Our vision for Oakland Education is that from their first day in class through high school graduation, all Oakland students will have the opportunity to attend, achieve, and excel in high-quality schools supported by strong community partnerships. Through personalized experiences that grow their knowledge and skills, all students will succeed in college, career, community, and life.

The mission of the Rogers Family Foundation is to support organizations and pursue partnerships committed to the highest level of achievement and excellence. With a particular emphasis on transforming public education in Oakland, California, we make grants, catalyze initiatives, and champion community collaboration to ensure that all students have the opportunity to learn and achieve to their greatest potential.
What Have We Learned: The Context for Our Oakland Education Strategy
The very nature of the field of philanthropy is to be optimistic that positive social change can happen. The Rogers Family Foundation shares this characteristic. Hopefulness, aspiration, and belief in Oakland’s students rest at the very center of our organizational culture. We have maintained this optimism in the face of change in local leadership, governance, and strategic direction. During the course of implementing the Foundation’s 2013-2015 Strategic Plan, our team has gained a great deal of knowledge about our work and identified challenges to determine how to further advance our primary initiatives. The following items highlight the key lessons learned that inform the context for our future investments in Oakland public education.

- **The opportunity exists for new and redesigned quality schools.** The local education reform community has rallied around the goal of creating high-quality schools that have the collective capacity to serve 10,000 students. Oakland Unified School District’s updated 2015-2020 strategy, Pathways to Excellence, sets the goal that 75% of OUSD schools receive a “high quality” rating by 2020. The shared goals are apparent, but the process and implementation to urgently transform schools must be aligned.

- **A quality education for underserved students.** A 2015 report prepared by Innovate Public Schools identified 54 Bay Area schools that achieved strong results for underserved students. One in five of these schools are located in Oakland (11 named in total) and span elementary, middle, and high schools operated by both the district and charters. Change is possible and these schools point the way toward how all schools can better support underserved students.

- **Charters succeeding.** Being a charter school does not guarantee student success. At the same time, a 2014 report from the California Charter Schools Association, Renewing the Promise: How Charter Middle and High Schools Are Putting Oakland Students on the Path to College, shows that Oakland students enrolled in charter middle and high schools are succeeding at higher rates than their district school counterparts. Students in these schools are twice as likely to complete college preparatory coursework, have an average graduation rate of 68% compared to 50% for district high schools, and are more likely to experience academic success regardless of their socioeconomic status.

- **Improving the system improves schools.** Oakland Unified School District staff, charter management staff, and community-based education partners have been hard at work to establish a common enrollment system for Oakland’s families. In the most ideal system, common enrollment would allow families to apply to multiple schools – both district and charter – through a single application. While the Foundation has focused its efforts on the school as the unit of change, investments in system improvements are also critical to creating an effective and equitable public education system.

- **The future is here: Innovating schools through blended personalized learning.** We have been pleased with the knowledge and experience gained from our early blended learning pilot investments. The best pilot classrooms went from predominantly one-size-fits-all instruction to a blend of targeted small group instruction with teachers, personalized instruction via computer, and collaborative group work. We learned important lessons regarding infrastructure procurement and deployment, professional development, new school model design, and evolution toward personalized learning.

- **3rd grade reading proficiency is a shared goal.** We are not alone in recognizing the importance of third grade reading proficiency. This has taken hold as a major benchmark for our community. Key players and initiatives who have adopted the goal as central to their own work include Oakland Unified School District, the Oakland Mayor’s Office, the Oakland Promise, Starting Smart and Strong, SEEDS of Learning, and Talk, Read, Sing Oakland. While progress is slow, there is movement. The percentage of Oakland Unified School District third graders reading at grade level increased from 36% in Spring 2014 to 42% in Spring 2015 based on the Scholastic Reading Inventory assessment results. Disaggregated data also revealed significant improvements across student demographic groups, including a near ten percentage point increase in third grade reading achievement among African-American students. This is a welcome upward swing which we hope to continue supporting in coming years.

- **For early literacy to exponentially improve, OUSD must be a key partner.** To reach the 85% reading proficiency goal, it will take more than the combined capacity of literacy intervention providers. To its credit, Oakland Unified recognizes this and has ramped up its efforts in the literacy space by:
  - scaling the Balanced Approach to Literacy framework from six to all OUSD elementary schools
  - backing Common Core aligned reading and writing curricula to promote personalized, data-driven instruction
  - planning to scale the Leveled Literacy Intervention program to provide intensive intervention for students furthest behind
- building a system for data sharing with literacy service providers
- investing in school library services and staff development

**The essential Oakland Literacy Coalition: Finding strength in numbers.** Founded in 2008, the members of the Oakland Literacy Coalition – now more than ever – regard the Coalition as THE space to convene literacy and related service providers to network, leverage resources, build partnerships, and grow their knowledge and capacity. The Coalition has also provided a much-needed venue for OUSD and partners to connect and engage with the nonprofit providers who reach and support 80% of the public schools in the city. At this stage of its development and maturation, the Coalition must be strengthened and empowered.

**The challenges confronting early literacy.** We have identified a number of challenges which shape our future direction:

- Response to Intervention tiered instructional models (see graphic below) indicate that with effective classroom instruction of an evidence-based academic program (Tier 1), 75-80% of students should achieve competency with no additional intervention. The opposite holds true at many Oakland schools, where the vast majority of students require intervention to reach proficiency in reading. Effective intervention programs should remain a part of a school’s plan for providing personalized, tiered instructional supports for its students, however these interventions cannot replace or make up for necessary improvements in core instruction or provide intensive special education services to students with exceptional needs. To reach our goal, schools must work to advance Tier 1 instruction and provide intensive Tier 3 interventions, while literacy providers must improve their quality and grow their reach to ensure effective Tier 2 intervention services are available to the approximate 15% of students who will continue to require their support to reach proficiency.

- Simply put, students need more time to read, either through restructuring the school day, extending the school day (or offering opportunities after school), and/or building reading habits at home. Out-of-school-time partners can be strong supporters of literacy by building in more time for students to read.

- Family engagement is arguably the linchpin to improving early childhood literacy. Bright spots of quality engagement exist throughout Oakland but the need remains for a widespread, culturally relevant approach that truly engages families, builds an understanding of the importance of literacy, and increases awareness of the family role in building literacy.

- Access to quality, leveled books has increased, but the need is still great. Students need access to high-quality, high-interest books in the classroom, through their school libraries, and at home, across a range of genres that reflect the Oakland community.

- Early literacy must also be championed in the Foundation’s Quality Schools and Blended Personalized Learning initiatives. All schools need strong, inspired leadership and stable, motivated, and effective teachers. This, combined with technology to support teaching and learning and tools to assess and monitor student growth, can contribute to pushing early literacy success in school environments.

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* 2014-2015 school year enrollment of K-3 students enrolled in OUSD or OUSD authorized charter schools.
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Oakland Education Strategy 2020
The Rogers Family Foundation's updated Oakland Education Strategy builds on the work of our previous three-year strategic plan (2013-2015). This iteration intentionally focuses on the three key initiatives – Quality Schools, Blended Personalized Learning, and Early Literacy – that served as the centerpiece of the previous plan but aligns the time horizon, 2020, with our intended impact. Our commitment endures to the big, bold, and audacious goals set forth in the Foundation’s 2013-2015 strategy. Even then we stated that the student-driven outcomes we sought would not likely be achieved by the end of the three-year cycle, but the “pockets of greatness” that exist in our local public education system demonstrate what is possible and demand that we hold ourselves, our partners, our schools, and our city to the highest expectations in our mutual pursuit of excellence and achievement for all students.

Going forward, our updated Oakland Education Strategy and its theory of action establishes one big goal from which all of our work will flow: **Every Oakland student will have the opportunity to learn and thrive in a high-quality school with great leaders, effective and inspired teachers, and a strong system of community supports.** The following items provide a synopsis for each of our three initiatives and the next page shares the overall Foundation logic model framework:

- **Quality Schools.** Our goal is to facilitate the conditions, partnerships, and direct school investments that will **result in creating new and redesigned high-quality schools with the collective capacity to serve 10,000 students by 2020.** Our tactics will be to stay the course of growing small-but-mighty, high-performing charter schools, making big bets on trusted and successful charter management organizations, and building an autonomous, independent Oakland school design lab to create the expertise and bandwidth to help new school and school redesign. We will also be incisive with our limited resources in identifying opportunities to advance the system infrastructure and increase accessibility to research and data to drive student outcomes and facilitate transparency for families and the broader community.

- **Blended Personalized Learning.** We will engage school leaders, teachers, parents, students, and community stakeholders to **create 3,000 out-of-this-world, high-quality, personalized, student-centered school seats by 2020.** In many ways, the Next Generation Learning Challenge in Oakland grant program (NGLC in Oakland) is our own school innovation lab. Some of our tactics will include, but may not be limited to, protecting the investment of our new “NextGen” school design launch through aligned partnerships with national technical experts having success in other communities, OUSD’s Intensive Support Schools Initiative, internally coordinating with our Quality Schools portfolio, and serving as a resource to OUSD’s Leadership in Blended Learning principals.

- **Early Literacy.** The north star that guides our literacy work remains the same: we want Oakland to dramatically increase third grade reading proficiency to 85% among all students by 2020. Over the past three years, we have learned that it takes a whole town to reach this goal. Today, the City of Oakland, Oakland Unified School District, and community partners have prioritized this same goal in their strategies. To more clearly demonstrate our contributing impact to the goal, our own strategies have evolved. We are pivoting away from forming a collective impact project dedicated solely to early literacy, and concentrating our efforts to **improve the literacy of a minimum of 2,500 K-3 public school students through collaboration, evidenced-based interventions, and a system of community supports.** We believe these are the right strategies to pursue and will explore what funding, staffing, and organizational structures will best and most urgently get us to our goal.
ISSUE: Pockets of quality school greatness exist in Oakland. We need more of these schools urgently. The talent, skill, and will in schools, community, public agencies, and the nonprofit sector must be unleashed and empowered to work on behalf of students and families furthest from the opportunity of a quality education.

FOCUS OF CHANGE: Oakland’s public schools and its nearly 50,000 PK-12 students. We also focus on and engage families and community partners to affect positive change in public schools.

STRATEGIES

QUALITY SCHOOLS  
BLENDED PERSONALIZED LEARNING  
EARLY LITERACY

IMPACT | ANTICIPATED CHANGES

- 10,000 new high-quality seats by 2020
- 3,000-5,000 new or redesigned out-of-this-world school seats by 2020
- 85% reading proficiency among Oakland third graders reading by 2020
- Accelerate the rate of learning growth for a minimum of 2,500 K-3 students to help them reach third grade reading proficiency by 2020
- Accelerate annual learning growth in reading/math for students below grade level
- Strengthen capacity for high-quality, personalized learning instruction
- Strengthen capacity of educators and literacy providers to effectively deliver reading instruction and intervention practices
QUALITY SCHOOLS: STRATEGY OVERVIEW

Three years ago, the Rogers Family Foundation’s 2013-2015 strategic plan set forth quality school goals to create conducive conditions in governance, policy, and practices to build and support a school system capable of delivering excellence and equitable opportunities for all of Oakland’s public schools. Today, our local education ecosystem is in a much better place. The local charter sector continues to thrive, with many new school operators committed to serving the most underserved students, showing gains in student growth and contemplating ways for expanding and building their brands of education. GO Public Schools Oakland has grown in its role in organizing, mobilizing, advocating, and engaging the community in local education governance and policy. It has also become a key collaborator, setting the table to bring together cohorts of teacher fellows and facilitating and managing a coalition for quality schools development. Both the Oakland Public Education Fund (Ed Fund) and Educate78 existed in different capacities three years ago. The Ed Fund has emerged as the city’s trusted, go-to fiscal partner and funder convener, incubating nearly every significant education reform initiative supporting Oakland’s PK-12 system, including the Foundation’s Next Generation Learning Challenge in Oakland (NGLC in Oakland) initiative. Educate78 has emerged as an important funder, technical assistance provider, and critical and vital voice in local education policy.

The growing strength of the local education sector, combined with the aligned vision, political will, and call to action by the city’s Superintendent and Mayor, makes for fertile ground for our quality school efforts to take root, grow, and lead to catalyzing change for Oakland students and schools.

We see our role as continuing to create the environment, facilitate the partnerships, and fund the highest potential school investments that ensure the system has the capacity and bandwidth to create the high-quality schools our students so urgently need and deserve. Our priority strategies are:

1. **Continue to expand and grow successful charters led by strong leaders.** We remain committed to creating opportunities for replicating high-performing and innovative operators. The Foundation will also track and connect with new, emerging single-school operators with strong boards and school leaders who demonstrate both a desire and capacity to grow their school model. As appropriate, we will recruit and partner with charter management organizations not yet in Oakland who seek to enter the local arena and have established track records of success in other communities.

2. **Support opportunities to collaborate in order to collectively create the conditions for quality schools development** that bring together the local education community and empower parents to champion transformation of Oakland’s lowest performing schools.

3. **Build system design capacity to launch new/redesigned quality schools.** We laud the public school district’s commitment to targeting and transforming its most underserved schools. The pace of change, however, must be expedited. To do so, we will look to partner in the creation of an independent, autonomous Oakland school design lab to increase the system’s capacity for quality school design and implementation.

4. **Support opportunities to use data to drive school transformation.** We will continue to make data a priority by increasing access for leaders, teachers, parents, students, and community partners to timely, accurate, and actionable data to improve student outcomes and ensure greater transparency.

5. **Invest staff time to amplify work through strategic communications and other complementary tactics.** For the highest leverage opportunities, the Foundation’s staff are committed to providing assistance beyond grant investments to advance the success of our quality school strategies.
**QUALITY SCHOOLS: LOGIC MODEL**

**GOAL: 10,000 New High-Quality School Seats by 2020**

**ISSUE:** Oakland schools have improved over the past decade, but achievement gaps persist. Transformative action is needed to create high-quality schools for students furthest from opportunity.

**FOCUS OF CHANGE:** • Grow/replicate successful schools • Create opportunities for most underserved students • Create school (re)design and data capacity to drive change

**ASSUMPTIONS:** Families/communities drive change • City and school district in alignment • Quality MUST exist across neighborhood K-12 pipelines • Growth potential among high-functioning school operators • System infrastructure needs capacity supports for school transformation • Collaboration matters

**NEAR-TERM OUTPUTS & OUTCOMES**

- New school design lab by first quarter of 2016
- A minimum of three new/redesigned schools opening demonstrating conditions for being quality schools by 2016-2017
- A minimum of five new/redesigned schools engaged in planning phase by 2016-2017 and thereafter annually
- Increase data capacity for 5-10 small charter operators to demonstrate quality school performance beginning in 2016-2017 and growing yearly through 2020
- Provide “beyond the grant” support to school teams/grantee partners to maximize impact

**IMPACT | ANTICIPATED CHANGES**

- By 2020, 20-25 new/redesigned high-quality schools – as measured by student learning growth, gains in achievement and opportunity gaps, and local/national quality school indices – collectively serving 10,000 Oakland students
- A successful and highly sought after Oakland school design lab creating and supporting high-quality schools
- Readily accessible, available public school data contributing to quality school development and growth
In 2012, the Rogers Family Foundation’s Strategic Plan established a blended learning pilot initiative, stating that “the outdated school model is not preparing individual students to meet the rigorous demands of the knowledge economy or helping them create a better life for themselves. Blended Learning can change how we educate students, emphasizing mastery-based learning, as opposed to traditional one-size-fits-all instruction. Blended Learning is about rigorous, high-quality implementation, with all kids accessing technology. Our Blended Learning initiative is focused on making Oakland a leading district in this space.”

We have been pleased by the progress demonstrated by these early pioneering schools and teachers. Today, Oakland’s public schools are now largely technology-enabled, with pockets of truly high-quality blended instruction at the classroom level. Our eight blended learning pilot schools lit a spark; its lessons on infrastructure and support scaling across the city. This initial effort gained nationwide attention, resulting in the Foundation’s capacity to bring more resources and expertise to expand our work beyond individual teachers and classrooms to create a cohort of innovation that will lead to high-quality blended personalized learning schools that reach all students. These schools will fully reimagine the role of student and teacher to create breakthrough achievement, joy, and sustainability. As part of our strategy update, our focus on blended personalized learning will manifest itself largely through local proof points as part of the Next Generation Learning Challenge in Oakland grant program (NGLC in Oakland). With the goal of creating out-of-this-world schools that collectively serve 3,000-5,000 students with high-quality, innovative, and personalized learning by 2020, the Foundation will implement the following strategies:

1. **Fund the launch, implementation, and evaluation of blended personalized models.** Beginning in the first quarter of 2016, and in partnership with other funders, the Foundation will award NGLC in Oakland launch grants for next generation schools that provide local, blended personalized proof points and contribute to the Foundation’s goal of creating high-quality schools for Oakland families. The majority of resources awarded will target students and school communities furthest from opportunity.

2. **Build the pipeline for NextGen schools.** There is no shortage of opportunities for school operators, partner funders and third-party consultative design organizations to engage in new model design. Coordination and communication enables matching a diverse set of schools and leaders to appropriate and formalized services and pathways, including our own on going “Discovery” events, such as visits to innovative schools. A diversity of support options and pathways increases any single school’s ability to find what they need next in their model development.

3. **Support classroom- and school-based pilots of educational technology.** Foundation staff members guide schools and teachers at the earliest stages of the NextGen pipeline to use their existing resources in innovative ways, and will also partner with select community organizations as needed.

4. We know from our previous experience that greater impact occurs when grantees receive additional supports from the Foundation. As such, we will strive to add value to the work by selectively providing “beyond the grant” staff support to Oakland schools, operators, and ecosystem organizations to scale lessons learned and foster cross-organizational partnerships with the potential for breakthrough impact.
Launch new BPL models

Strengthen NextGen Pipeline

Educational Technology Pilots

Beyond the Grant Staffing Support

**GOAL:** 3,000-5,000 high-quality, innovative, personalized, student-centered seats by 2020.

**ISSUE:** Oakland’s public schools are tech-enabled. Transformative action is needed to create high-quality, blended personalized schools that reimagine the role of student and teacher to create breakthrough achievement, joy, and sustainability.

**FOCUS OF CHANGE:** ● Launching successful school models to serve as local examples ● Creating capacity for rapid prototyping of new ideas ● Building teacher leadership to support innovation

**ASSUMPTIONS:** ● Technology infrastructure alone will not create dramatic achievement outcomes for students ● New designs are needed to leverage new technology for new outcomes ● Technology does not replace teachers; teachers using technology replace those who do not ● Teachers are powerful communicators to scale ideas ● Existing designs are starting places for further innovation and adaptation

**NEAR-TERM OUTPUTS & OUTCOMES**

- Launch the first school models in September 2016, with one or two additional schools launched each fall thereafter, ultimately serving at least 3,000 students by 2020
- Imported models of personalization grow to over 2,000 students served by 2020
- A portfolio of high-quality leadership development pathways support all Oakland Unified School District elementary schools to transition from technology-enabled to high-quality blended learning by 2020
- Identified partners and collaborators on-board 250 blended personalized teachers for Oakland by 2020
- Community partner capacity and resources bridge the digital divide by providing a free home computer to any family in Oakland who needs one by 2017

**IMPACT | ANTICIPATED CHANGES**

- At minimum, Oakland has an additional 3,000 high-quality blended personalized learning seats by 2020, as measured by annual student learning growth, reductions in achievement gaps, and alignment with pillars of personalization.
EARLY LITERACY: STRATEGY OVERVIEW

The Rogers Family Foundation has been committed to the literacy of Oakland students since our inception. The ability to read is foundational for future learning and success in school and life. By the end of third grade, students are expected to have proficient reading skills so that they can read to learn other subjects and more complex material starting the next year. The city, school district, and community partners are aligned and committed to the ambitious goal of improving third grade reading proficiency to 85% by the year 2020. Reaching this goal will take a collaborative effort of families, schools, and community partners working to improve classroom literacy instruction, provide appropriate reading interventions and support services, and expand opportunities and remove barriers to learning that exist outside of school. To contribute to advancing early literacy in Oakland, the Foundation’s updated Early Literacy strategy will focus on the following:

1. **Evidence-based reading interventions and supports for early elementary students and educators.** Children have diverse learning needs and even with effective classroom instruction there will always be students who require additional support in order to learn to read. The Foundation’s Early Literacy Initiative will identify and support reading intervention providers working with K-3 students to grow their impact by expanding their reach, improving their practice, and strengthening systems for coordination and strategic partnership with schools and school operators. Because oftentimes the students furthest from opportunity are disconnected from school-based services, the Foundation will also continue to partner with select community-based literacy providers. By 2020, literacy grantees will provide evidence-based interventions and support services to a minimum of 2,500 (approximately 15%) K-3 Oakland public school students to accelerate their rate of learning and help them reach proficiency in reading.

2. **Strengthening the Oakland Literacy Coalition (OLC) strengthens the field of literacy service providers to achieve more powerful impact together.** Through the Oakland Literacy Coalition, literacy providers come together to learn, collaborate, and champion early literacy in the community.
   - **OLC 2.0.** The Foundation heard the important feedback during our strategic planning and outreach about the need to strengthen and deepen the impact of the OLC. To position the OLC to pursue its goals with greater community ownership and leadership, and sustain itself as an anchor institution for literacy efforts in the community, the Foundation will support the OLC to be operationalized as an independent organization. This reflects a natural evolution in the structure of an effort that the Foundation has galvanized and incubated over seven years. The OLC will continue to be a key implementing but autonomous agent for the Foundation’s literacy goals and the Foundation will remain a critical and active partner in its work in whatever future structure the OLC takes.

3. **Oakland Reads 2020: Build awareness and community engagement for early literacy.** The OLC will continue to spearhead the Oakland Reads 2020 campaign to ensure early literacy is reflected in community priorities and investments and to connect students and families with literacy resources. Taking a more deliberate and focused approach as a campaign, Oakland Reads 2020 will build awareness for early literacy, create targeted engagement opportunities, and advocate for early literacy as a priority in city/community efforts and investments.

4. **Foster literacy-rich environments.** The Foundation’s early literacy work recognizes the important role families and books play in the literacy development of children and youth. One of our continuing strategies will be to connect families and schools with books and early learning resources to create literacy-rich spaces.

5. **Align investments across the Foundation’s Quality Schools and Blended Personalized Learning initiatives.** A significant portion of the Foundation’s strategy connects through schools as the unit of change. We are aware that improving classroom instruction is critical for transforming third grade reading outcomes. The district’s implementation of a Balanced Approach to Literacy and Common Core aligned reading curriculum and assessments, along with the Foundation’s Blended Personalized Learning Initiative, are among the efforts underway to equip teachers with new tools and models to boost student achievement and reduce the need for additional intervention outside of the classroom. Through our work in Early Literacy, the Foundation will support promising capacity-building programs to further strengthen the ability of Oakland educators to provide effective and relevant literacy instruction in the early elementary grades. We are also committed to strategically integrating our work across all of our initiatives and co-locating investments to reinforce supports for early literacy across focal school sites.
EARLY LITERACY: LOGIC MODEL

GOAL: Improve the reading proficiency of a minimum of 2,500 K-3 public school students by 2020

ISSUE: Oakland is aligned around a bold goal for increasing third grade reading achievement. A collaborative effort of families, schools, and community partners is needed to equip young students with the foundational literacy skills required for future learning and success.

FOCUS OF CHANGE: Early literacy service providers, public schools and school operators, and families of children ages 0-8.

ASSUMPTIONS: ● Language-rich environments and interactions from birth prepare young children for school and reading success ● Every classroom needs effective instruction supporting the majority of students to reach proficiency ● Students have different learning needs and some need additional support to become proficient readers; schools need tiered interventions to enable all students to achieve ● Teaching reading is the work of schools but they can’t succeed alone; collaboration with families and community partners is key

STRATEGIES

Evidence-based interventions & supports

Strengthen Service Provider Field

Awareness of Early Literacy

Literacy-rich Environments

Align with other RFF initiatives

NEAR-TERM OUTPUTS & OUTCOMES

- Literacy grantees will provide evidence-based interventions and support services to a minimum of 1,500 K-3 Oakland public school students by the 2016-17 school year
- 75% of K-3 students receiving interventions through literacy grantees will accelerate their rate of learning (achieve more than one year expected growth) by the 2016-17 school year and thereafter annually
- Capacity-building programs will result in 85% of participating TK-3 educators reporting increased ability to implement effective literacy programming/instruction
- 85% of Oakland Literacy Coalition (OLC) member literacy providers report that their participation increased their capacity to provide effective and impactful literacy programming by the 2016-17 school year and thereafter annually
- Oakland Reads 2020 will organize/sponsor community events to distribute at least 4,000 books to children while building awareness engagement for early literacy by the 2016-17 school year and thereafter annually

IMPACT | ANTICIPATED CHANGES

- By 2020, literacy grantees will provide evidence-based interventions and support services to a minimum of 2,500 K-3 Oakland public school students to accelerate their rate of learning and help them reach proficiency in reading.
- The OLC will support systems to be put in place to support district schools to strategically select and partner with effective literacy services and interventions that are responsive to the literacy needs of their students.
- Oakland Reads 2020 will ensure early literacy is reflected in community priorities and investments with a shared goal of 85% of students reading proficiently by 2020.
If you would like to receive the full-length version of the Rogers Family Foundation's Oakland Education Strategy 2020, please email us at grants@rogersfoundation.org.

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