

File ID Number	15-0048
Introduction Date	2-11-15
Enactment Number	15-0048
Enactment Date	2/11/15
By	EA



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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

January 28, 2015

To: Board of Education
From: Antwan Wilson, Superintendent
Subject: District Submitting Grant Proposal *Agreement EK*

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD Schools for the Caring School Community and Social and Emotional Learning Grant, for fiscal year 2014-2015, pursuant to the terms and conditions thereof, if any. *Grant Agreement EK*

BACKGROUND:

Grant proposal for OUSD Schools for the Caring School Community and Social and Emotional Learning Grant for the grant period of November 20, 2014 through November 19, 2015. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
15-0048	Yes	Grant	Oakland Unified School District Elementary Schools	This grant is to further develop the infrastructures that deepens and sustains the implementation of Caring School Community and Social Emotional Learning in OUSD and to create the conditions across the District to achieve success in CCSS/NGSS.	November 20, 2014 - November 19, 2015	S.D. Bechtel, Jr. Foundation, Stephen Bechtel Fund	\$200,000.00

DISCUSSION:

The District created a Grant Face sheet process to:

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

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

- Grants valued at: \$200,000.00

RECOMMENDATION:

Approval and support by the Board of Education of District for applicant submitting a grant proposal for OUSD Schools for the Caring School Community and Social and Emotional Learning Grant, for fiscal year 2014-2015, pursuant to the terms and conditions thereof, if any. *Grant Agreement EK*

ATTACHMENTS:

Grant Face Sheet

Grant Agreement

OUSD CSC/SEL Oakand Initiative Proposed Grant Budget, FY 2014-2015

Grant Award Letter, S.D. Bechtel Jr. Foundation, Stephen Bechtel Fund

Letter from OUSD Superintendent Antwan Wilson

Caring School Community/Social and Emotional Learning Sustainability Proposal

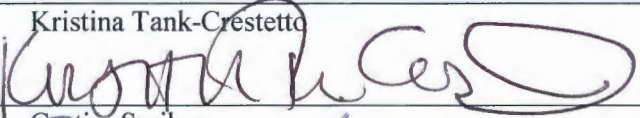
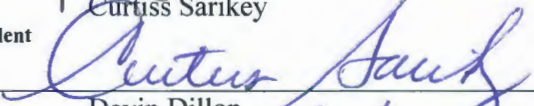
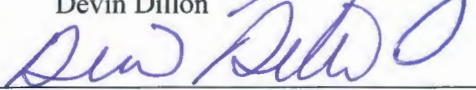
OUSD Grants Management Face Sheet

Title of Grant: Caring School Community and Social and Emotional Learning	Funding Cycle Dates: November 20, 2014 – November 19, 2015
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Kristina Tank-Crestetto Oakland Unified School District 746 Grand Avenue Oakland, CA 94601 (510) 273-1526 Kristina.Crestetto@ousd.k12.ca.us	Grant Amount for Full Funding Cycle: \$200,000.00
Funding Agency: S.D. Bechtel Jr. Foundation, Stephen Bechtel Fund	Grant Focus: Social and Emotional Learning (SEL). This grant is to further develop the infrastructures that deepens and sustains the implementation of Caring School Community and SEL in OUSD and to create the conditions across the district to achieve success in CCSS/NGSS.
List all School(s) or Department(s) to be Served: Community Schools Student Services, Office of Social and Emotional Learning and Leading, and Caring School Community Participating Schools: Bridges, Brookfield, Cleveland, Crocker Highlands, Community United, East Oakland Pride, Emerson, Esperanza, Futures, Garfield, Grass Valley, Hillcrest, Hoover, Horace Mann, ICS, Joaquin Miller, Korematsu Discovery Academy, La Escuelita, Montclair, Parker Reach, Redwood Heights, Sequoia, Think College Now, Thornhill Elementary Schools.	

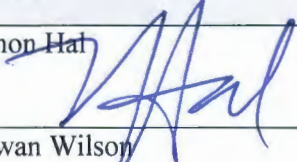
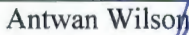
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	SEL has been identified by the district and nationally normed research as essential to students achieving success in the CCSS and NGSS. This grant helps to establish sustainable models of SEL through Caring School Community and teacher inquiry to improve teaching and learning at the elementary level.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.94% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	This grant will utilize multiple measurement including: 1. Caring School Community Implementation Survey 2. AIR 3 rd grade SEL Survey 3. California Healthy Kids Survey 4. CORE SEL Survey 5. Teacher and Principal Focus Groups 6. Academic Content District Assessment Data
Does the grant require any resources from the school(s) or district? If so, describe.	The district will be supporting the grant with coordination of the grant activities; expertise from the SEL&L Team as part of the SEL implementation work at the elementary level; co-facilitation of the professional learning for teachers.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.94% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Services from the Developmental Studies Center and Mills College will be paid through MOUs.

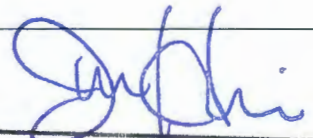
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Kristina Tank-Crestetto Director, Social Emotional Learning and Leadership Community Schools and Student Services Department Oakland Unified School District 746 Grand Avenue Oakland, CA 94610 (510) 273-1526 Kristina.crestetto@ousd.k12.ca.us

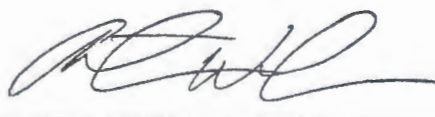
Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Kristina Tank-Crestetto		1/5/15
Department Head (e.g. for school day programs or for extended day and student support activities)	Curtiss Sarikey		1/7/15
Chief Academic Officer	Devin Dillon		1/8/15

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hat		
Superintendent	Antwan Wilson		


James Harris
President, Board of Education


Antwan Wilson
Secretary, Board of Education

File ID Number: 15-0048
Introduction Date: 2/11/15
Enactment Number: 15-0218
Enactment Date: 2/11/15
By: DA

GRANT AGREEMENT

SUMMARY OF TERMS

Grantee: Oakland Unified School District

Amount: \$200,000

Purpose: Funds to further develop the infrastructures that deepen and sustain the implementation of Caring School Community and Social and Emotional Learning in OUSD and to create the conditions across the district to achieve success in CCSS/NGSS.

Duration: November 20, 2014 – November 19, 2015

Payment Schedule:	Amount	Schedule Date
	\$200,000	December 2014

Requirement Schedule:	Type	Due By
	Interim Report	June 30, 2015
	Final Report	December 31, 2015

The following terms, conditions and representations are agreed upon by the S. D. Bechtel Jr. Foundation or the Stephen Bechtel Fund (each alone or together, the "Grantor") and **Oakland Unified School District** (the "Grantee"):

- Purposes.** Grantee shall use the entire amount of \$200,000 (the "Grant Amount"), including any interest earned thereon, to implement the purpose of the grant as described above and in further detail in Exhibit 1 to this Agreement and incorporated by this reference (the "Grant"); provided that Grantor is not earmarking the Grant for any person or entity named as a vendor, consultant, or subgrantee of Grantee in Exhibit 1. Grantee shall immediately return to Grantor any portion of the Grant Amount spent for any other purpose, and any portion of the Grant Amount not spent or committed at the completion of the Grant Duration, including any interest earned on such amounts, upon Grantor's request.
- Prohibited Uses.** Grantee agrees that no portion of the Grant Amount shall be used (a) to influence the outcome of any specific election for candidates to public office, (b) to carry on, directly or indirectly, any voter registration drive, (c) to induce or encourage violations of law or public policy, (d) to cause any private inurement or improper private benefit to occur, (e) to take any action that would or reasonably could jeopardize Grantee's tax-exempt status, or (f) for any non-charitable purpose, as defined by the Internal Revenue Code and applicable Treasury Regulations ("IRC" or "Code").
- Lobbying.** Grantee is prohibited from using Grant funds to influence legislation within the meaning of Section 4945(e) of Code. This prohibition does not prevent Grantee from using grant funds for communication outside the meaning of Section 4945(e), such as communications with legislators that do not refer to any specific legislation or that refer to specific legislation without reflecting a view on it; Grantee may also use Grant funds for communications excepted from Section 4945(e) such as the dissemination of nonpartisan analysis, study, or research, or certain responses to requests from a legislative or government agency for comments on legislation. Grantee shall not conduct any activity, such as making ballot measure contributions, that would require Grantee to report the Grantor as a donor under any applicable state or local campaign finance disclosure law, such as the California Political Reform Act.
- Subgrantees/Subcontractors.** Grantee shall retain full discretion and control over the selection of any subgrantees or subcontractors to carry out the Grant purposes, acting independently of Grantor. Grantee and Grantor acknowledge that there is no agreement, oral or written, by which Grantor may cause Grantee to choose any particular subgrantee or subcontractor. Grantee shall require that any subgrantee or subcontractor be subject to the requirements of Paragraphs 5 and 6 of this Agreement, provided that all obligations of Grantee under such Paragraphs shall remain in full force and effect.

EXHIBIT 1

Expected Results

By the end of the grant, the following results are expected:

In the grant timeline, the CSC/SEL Oakland Initiative will:

1. Align and integrate CSC/SEL with OUSD academic and social priorities. All CSC/SEL participating schools (n=24) will have teacher leaders:
 - a. Attend a monthly professional learning series to prepare them to facilitate high quality CSC/SEL implementation that supports OUSD academic and social goals.
 - b. Attend one site based coaching session each semester focused on how to leverage CSC/SEL to achieve their school's academic and SEL goals.
2. Establish a system and structure that builds the capacity of a CSC/SEL Leadership Cadre (Principals and Teacher Leaders) to provide ongoing CSC/SEL professional learning and leadership across the district. Specifically,
 - a. CSC/SEL Demonstration Schools (n=5) will participate via a network to work in concert with Collaborating Schools to impact teaching, learning, and leading at all elementary schools. In addition to 12 hours a month of on-site coaching and professional learning for teachers and principals, Teacher Leaders will attend monthly college-level seminars and participate in an academic inquiry research project facilitated by Mills College instructors.
 - b. Collaborating Schools (n=19) will be provided support by the SEL&L team for site-specific CSC/SEL implementation and alignment with school academic and social priorities. And when necessary, access to stipends for teachers to attend out-of-school-time trainings and meetings
 - c. All Participating Schools (n=24) will be supported through an after-school professional learning workshop for teachers and principals new to CSC/SEL, access to CSC/SEL resources and materials.
3. Sustain and cultivate internal partnerships that support the CSC/SEL Oakland Initiative, including:
 - a. The Department of Teaching and Learning to provide CSC/SEL infused professional learning for all elementary teachers.
 - b. The Human Resources Department to provide CSC/SEL informed monthly professional learning for site based Teachers on Special Assignment PreK-12.
 - c. The Community Schools Student Services Department to provide the SEL&L team resources and partnerships with the After School Office, Behavioral Mental Health Office, Health and Wellness, and the Office of Community Schools.
 - d. Linked Learning to support a vertical alignment in grades 9-12 of the CSC/SEL work.
 - e. Office of Chief of Schools in that Chief of Schools has asked all schools to set specific SEL goals for the year, to which they will be held accountable.

By the end of the year, in Demonstration Schools,

Students will demonstrate:

- SEL skills and competencies throughout the school day in both academic and social settings.
- a stronger commitment to the democratic values of fairness, helpfulness, respect and personal responsibility as part of a community school.
- stronger feelings of belonging to, and being a valued participant in, a caring classroom that is part of a diverse school community.
- a greater understanding of, and concern for, others while establishing more productive and respectful relationships with diverse peers.
- greater intrinsic motivation to engage and persist in challenging academics.

- less misconduct resulting in fewer office referrals and fewer incidents of bullying.

Teachers will demonstrate:

- an improved ability to teach students key SEL skills that can be used in academic and community settings.
- an improved ability to build classroom unity and give students a more meaningful voice in the classroom during both academic and social pursuits.
- an improved ability to help students take more responsibility for their learning and their behavior.
- an improved ability to collaborate with, and learn from other teachers.
- greater leadership capacity.
- a greater capacity to engage in and facilitate ongoing inquiry and deep learning.

Principals and district leaders:

- principals and district leaders will be better able to create a school that is a caring supportive learning community for both students and teachers.
- principals and district leaders will be better able to lead staff meetings, assess CSC/SEL implementation, and provide effective support for teachers' learning.
- district leaders will be better prepared to assess CSC/SEL implementation, guide the overall professional development and implementation effort, and effectively sustain CSC/SEL in the coming years.

Parents

- Parents from diverse communities have stronger connections with the school, are better informed of what their child is learning in school, and are more likely to participate in school-based activities.

OUSD CSC/SEL Oakland Initiative 2014-2015

Proposed Grant BUDGET	Projected	Actual
2014-2015 Grant:	199,167.20	
OUSD Coordination: This supports a .5 FTE CSC/SEL Coordinator who is responsible for the following:		
<ul style="list-style-type: none"> • planning and providing professional learning for participating CSC/SEL teachers, principals and leadership teams • aligning the CSC/SEL Oakland Initiative with the district's other departments and initiatives • Liaison with Developmental Studies Center • coordinating teacher inquiry with Mills Teacher Scholars 	50,000	
Program Materials		
<ul style="list-style-type: none"> • Replacement CSC kits for new teachers and new leaders • Materials for Professional Learning 	4,000	
CSC/SEL Teacher Inquiry		
<ul style="list-style-type: none"> • Mills Teacher Scholars consultant fees: Planning, facilitation and documentation • Stipends for teachers participating in inquiry (matching funds from Mills Teachers Scholars) 	20,000	
Substitutes for Professional Learning, peer to peer learning and cross-site collaboration:		
<ul style="list-style-type: none"> • Three substitute days five times a year for each of the five Demonstration Schools (average rate is \$160.00/day) \$12,000. • One to Two substitutes twice a year for each of the nineteen Collaborating Schools (average rate is \$160/day). Seventy substitute days available for \$11,000 	23,000	
Coaching DSC (25 days@2600)		
<ul style="list-style-type: none"> • Site based coaching teachers, teams and leadership • Facilitation of PL 	65,000	
DSC Coordination		
<ul style="list-style-type: none"> • Consulting on systemic sustainability • Consulting on model of professional learning 	24,000	
Travel		
<ul style="list-style-type: none"> • Conference presentations to share work nationally, regionally and locally 	2,000	
OUSD Indirect Costs (5.94%)	11,167.20	
Total	199,167.20	

LAUREN B. DACHS
PRESIDENT

November 24, 2014

Ms. Kristina Tank-Crestetto
Director
Oakland Unified School District
746 Grand Avenue
Oakland, CA 94610

Dear Ms. Tank-Crestetto:

I am pleased to inform you that the Board of Directors of the S. D. Bechtel, Jr. Foundation and the Stephen Bechtel Fund has approved a grant to Oakland Unified School District in the amount of **\$200,000** over 12 months. This grant is to further develop the infrastructures that deepen and sustain the implementation of Caring School Community and Social and Emotional Learning in OUSD and to create the conditions across the district to achieve success in CCSS/NGSS, as defined in your proposal dated November 17, 2014. As you are aware, this will be the Foundation's final grant to support this specific purpose.

Please have an officer, director, or trustee sign and date the enclosed Grant Agreement and retain a copy for your records. The Foundation's preference is for the Grant Agreement and grant reports to be submitted via the Grants Portal on our website (<http://sdbjrfoundation.org/for-grantees/>).

The Foundation will make the grant payment upon receipt of the signed Grant Agreement. Payments may be made by either the S. D. Bechtel, Jr. Foundation or the Stephen Bechtel Fund.

Please note the Agreement states that no public announcements or statements to the media about the Foundation's affiliation with, or contribution to, the grantee's project may be made without the Foundation's written consent.

Your contacts at the Foundation for this grant will be Program Officer, Katie Jaxheimer. Please refer to the enclosed Grant Agreement for payment and reporting schedules. Your reports and any questions about this grant should be submitted by email to kjaxheimer@sdbjrfoundation.org.

Sincerely,



Lauren B. Dachs

Enclosure



Antwan Wilson, Superintendent

November 17, 2014

Katie Jaxheimer
S. D. Bechtel, Jr. Foundation
San Francisco, CA

Dear Ms. Jaxheimer,

Thank you for S. D. Bechtel, Jr. Foundation's continued interest in education in California, investing in Oakland Unified School District and our commitment to building the foundation of a quality education for all students through Social and Emotional Learning (SEL).

OUSD has made important steps in improving teaching, learning and leading through the integration of SEL into the academic and leadership practices across the district. Oakland is currently the only district in the country to have an SEL Board Policy and it holds the district accountable to supporting SEL implementation for adults and students. The Policy serves as a model for other districts to initiate similar policies. In addition to the Board Policy, we also have OUSD SEL Standards for adults and students that inform our evaluation of principal and teacher efficacy, professional learning, student learning and school climate and culture.

In the area of elementary and secondary academics the Office of Social and Emotional Learning and Leadership is in partnership with the Department of Teaching and Learning to provide SEL infused professional learning for teachers across the content areas. A new partnership with the Office of Post-Secondary Readiness is now providing SEL training for instructors in Linked Learning and Pathway programs in high schools. Our district goal is to have SEL as the foundation of all pedagogical practices across all content areas PreK to 12th grade.

Our partnership with Developmental Studies Center through its Caring School Community (CSC) program continues to be a catalyst for much of our SEL work, from the classroom to the boardroom. This year we are committed to establishing the systems and structures needed to sustain CSC as an integral part of our district SEL work.

Attached is our grant proposal for the 2014-2015 school year. We request funding for the continuation of the CSC/SEL project in Oakland and to establish a network of Demonstration Schools that supports high quality SEL implementation across the system. With your support we will provide intensive coaching and professional learning to build teacher and leader capacity to lead this work in the future.

Thank you for your partnership and contact us if you have any questions.

Sincerely,

Antwan Wilson
Superintendent

**Caring School Community/Social and Emotional Learning
Sustainability Proposal in the Oakland Unified School District**

**A proposal to the
Stephen Bechtel Fund**

by

Office of Social and Emotional Learning & Leadership
Oakland Unified School District
746 Grand Ave
Oakland, CA 94610

November 17, 2014

Executive Summary

Oakland Unified School District (OUSD) requests funding for one year to further develop the infrastructure that deepens and sustains the implementation of *Caring School Community/Social and Emotional Learning (CSC/SEL)*. The implementation of *CSC/SEL*, as well as the associated professional learning, continues to create the conditions at school sites and across the district for leaders, teachers and students to engage in the requisite shifts in leading, teaching and learning necessary to achieve success in the Common Core State Standards and Next Generation Science Standards. The *CSC/SEL* Oakland Project is a strategic catalyst for realizing our district's Strategic Plan, as well as informing our regional SEL work with the California Office to Reform Education (CORE) and nationally with the Collaborative for Academic, Social and Emotional Learning's (CASEL) Collaborating District Initiative.

The *CSC* program from the Developmental Studies Center (DSC) is a nationally recognized, research-based K–6 program that builds classroom and school wide community while developing students' social and emotional skills and competencies. *CSC* focuses on strengthening students' connectedness to school—an important element for increasing academic motivation and achievement and for reducing violence and delinquency. The program includes four complementary components—class meetings, cross-age “buddies” activities, parent-involvement activities, and whole-school community-building activities—designed to foster students' ethical, social, and emotional growth that is essential to their academic growth.

The focus this year is on creating a small district network of five *CSC/SEL* Demonstration Schools that will receive intensive coaching and opportunities for deep, professional learning. This network model is designed to develop teacher and principal capacity to support a larger network of *CSC/SEL* Collaborating Schools. Teachers and Principals at the five Demonstration Schools will participate in at least seven full days of onsite coaching and professional learning, a monthly college level seminar focused on *CSC/SEL*, facilitated peer observation and reflection, and a public sharing of their learning. Teachers and principals at nineteen Collaborating Schools will have opportunities to participate in a monthly *CSC/SEL* after school professional learning

series, trimester teacher leader institutes, and peer observation and reflection at Demonstration Schools. The grant will fund materials needed to support classroom implementation of CSC/SEL and the supporting professional learning series for teachers and principals.

This work builds upon our five year partnership with DSC and unlike previous years the district will be the primary provider of professional learning and services to school sites with DSC playing a support role. The goal is to create a system and structure that supports OUSD academic priorities and results in high quality CSC/SEL implementation that impacts schools, networks, and the district.

Studies confirm that this powerful combination of research-based, high quality SEL curricula along with sustained, reflective, supportive, job-embedded professional learning is key to improving and sustaining effective teacher practice and realizing the district's academic and social goals for all students. Along with the S. D. Bechtel, Jr. Foundation this work will be supported by OUSD's Department of Community Schools and Student Services, Office of Social and Emotional Learning and Leadership, Department of Teaching and Learning, and the Department of Postsecondary Readiness. Additional support for the project comes from Developmental Studies Center, the NoVo Foundation, Mills College and the Stuart Foundation.

Background

Nationally, Oakland Unified School District is a leader in utilizing Social and Emotional Learning as a key element to improving teaching, learning and leading across an entire system. SEL is one of the three pillars in the district's Strategic Plan along with ensuring a high quality instructional core and creating equitable opportunities for learning. We are the only district nationally to have an SEL Board Policy in addition to our own SEL Standards for adults and students. Oakland is one of only eight school districts in the country to participate in the Collaborating Districts Initiative (CDI) supported by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Membership in the CDI includes a commitment to implement high quality SEL programs such as Caring School Community.

At the state level Oakland is one of seven California Districts participating in the California Office to Reform Education (CORE) Waiver. As part of the CORE Waiver, OUSD has taken a leading role in the task of assessing SEL. Our ongoing partnership with DSC in the implementation and assessing of the Oakland CSC/SEL Oakland project has provided invaluable resources and powerful practices that continue to support and strengthen our engagement with our CORE partners at this emerging state level SEL work.

OUSD leadership continues to identify SEL as a district priority. Allen Smith, our new Chief of Schools has required that every school in OUSD has a school wide SEL goal to which it will be held accountable. Oakland's newest leadership team is fully committed to the CSC/SEL implementation plan as outlined in this proposal. Our new Superintendent Antwan Wilson, our Chief of Schools Allen Smith, our Chief Academic Officer Devin Dillon and our Deputy Chief of Community Schools and Student Services Curtiss Sarikey have all reviewed and approved the overarching goals, and key elements in this CSC/SEL proposal. This current year our CSC/SEL work is even more singularly focused on building and connecting sustainable systems and structures while working within our new leadership structures.

One of the challenges in Oakland has been a myriad of multiple competing priorities that school sites and leaders must manage on a daily basis. Often there are so many "deliverables" negating one another's effectiveness. Consequently, the Office of Social and Emotional Learning and Leadership's ten-year plan for SEL in OUSD is based on Michael Fullan's work on sustainability and is designed as a whole systems model where SEL is integrated throughout all levels of the organization with multiple opportunities for deep learning. Through our partnership with DSC, we have positioned the CSC/SEL Oakland project to be more than just an SEL classroom program, and instead a central element that builds capacity, deepens learning, creates networks internally and externally and is accountable to short term and long term results while in service to our students and their families.

Oakland's Office of Social and Emotional Learning and Leadership (SEL&L) will

coordinate the CSC/SEL Oakland project in partnership with Developmental Studies Center (DSC) and Mills College. The SEL&L Office has expanded and is now staffed by a Director, a Coordinator, two Project Managers and a Communications Partner. Primary responsibility for the CSC/SEL Oakland project will be held by the Coordinator and the elementary Project Manager, however all of the SEL&L team will be involved supporting the CSC/SEL Oakland project. DSC, our primary partner for the project will provide valuable resources for programmatic implementation, professional learning, hands-on support, and systems thinking.

Description of the Proposed Work

One of the key learnings from the CSC/SEL work in Oakland has been the integral role that SEL plays in both the academic and social lives of our students. The CSC/SEL Oakland project is well positioned to support student success in academics as well as in their social development. We are in partnership with the Department of Teaching and Learning to support student and teacher academic and social and emotional learning during their transition to the CCSS/NGSS. We will continue the coordination of the CSC/SEL work with its emphasis on relationship building, parent involvement and developing whole-school community with the district's Community Schools Initiative. Oakland's Office of Social and Emotional Learning and Leadership (SEL&L) will coordinate the Oakland CSC/SEL Oakland project in partnership with Developmental Studies Center (DSC). The Office will function as a liaison to external and internal partners who are supporting the project and will also manage the fiscal, operational and reporting responsibilities.

The CSC/SEL Oakland project for the current year is built on three key areas of work that have been prioritized by the SEL&L Team in partnership with DSC.

1. Alignment and integration of CSC/SEL with district academic and social priorities.

- **All CSC/SEL participating schools:** A monthly professional learning series for CSC/SEL Teacher Leaders from participating sites to prepare them to facilitate high quality CSC/SEL implementation that supports district academic and social

goals.

- **All CSC/SEL participating schools:** One coaching session each semester with participating site leaders on how to leverage CSC/SEL implementation to achieve their school's academic and SEL goals.
 - **All CSC/SEL participating schools:** Thirty hour Summer Institute 2014 - 2015 for CSC/SEL Teacher Leaders to prepare them to facilitate high quality CSC/SEL implementation that supports district academic and social goals. The CSC/SEL Teacher Leader Summer Institute was integrated with the academic content Teacher Leader Institutes.
2. **Establish a system and structure that builds the capacity of a CSC/SEL Leader Cadre (Principals and Teacher Leaders) to provide ongoing CSC/SEL professional learning and leadership across the district.**
- **Five CSC/SEL Demonstration Schools:** Establish a network of CSC/SEL Demonstration Schools to work in concert with Collaborating Schools to impact teaching, learning and leading at all elementary schools. Demonstration Schools will: receive 12 hours a month of on-site coaching and professional learning for teachers and principals towards building sustainable high quality CSC/SEL implementation and transferability to academic content areas; build leadership capacity of Principals and Teacher Leaders to prioritize and lead the CSC/SEL work at the site; build capacity of CSC/SEL Teacher Leaders and Principals to function at the district level as CSC/SEL lead learners and providers of professional learning. Every participating Demonstration School will have two CSC/SEL Teacher Leaders serving on either the school's Instructional Leadership Team with academic content area Teacher Leaders or the Climate and Culture Team.
 - **Five CSC/SEL Demonstration Schools:** Monthly college level seminar and academic inquiry research project facilitated by Mills College instructors. Inquiry focus on the impact of explicit programmatic SEL instruction on academic priorities and increasing participant capacity to lead SEL work at the district level. Deep learning in a vertical network (PreK - 12) will prepare Teacher Leaders to

sustain high quality CSC/SEL implementation in support of academic success and positive school climate and culture. Their inquiry work will be presented publicly.

- **Nineteen Collaborating Schools:** Support from the SEL&L Team focused on site-specific CSC/SEL implementation and alignment with school academic and social priorities, site visits, observations and feedback with the SEL&L Team. Opportunities for quarterly observation and professional learning sessions with Demonstration School partners.
- **All CSC/SEL participating schools:** After school professional learning workshop for teachers and principals new to CSC/SEL to introduce them to the concepts, strategies, and implementation resources of CSC/SEL. Experience the alignment of CSC/SEL to SEL Standards and CCSS/NGSS.
- **All CSC/SEL participating schools:** When necessary, grant funds will be used to pay stipends to teachers to attend out-of-school-time trainings and meetings, or hire substitute teachers to provide release time for teachers during school hours for professional learning purposes.
- **All CSC/SEL participating schools:** CSC/SEL resources and materials including Classroom and Leader Kits needed to implement CSC/SEL effectively.

3. Sustain and cultivate internal partnerships that support the CSC/SEL Oakland Initiative.

Internal Partnerships: Experience has shown us that efforts to shift practice that is limited to program implementation rarely succeed in Oakland. Consequently the CSC/SEL Oakland project is nested in a broad and robust network of SEL partnerships within the district at all levels of the organization.

- **The Department of Teaching and Learning (T&L)** partners with us to provide CSC/SEL infused professional learning for all elementary teachers as part of their content area learning. This includes summer Teacher Leader Institutes as well as monthly content focused professional learning. We are also in partnership with T&L to design a new CCSS/NGSS report card that reflects the district's

commitment to SEL.

- **Human Resources Department** partners to provide CSC/SEL informed monthly professional learning for site based Teachers on Special Assignment Pre-K - 12th. We are also partnering with HR to provide ongoing SEL professional learning for their staff.
- **Community Schools Student Services Department** provides the SEL&L team with the ancillary resources needed to support the CSC/SEL Oakland project as well as partnerships with: After School Office, Behavioral Mental Health Office, Health and Wellness and the Office of Community Schools.
- **Linked Learning** is a new partner whose work in secondary schools is being informed by the model of professional learning developed through the Oakland CSC/SEL Oakland project. This partnership supports a vertical alignment 9-12 of the CSC/SEL work that contributes to the sustainability of the Initiative.
- **Office of Chief of Schools** supports and supervises all of the Network Superintendents and Principals in the district. This year (2014-15) Chief of Schools Allen Smith has asked that all schools are accountable to specific Social and Emotional Learning goals for the year. Schools participating the CSC/SEL Oakland project have identified implementation of the CSC/SEL program as their SEL priority.

Monitor program implementation and assessing program effects on students and school climate and culture.

CSC/SEL program materials include rubrics to assess program implementation and survey scales that assess students classroom experience and their character-related attitudes and skills. During weekly school visits to Demonstration Schools the CSC/SEL Coordination Team will observe implementation quality and progress and summarize their observations for each school's leadership team. We will also be disaggregating data from the California Healthy Kids Survey, American Institutes for Research Third Grade Survey, the CORE SEL Survey and the districts Instructional Rounds to assess CSC/SEL's effectiveness. We are also exploring with CORE a pilot for a performance based assessment of SEL skills and competencies.

Timeline

Oakland's CSC/SEL Oakland project for 2014-15 began in August with a week long CSC/SEL Teacher Leader Institute that was part of a larger Institute for all elementary teacher leaders. This was funded from previous grant year. OUSD is currently funding the initial coordination of CSC/SEL at all twenty-four participating schools and the monthly professional learning offerings. OUSD is providing Professional Learning for principals and teachers new to CSC/SEL, coordinating the teacher inquiry with Mills College and meeting with DSC to plan for the year. Once grant funds are secured the CSC/SEL Coordinating Team will:

- coordinate with each Demonstration School's CSC/SEL Leadership Team to identify CSC/SEL implementation goals, coaching schedule, professional learning plan and alignment with school's academic and social priorities;
- coordinate coaching with DSC at each Demonstration School which will include observation of CSC/SEL lessons, modeling of lessons, meeting with teachers, professional learning with faculty and staff, facilitating peer observation and coaching with the goal of building capacity at each site;
- convene with Mills Teacher Scholars the inquiry seminar with teachers from all five Demonstration Schools to study the impact of explicit SEL instruction on academic teaching and learning;
- provide professional learning for teachers and principals at all participating CSC/SEL schools including both Demonstration Schools and Collaborating Schools;
- provide opportunity for monthly professional learning series based on CSC/SEL pedagogy and practice for seventy teachers and principals (enrollment from all elementary schools);
- facilitate meetings with district leaders to align the Oakland CSC/SEL Oakland Initiative as a district priority;
- provide for monitoring and assessing implementation effects; and,
- provide a written summary report.

Intended Outcomes

By the end of the proposed grant period we anticipate having a structure of CSC/SEL Demonstration Schools with their Collaborating Schools that can be sustained and replicated within the district as a model for using programmatic SEL to catalyze whole district change.

By the end of the grant, the following results are expected:

The CSC/SEL Oakland Initiative this year will:

1. Align and integrate CSC/SEL with OUSD academic and social priorities. All CSC/SEL participating schools (n=24) will have teacher leaders:
 - a. Attend a monthly professional learning series to prepare them to facilitate high quality CSC/SEL implementation that supports OUSD academic and social goals.
 - b. Attend one site based coaching session each semester focused on how to leverage CSC/SEL to achieve their school's academic and SEL goals.

2. Establish a system and structure that builds the capacity of a CSC/SEL Leadership Cadre (Principals and Teacher Leaders) to provide ongoing CSC/SEL professional learning and leadership across the district. Specifically,
 - a. CSC/SEL Demonstration Schools (n=5) will participate via a network to work in concert with Collaborating Schools to impact teaching, learning, and leading at all elementary schools. In addition to 12 hours a month of on-site coaching and professional learning for teachers and principals, Teacher Leaders will attend monthly college-level seminars and participate in an academic inquiry research project facilitated by Mills College instructors.
 - b. Collaborating Schools (n=19) will be provided support by the SEL&L team for site-specific CSC/SEL implementation and alignment with school academic and social priorities. And when necessary, access to

- stipends for teachers to attend out-of-school-time trainings and meetings
- c. All Participating Schools (n=24) will be supported through an after-school professional learning workshop for teachers and principals new to CSC/SEL, access to CSC/SEL resources and materials.
3. Sustain and cultivate internal partnerships that support the CSC/SEL Oakland Initiative, including:
- a. The Department of Teaching and Learning to provide CSC/SEL infused professional learning for all elementary teachers.
 - b. The Human Resources Department to provide CSC/SEL informed monthly professional learning for site based Teachers on Special Assignment PreK-12.
 - c. The Community Schools Student Services Department to provide the SEL&L team resources and partnerships with the After School Office, Behavioral Mental Health Office, Health and Wellness, and the Office of Community Schools.
 - d. Linked Learning to support a vertical alignment in grades 9-12 of the CSC/SEL work.
 - e. Office of Chief of Schools in that Chief of Schools has asked all schools to set specific SEL goals for the year, to which they will be held accountable.

By the end of the year, in Demonstration Schools,

1. Students will demonstrate:
 - SEL skills and competencies throughout the school day in both academic and social settings.
 - a stronger commitment to the democratic values of fairness, helpfulness, respect and personal responsibility as part of a community school.
 - stronger feelings of belonging to, and being a valued participant in, a caring classroom that is part of a diverse school community.

- a greater understanding of, and concern for, others while establishing more productive and respectful relationships with diverse peers.
- greater intrinsic motivation to engage and persist in challenging academics.
- less misconduct resulting in fewer office referrals and fewer incidents of bullying.

2. Teachers will demonstrate:

- an improved ability to teach students key SEL skills that can be used in academic and community settings.
- an improved ability to build classroom unity and give students a more meaningful voice in the classroom during both academic and social pursuits.
- an improved ability to help students take more responsibility for their learning and their behavior.
- an improved ability to collaborate with, and learn from other teachers.
- greater leadership capacity.
- a greater capacity to engage in and facilitate ongoing inquiry and deep learning.

3. Principals and district leaders:

- principals and district leaders will be better able to create a school that is a caring supportive learning community for both students and teachers.
- principals and district leaders will be better able to lead staff meetings, assess CSC/SEL implementation, and provide effective support for teachers' learning.
- district leaders will be better prepared to assess CSC/SEL implementation, guide the overall professional development and implementation effort, and effectively sustain CSC/SEL in the coming years.

4. Parents

- Parents from diverse communities have stronger connections with the school, are better informed of what their child is learning in school, and are more likely to participate in school-based activities.

Evaluation method and tools

To help district leaders, principals, and teachers monitor and guide the implementation and impact of CSC/SEL the following assessment tools will be used:

- **Component implementation checklists:** The classroom-based components of the program (i.e., class meetings, buddies activities, and *Homeside Activities*) contain checklists that help teachers assess their own implementation of each component and its effectiveness with students. Based on their assessments, teachers are helped to strengthen their strategies and practices.
- **Analysis of School-wide Community:** Included in the *CSC/SEL Leadership Guide* is a tool that can be used at key points throughout the school year as an observation checklist to measure the school's "sense of community." Statements such as "Students treat each other with kindness and respect," "Students treat adults in the school respectfully," "Adults in the school treat one another respectfully, collaboratively, and inclusively," are used to evaluate the school's culture and climate, and can then be used as to engage staff in discussions of their overall progress in achieving the desired outcomes of *CSC/SEL*.
- **Elements of Strong Implementation—Class Meetings and Cross-Age Buddies Activities:** Included in the *CSC/SEL Leadership Guide* are two observational checklists—one for class meetings, one for buddies activities—that principals (or other observers) can use to evaluate a teacher's implementation of these components. The checklists contain statements (e.g., "Teacher introduces and establishes the purpose of the class meeting,") and examples that support the statement (e.g., "Teacher focuses the students on the "Class Meeting Rules," "Teacher teaches or reviews procedures for students to follow," "Teacher explains what the students will discuss during the meeting, including any decisions to be made").
- **Survey Measures:** Several survey measures that assess students' classroom experience and their school- and character-related attitudes and dispositions will be administered and cross referenced. These measures include California Healthy Kids Survey, American Institutes for Research Third Grade Survey and the CORE SEL Survey and the CSC/SEL Implementation Survey
- **Observation Tools:** Instructional Rounds protocol includes a formal observation

of student behavior indicators of Social and Emotional Learning. This data is being collected from every school in the district.

- We are also exploring with CORE the development of a performance based assessment of SEL skills and competencies that could be piloted in Oakland.

Requested Amount

We are requesting a one year grant of \$208,000.00. This amount ensures continuity of the Oakland CSC/SEL Oakland project and supports the creation of an internal system and structure designed to sustain the project. OUSD has been supporting the CSC/SEL work during this interim period while the grant is being written and reviewed. The budget is included as Attachment A.

Project funding

The S.D. Bechtel, Jr. Foundation would be the primary outside funder of this project with OUSD taking increasing responsibility for staffing and coordinating the Oakland CSC/SEL Oakland project. Oakland's SEL work is partially funded by the NoVo Foundation and district general purpose funds. This year we also are in partnership with Mills Teacher Scholars who have secured additional funding from the Stuart Foundation to fund their support of teacher inquiry and deep learning in the Oakland CSC/SEL Oakland project.

Long-term plan for sustainability

Central to this project is the professional development for teachers, principals, and school leadership teams that provides them with the tools and expertise they need to assume increasing leadership roles in the years beyond the requested grant. A system and structure of CSC/SEL Demonstration Schools serving as learning hubs establishes a structure for continuous learning for all schools and informs our external SEL work.