources (how we will know if we are successful)
	<p>custody issues or charges against them. Baseline to be established in YR 1.</p> <p>Increase in number of students reporting a healthy relationship with a therapist. Baseline to be established in YR 1.</p>		
GOAL 5: Expand family and community engagement with multidimensional social and cultural supports	<p>3% growth over baseline in participation rates for family members in engagement events and activities each year. Baseline to be established in YR 1.</p> <p>85% of family members who participate report an increase in their ability to support their student's academic progress. Baseline to be established in YR 1.</p>	School(s) response to student and family needs including supports, services and related provider and cooperating agency partnerships	<p>Service records for family engagement activities - frequency, participation, available feedback from participants</p> <p>California Healthy Kids Survey student and parent results</p> <p>California School Staff survey results</p>

OUSD's Office of Research, Assessment, and Data department (RAD) consists of 13 full-time professionals dedicated to gathering, analyzing, and reporting data that is accurate,



transparent and usable by a wide range of stakeholders. RAD's data infrastructure collects quantitative and qualitative metrics for each of the performance indicators required in Absolute Priority 3. RAD's data analysts will work with the CSSS team, Oakland Promise, and Public Profit to review data on a quarterly basis.