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Introduction Date	1/25/12
Enactment Number	
Enactment Date	
By	

**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education

From: Tony Smith, Superintendent
           Vernon Hal, Deputy Superintendent, Business & Operations
           Maria Santos, Deputy Superintendent, Instruction, Leadership, Equity-in-Action

Subject: **Grant Award – Safe and Supportive Schools – Oakland Technical High School**

ACTION REQUESTED:

Acceptance by the Board of Education Grant Award from the California Department of Education Grant Award for Oakland Technical High School in the amount of $450,000.00, at $150,000.00 per year, in Safe and Supportive Schools Funding to improve school climate and safety enabling greater focus on academic instruction and student achievement at Oakland Technical High School, for the period of October 1, 2011 through September 30, 2014, pursuant to terms and conditions thereof, and approval to submit amendments for the grant years, if any.
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BACKGROUND:

Grant proposals for OUSD schools for the 2011-2014 fiscal years were submitted for funding as indicated in the chart below. 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
12-0355	Yes	Grant	District for Oakland Technical High School	This grant will fund improvement of school climate and safety, and enable a greater focus on academic instruction and student achievement	October 1, 2011 through September 30, 2014	California Department of Education	$450,000.00

DISCUSSION

The District created a Grant Face Sheet process to:

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

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

FISCAL IMPACT:

The total amount of grants will be provided to Oakland Technical High School from the funder.

- Grants valued at: $450,000.00

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

RECOMMENDATION:

Acceptance by the Board of Education Grant Award from the California Department of Education Grant Award for Oakland Technical High School in the amount of $450,000.00, at $150,000.00 per year, in Safe and Supportive Schools Funding to improve school climate and safety enabling greater focus on academic instruction and student achievement at Oakland Technical High School, for the period of October 1, 2011 through September 30, 2014, pursuant to terms and conditions thereof, and approval to submit amendments for the grant years, if any.
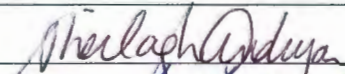
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Attachments:
Grant Face Sheet; Grant Award Notifications – Safe and Supportive Schools – Oakland Technical High School
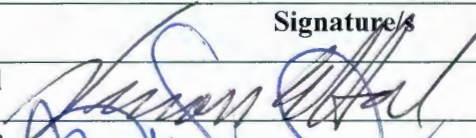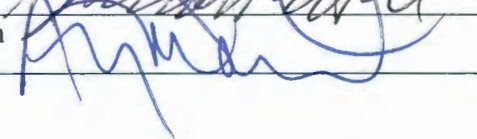
Title of Grant: Safe and Supportive Schools (S3)	Funding Cycle Dates: October 1, 2011- September 30, 2014
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Shalonn Woodard, 1430 N. Street Sacramento, CA 95814. 916.319.0800 swoodard@cde.gov	**Grant Amount for Full Funding Cycle:** $150,000 annually 2011-2014
Funding Agency: California Department Of Education	**Grant Focus: Safe and Supportive Schools**

List all School(s) or Department(s) to be Served: Oakland Technical High School

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	By improving school climate and safety, the grant will enable a greater focus on academic instruction and student achievement.
How will this grant be evaluated for impact upon student achievement?	The grant has a build in evaluation component which will be conducted by West Ed with the support of OUSD RAD. This is covered by the indirect rate for OUSD.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes, a site-based steering committee composed of students, parents, teachers, and staff, as well as District coaching support. Coaching support is provided at no charge by the FSCP Department, Behavioral Health Unit.
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 4.25% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	OUSD funded grant from CDE.
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.)	Barbara McClung, Coordinator for Behavioral Health, 495 Jones Ave. Oakland CA 94603. Family, Schools, and Community Partnerships Department. 415.533.3709 Barbara.McClung@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Sheilagh Andujar		12-12-11
Department Head (e.g. for school day programs or for extended day and student support activities)	Alison McDonald		12-12-11

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		12-12-11
Superintendent	Tony Smith		12-12-11

CALIFORNIA
DEPARTMENT OF
EDUCATION

October 03, 2011

Sheilagh Andujar, Principal
Oakland Technical High School
4351 Broadway
Oakland, CA 94611

Dear Principal Andujar:

Subject: Notification of Results of 2011–14 Safe and Supportive Schools (S3) Programmatic
            Intervention Grant Application Process

Congratulations! The application submitted by your school district for a Safe and Supportive Schools
(S3) Programmatic Intervention Grant has been approved, and your school is among those to be
funded. A statewide list of funding results for proposed grant awards can be found on the California
Department of Education (CDE) Funding Results Web page at http://www.cde.ca.gov/fg/fo/fr.

Your grant is tentatively funded at $150,000.00 per year for a period of three years. Grantees will
receive their grant award letter (AO-400) and automatically receive a one-time cash advance equal
to 50 percent of the year one grant amount **after** the work plan and budget are approved by the
CDE. Work plans and budgets are due December 16, 2011, but may be submitted earlier. Early
submission and approval of work plans will speed up the grant fund disbursement process.

Grantees will be contacted by WestEd to set up on-site data-use trainings, in preparation for work
plan development. In addition, a grantee orientation Webinar is being planned for early October
2011, which will provide additional information to all S3 grantees. The Webinar date and sign-up
information will be e-mailed to all district and school S3 contacts.

If you have any questions about your grant award, please contact Shalonn Woodard, Associate
Governmental Program Analyst, at 916-319-0197, or by e-mail at swoodard@cde.ca.gov. General
S3 Program inquiries may be directed to Hilva Chan, Education Programs Consultant, at
916-319-0194 or by e-mail at hchan@cde.ca.gov.

Sincerely,

Tom Herman

Tom Herman, Administrator
Coordinated School Health and Safety Office

TH:mg

cc: Dr. Anthony Smith, Superintendent
       Barbara McClung, Coordinator, Behavioral Health

PRIORITY NEEDS

Oakland Technical High School (Tech) is a comprehensive, urban, 9-12 high school located in Oakland California. As outlined in the previously submitted Evidence of Readiness Statement, Tech has been working aggressively over the past years under the leadership of Principal Sheilagh Andujar to transform itself into a safe haven for students. The following work plan outlines several strategies, that when applied in conjunction with existing coordinated efforts, will measurably strengthen school safety and climate.

SUPPORTS AND ENGAGEMENT SUB-DOMAINS

- ✓ High Expectations and Caring Relationships
- ✓ Opportunities for Meaningful Participation

Students at Oakland Tech report they are more likely to have positive caring connections and good relationships within their broader communities as opposed to the school environment. These trends are more pronounced in 9th grade and tend to improve somewhat by the 11th grade, suggesting that time at school helps shape some of the bonds. However the marked distinction between the perception of relationships with adults within the school compared to the broader community suggests that there is a necessary area of opportunity to improve adult connections with students.

Sixty-three percent of 9th graders and 60% of 11th graders report having a good, strong relationship with a caring adult in the community. Significantly, the percentage of students reporting that level of connectedness with an adult within the school environment is much lower with only 26% and 34% of 9th and 11th graders, respectively, reporting strong connections to a caring adult within the school. Connections with a caring adult at school are lower for Latino and Asian students and higher for African American students. White students are the most likely to report a caring relationship with adults at school and students of mixed race are the least likely to highly rate their connections with teachers or other adults at the school. Similarly, students report having more opportunities for meaningful participation within their communities compared to within the school. Student perceptions change little between 9th and 11th grade with low percentages of students in either grade reporting high participation in activities, decision making, or being able to make a difference at school.

VIOLENCE VICTIMIZATION AND SUBSTANCE USE SUB-DOMAINS

- ✓ Harassment and Bullying
- ✓ Substance Use at School

Harassment and bullying, both on campus and off were perceived as pervasive and damaging to the school climate and the overall safety and security of students. Tech ranks in the 8th percentile in the state for harassment and bullying on the School Climate Index, nearly half of Tech's CHKS respondents reported that they had been the target of sexual jokes, comment or gestures in the past 12 months (48% and 45% of 9th and 11th graders respectively), and a large number indicated that they had been made fun of because of their looks or way of talking (44% and 36%). According to student participants in the S3 team meeting discussions, harassment and bullying are hard to address because these incidents often occur off campus or via electronic mechanisms. (text messages and Face Book personal pages)

Substance use by students, both on and off campus is a major barrier to student achievement and a detrimental influence on school climate. Student and faculty in the S3 team meetings noted that school based substance use is most pervasive before school, typically occurring en route from home to the campus, and during the lunch recess, marked by higher rates of missed attendance in the afternoon. Overall findings from the CHKS survey suggest that by 11th grade over half of all students have engaged in

some alcohol or other drug use and over a third (35%) have used marijuana within the past 30 days. Rates for 9th graders, while lower, still suggest a substantial portion are engaged in drug or alcohol use with 21% indicating marijuana use within the past 30 days. Nine percent of 9th graders and 17% of 11th graders reported "heavy" drug use in the past 30 days. Oakland Tech students report higher drug use compared to other California students with 35% of Oakland Tech 11th graders reporting having been drunk or high in their life time compared to 25% of 11th graders overall in the state. Further, Oakland Tech students are less likely to recognize the harm of drug use with only 77% of Tech 11th graders concerned that people risk harming themselves by using marijuana once or twice a week, compared to 87% of 11th graders statewide.

S3 TEAM WORK PLAN DEVELOPMENT MEETINGS

- November 8, Pre-DUAP prep meeting, review initial submission and develop current strategies list
- November 15, First DUAP meeting, review data, determine focus areas
- November 29, Second DUAP meeting, refine objectives
- December 1, Third DUAP meeting, determine strategies and activities

Tech's S3 Intervention Team was first convened during summer 2011 to prepare the Evidence of Readiness statement. The team met two times in fall 2011: in September to review the Evidence of Readiness Statement and to recruit additional team members, and in early November to prepare for Data Use Action Planning (DUAP) workshops. During each of these initial meetings S3 team members were asked to consider core challenges the school faces and the opportunity afforded by the S3 grant.

Tech's S3 team, with support from a West Ed technical assistance coach, met three times in late November and early December to refine the objectives and strategies of the work plan. The first meeting was guided by the data review framework presented by West Ed and allowed the S3 team an opportunity to think critically through the school wide challenges identified in the survey data. During this discussion the S3 team identified core needs suggested both by the data and reinforced by student, teacher, and parent comments. Based on this discussion the S3 team then selected the four sub-domain areas to concentrate on. A second meeting, held on November 29 was convened to refine the desired objectives for each sub-domain area. The final meeting, held December 1, was used to refine the strategies proposed to meet the core objectives and to brainstorm the primary activities that would be used to implement the strategies.

OUTCOMES AND OBJECTIVES

GOALS & OBJECTIVES

Under Supports and Engagement, the S3 Intervention Team will be working to 1) create an understanding shared by students, teachers and staff, expanding the expectations and measures of student success and accomplishments, and 2) increase and support student motivation for learning and engagement in academic and extracurricular experiences offered by Tech. Under Violence, Victimization and Substance Use, the Tech S3 Intervention Team will focus its efforts on professional development and alternative dispute resolution systems to 1) reduce the incidents and impact of school-site, online and off-campus bullying and harassment, and 2) reduce incidents of on or near-campus substance use and its impact on student success. All four of these goals align with statewide S3 Goals 1 and 4 in that they will improve the climate and safety of the school while building sustainable capacity that promotes better conditions for learning. The goals around Supports and Engagement are being developed in conjunction with schoolwide academic improvement plans, which also include systematic use of data to inform programmatic improvements, ensuring that the project will help advance statewide S3 Goals 2 and 3.

Consistent with the statewide S3 Objectives, Tech expects to meet the following objectives by the end of the grant period (September 30, 2014):

- Tech will demonstrate a school-wide commitment to create a safe and supportive learning environment.
- Tech will engage in systematic data-driven decision making for school improvements.
- Tech will systematically involve students, staff, and parents in program design and implementation.
- Tech will develop a comprehensive program that addresses both the needs of the general student population and a referral-intervention system for at-risk students.
- Tech will implement evidence-based programs and research-based strategies with full fidelity.

Outcomes

Based on the strategies selected by the S3 Intervention Team, Tech anticipates measurable improvements from baseline measures taken from 2011 CHKS, suspension, and parent and faculty survey data, including overall improvement on the school climate index (SCI). The table below lists Tech's S3 outcomes according to selected Sub-Domains – the far right column lists corresponding Statewide S3 outcomes.

Domain: Sub-Domain	Local Tech S3 Outcomes	Corresponding Statewide S3 Outcomes
Supports & Engagement: Opportunities for Meaningful Participation	Tech will measure at 10% increase in the number of students who report feeling connected to school	5.
Opportunities for Meaningful Participation	Tech will measure a 10% increase in the number of parents who agree that Tech welcomes contributions and input	7.
High Expectations and Caring Relationships	Tech will measure a 10% increase in the number of teachers who agree that their school is a supportive and inviting place for students to learn	6.
Violence, Victimization & Substance Use: Harassment & Bullying	Tech will measure a decrease in the number of students who report personal harassment or bullying on school property in the final funded school year	2.
Substance Use at School	Tech will measure a decrease in the percentage of students who report (30-day) alcohol use.	3.
ALL 4 Sub-Domains	Tech will measure overall improvement in the SCI by the final funded school year	1.

Strategies

The specific strategies and programs selected include Positive Behavior Intervention and Support (PBIS), Transformative Mentoring, No Bully Solution Teams, and Motivational Interviewing for Substance Abuse.

Positive Behavior Intervention and Support

At Tech wide-spread staff and faculty training in PBIS will provide the framework for S3 implementation. PBIS is a prevention-oriented framework that emphasizes a positive and safe school climate to maximize success for all students. Although PBIS has no specific restrictions on the use of consequence-based strategies designed to reduce serious problem behavior, its focus is positive and preventive strategies, which is closely aligned with Tech's needs. PBIS helps school personnel identify the most positive approach to addressing even the most severe problem behaviors, and will be used as a school-wide strategy to address all four sub-domains Because it is a school-wide approach, PBIS is expected to have an impact on the general student population and demonstrate a school-wide commitment to improving school climate, and because it provides a lens through which the school develops more effective responses

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to disruptive behavior, it is anticipated to have a powerful impact upon the at-risk population. PBIS is strengths-based, refocusing school personnel on youths' assets rather than deficits, so it will provide opportunities to enact the principles of youth development. According to the PBIS model, voices and perspectives of family and community members are involved directly in school improvement processes through participation on leadership teams, practice implementation, and outcome evaluations at the school, district, and state levels, so it also has built-in parent and community involvement components.

PBIS was selected because its objectives match closely with the S3 goals, and there is a strong evidence base demonstrating that its implementation has helped other schools to achieve the improvements in the sub-domains that Tech has identified. PBIS has been found to improve **perceptions of school safety** (Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions.*), **the number of office referrals, and suspensions** (Bradshaw, C., Mitchell, M., & Leaf, P. 2009.Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions.*). PBIP has been implemented in over 800 high schools around the country.

TRANSFORMATIVE MENTORING

The data review process conducted as a part of S3 planning revealed that African American males at the school are disproportionately represented among disciplinary actions, suspensions, expulsions and drop-outs. The need for a focused strategy to ensure meaningful participation, caring relationships and high expectations among this at-risk population is manifest. Tech will work with Oakland's The Mentoring Center (TMC) to implement their Transformative Mentoring curriculum in a full-credit class focused on supporting success for African American male students. This class has between 15 and 20 students, some of whom are highly at-risk, while others are medium and high achievers – this mixture ensures that the class is a non-stigmatizing experience where expectations are universally high. The course will follow the 8 module Transformative Mentoring curriculum designed to provide students with: historical and political analysis, critical thinking, skill-building opportunities, and presentations to and from the community. The underpinning of the curriculum is a psycho-social exploration of topics that challenges students to reflect on themselves and takes a cognitive-behavioral approach to identifying the underlying causes of problematic behavior. Transformative Mentoring is a curriculum that has been used for 15 years and has been shown to improve **academic and truancy outcomes** with urban high school youth. There is a wealth of evidence that cognitive-behavioral interventions are highly effective in work with youth, including those at risk or involved in high-risk behaviors, including **substance abuse** ((Winters, K. C., & Leitten, W. (2007) Brief intervention for drug-abusing adolescents in a school setting. *Psychology of Addictive Behaviors*, 21(2), 249-254.), **trauma** (Mental Health Services & Policy Program, Northwestern University. (n.d.). Evaluation of the implementation of three evidence-based practices to address trauma for children and youth who are wards of the State of Illinois. Evanston, IL), **delinquency** (Godwin, G., Stone, S., & Hambrock, K. (1995). Recidivism study: Lake County, Florida Detention Center. *Cognitive Behavioral Treatment Review*, 4, 12.), and **depression** (Weersing, V. R., Iyengar, S., Kolko, D. J., Birmaher, B., & Brent, D. A. (2006)). Effectiveness of cognitive-behavioral therapy for adolescent depression: A benchmarking investigation. *Behavior Therapy*, 37, 36-48.). The Transformative Mentoring program will serve at risk students, employ youth development principles and foster community involvement.

NO BULLY SOLUTION TEAM

Traditional disciplinary responses to bullying and harassment are generally ineffectual – unstructured discussions don't resolve the underlying causes and punishment often leads to retaliation, discouraging targets from coming forward at all. Research conducted in 2007 by the American Psychological Association

showed that schools which subscribe to a zero tolerance policy tend to experience higher levels of student aggression and result in a greater number of days of instruction lost to suspension. The S3 Team, therefore, will implement an alternative anti-bullying approach, the No Bully Solution Team. Solution Team is an emerging best practice for intervening when school bullying and harassment occurs. In Solution Team the bully, one or more of his or her peers, and some positive youth leaders come together in a series of structured meetings facilitated by a trained Solution Coach (usually a teacher or counselor). The youth are encouraged to draw on their empathy and then empowered to devise a solution that would ameliorate the target's situation. A recent doctoral study tracked the outcomes Solution Team interventions and found that Solution Team **resolved 80% of bullying incidents** for periods of three months or longer (Steiger, Alyssa D. 2010. Solution team: A program evaluation of an anti-bullying intervention. Dissertation. California Institute of Integral Studies. San Francisco). A team of school personnel will be identified to train as Solution Coaches. Additionally, No Bully will provide consultation to help the school develop or revise its anti-bullying/harassment policy so that it reflects best practices and the most current research in the fields of neuro and social psychology. Because the strategy is so different from conventional approaches to misbehavior, its adoption will represent a school-wide commitment to improving school climate, and will address the specific needs of at-risk students.

. MOTIVATIONAL INTERVIEWING FOR SUBSTANCE ABUSE

In order to help Tech address substance use and abuse among the student population, the S3 plan calls for training in Motivational Interviewing (MI) for substance use. This training will be offered to case managers and counselors (including some community-based partners), a cohort of 6-10 teachers, and parents from the Parent Patrol and other Tech parent groups. Tech selected this evidence-based practice (EBP) because Motivational Interviewing is designed to move the response to substance use away from strict punishment toward engagement, non-judgment, and behavior change. The broad training among faculty, staff, community and family members should result in a network of supportive adults more able to recognize the signs of disengagement and more confident and competent in responding. MI will be used both with both the general population and at risk students to encourage improved engagement, promote school-based caring relationships, and improve likelihood that students will be able to meet high expectations. The SAMHSA National Registry of Evidence Based Practices recognizes MI as EBP and lists MI outcomes areas as: Alcohol, Crime/delinquency, Drugs, Family/relationships, Social functioning, Trauma/injuries, Treatment/recovery, demonstrating its close fit with the Tech at-risk population. SAMHSA recognizes the school setting as an appropriate place to use MI, and cites specific research pertaining to positive outcomes around **substance abuse** (Carroll, K. M., Ball, S. A., Nich, C., Martino, S., Frankforter, T. L., Farentinos, C., et al. (2006). Motivational interviewing to improve treatment engagement and outcome in individuals seeking treatment for substance abuse: A multisite effectiveness study. Drug and Alcohol Dependence, 81(3), 301-312.). Because parents and community-based partners will be included in the trainings, this strategy represents a method of deepening parent and community involvement.

STRATEGIC APPROACHES

There are five CDE research-based strategies to which Tech's selected strategies correspond: Student Assistance Program, Early Intervention and Counseling, Mentoring, Youth Development, and Family and Community Collaboration. The school, in relationship with its school based health center, uses a Student Assistance Program model for identifying students at risk of peril in terms of their health, academic success, personal success, family relationships, mental health and substance use/abuse. Consistent with the SAP model, and as a part of S3 implementation, when a student is identified by Tech staff or faculty as exhibiting a health risk behaviors, a school performance problem, or an issue requiring additional social/emotional support, he or she will be referred to the school based health center's multidisciplinary

team who will further assess student needs and either provide or refer to the appropriate intervention or services. Currently, some of the most at-risk students effectively hide from or actively push away adults in the school who could connect them with needed services. By equipping a larger number of faculty and staff who have regular contact with students with training in PBIS and Motivational Interviewing, the S3 program will widely distribute adults with the tools they need to engage them in a meaningful manner, thereby enhancing Tech's ability to enact Early Intervention and Counseling. Tech's S3 strategy for increasing meaningful engagement with African American young men follows a mentoring curriculum designed expressly for at risk high school youth. This model provides Mentoring but also is asset-driven and helps build skills in accordance with the principles of Youth Development. Through S3 Tech will also reach out to parent and community members for meaningful participation and engagement, reflecting the research-based strategy of Family and Community Collaboration.

The S3 plan will build on existing school and district infrastructures in a number of ways. First, a key component of the S3 plan for meeting the needs of at-risk youth is Tech's school based health center, which partners with a number of CBOs, and is very well known among students as an accessible resource for counseling, health and mental health services, family and community support. The S3 plan also builds on and improves the existing African American male class which has been operational for multiple years at Tech. Efforts to reduce substance use on and around campus will build on the existing Parent Patrol, which has been a powerful tool for parent engagement and for increasing community connection. These parents will be trained in MI, making their work even more effective in addressing the significant amount of substance use that has been identified happening around the perimeter of campus. For parent engagement, efforts to deepen and make parent outreach efforts more culturally relevant will build upon the Family Resource Center's resources and connections to the school. Finally, the district has launched PBIS in a number of schools and has training resources in-house to support PBIS implementation with fidelity.

PBIS training and No Bully policy consultation will have an impact on the whole school, whose student body is close to 1,700 students. A cadre of between 6 and 10 teachers, in addition to all student support staff, will be trained in MI, which will therefore, by the end of the funding cycle, also be a school-wide intervention touching the entire student body. Transformative Mentoring, case management and Solution Team interventions are likely to provide direct intervention with a combined minimum of 100 students per year.

Students, staff, parents and the community are all represented on the S3 team, demonstrating that Tech's commitment to improving school climate includes multiple voices and perspectives. Communication with the broader student body will use student leadership groups such as Student Council, as well as Facebook and the school website. Communication with parents will be closely tied to the parent engagement strategy, the Family Resource Center and the Parent Patrol. The prominent role of the school based health center will help to ensure that Tech's community partners are included in communication pertaining to S3 strategies and accomplishments. Staff and faculty will be apprised of S3 implementation and progress during normal faculty meetings and communiqués.

TARGETED POPULATIONS

AT RISK STUDENTS

Students at risk of school drop-out, suspension, and behavioral health crisis will be targeted for case management support. Students identified as perpetrators or targets of bullying/harassment will be targeted by Solution Team. Students found to be involved with substance use or abuse will be targeted for individual intervention using Motivational Interviewing.

REFERRAL PROCESS

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It is the expectation of the S3 Team that trainings in MI, PBIS, and the development/revision of an anti-bullying/harassment policy will leave teachers and other staff more sensitive to bullying, harassment, emotional withdrawal, and signs of crisis among the students. This, in turn, will enhance the effectiveness of the referral system already in place whereby staff and faculty identify and refer at-risk students to additional supports through the school based health center, case managers, counselors, and community-based partners. Additionally, the S3 grant will be used to fund an additional case manager who will ensure that a greater proportion of students in need receive required services and support – this will greatly enhance the current referral process in which students occasionally slip through the cracks. Individuals engaged in bullying and harassment (either as a perpetrator, peer or victim) will be referred to a Solution Coach and the 4-session Solution Team process will begin. Bullying and harassment targets and perpetrators may also need additional support and will be invited by the case manager (also a Solution Coach) to access counseling services thorough the health center or community-based partners.

YOUTH DEVELOPMENT

At the launch of the school year, youth were invited to participate in S3 planning. The planning meetings were well attended by these students whose input was specifically solicited and used in the design of the S3 strategies. The continued involvement of these youth in project implementation is critical, especially as preliminary data become available, at which time their input on why specific interventions have or have not been effective will be invaluable. These students will be invited to participate in PBIS training, and will be relied upon to help convey S3 progress to the student body, including status updates and outcomes. The African American Transformative Mentoring class also employs youth development strategies.

While Tech has many students very deeply engaged though clubs, extracurricular activities, athletics, and the Academies, there remains a large number of youth who do not engage, be it because they are intimidated, discouraged, involved in criminal activity, or coping with unresolved issues. By developing a sound strategy for engaging one of Tech's subpopulations most at risk for disengagement, African American males, Tech will ensure that expectations will remain high, and that more students find a way to engage. And increasing faculty and staff sensitivity and effectiveness in relating to disengaged students (through PBIS, MI, No Bully), will increase potential caring and meaningful relationships at the school, making students more inclined to engage.

PARENT ENGAGEMENT

The S3 Team has reserved a portion of the annual budget each year for parent engagement strategies. A review that came out of the US Department of Education Institute of Education Sciences concluded that there are no strategies for engaging parents that are sufficiently-researched to stand out as evidence-based models (Agronick, G., et al. 2009. Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region. Regional Educational Laboratory Issues & Answers. 2009, No. 069.). Tech will, therefore, conduct a preliminary fishbowl exercise with parents on strategies for engaging the parent community more effectively and making parents feel welcome, supported and invested in the school. Parents from the PTSA, AVID, English Language Advisory Committee (ELAC), and the School Site Council (SSC) will be invited to participate in the exercise, the results of which will inform the content of events, seminars, and celebrations designed to engage parents in the school community, in school climate efforts, and in their children's success. The parent engagement strategy will specifically aim to improve the school's cultural competency, but creating forums for parents to share cultural traditions, provide culturally-specific insights and celebrate diversity. Some of the funds may be used to provide stipends for parents who volunteer, conduct outreach to other parents, partake in training, or conduct cultural seminars.

COMMUNITY INVOLVEMENT

Tech has mutually beneficial relationships with multiple community partners. These partners provide valuable services and resources to youth and their families, and many, especially those that are associated with the Academies, provide opportunities for Tech students to volunteer, provide community leadership, engage in service learning and develop professional experience. Community partners, such as La Clinica de la Raza, which operates the health center, provide mental health services, substance abuse services, social services for homeless youth and families, and support for youth in the child welfare system.

ACTIVITIES

Under high expectations and caring relationships, Tech's activities will all hang on the framework of PBIS. The first activity to take place in this sub-domain is sending the entire S3 team plus additional teachers (up to a total of 10 classroom teachers) to a 4-day PBIS training hosted by OUSD. To be included in this training are all S3 Team members (including parents, students and community partners), as well as a number of teachers and administrators who are key decision-makers in the disciplinary process. Once the training has happened, the S3 Team will be ready to undertake some specific changes, including expanding definitions and measures of student achievement to include varied pathways and accomplishments – this will be done to motivate marginalized students to envision success high expectations – and developing strengths-based interventions for at-risk students. Because cultural competency is also an important part of how Tech will implement the S3 plan, the S3 Coordinator will organize a professional development session that uses Bafa Bafa or Aspects of Ethnicity exercise to enhance staff and faculty cultural competency – staff and faculty will be encouraged to bring the exercise to students. The number of teachers who do bring the exercise to the classroom (and the number of students who participate) will be recorded. Within the context of PBIS, the S3 Team will launch parent engagement strategies, including cultural traditions, seminars, and outreach for participation on school committees.

The PBIS approach will simultaneously increase Tech's capacity for high expectations/caring relationships and create greater opportunities for meaningful participation. An additional strategy for increasing opportunities for meaningful participation is the adoption of the Transformative Mentoring curriculum in the full-credit class focused on supporting success for African American male students. The first activity under this strategy will be to train the class teacher in Transformative Mentoring. The Mentoring Center will continue to work with this teacher (and the S3 coordinator, as necessary) to adapt Transformative Mentoring curriculum to fit the format and population of the class and to provide technical assistance in the implementation of the curriculum. This teacher, with the support of the S3 Coordinator, the principal, and the S3 Team, will create opportunities for students in the class to be more involved with the community, including, but not limited to community speakers and presentations from the community and student volunteer and community organizing in the community.

To address Tech's problems with harassment and bullying, the S3 Team will bring in No Bully to train a cadre of counselors, case managers, administrators and teachers in the Solution Team methodology for resolving bullying and harassment. This training includes instruction in the specific multi-session intervention strategy as well as a tool that must be used to track fidelity in implementation and outcomes for each intervention. Once the training is complete, Solution Coaches will begin running Solution Teams as incidents of bullying and harassment occur. No Bully will also provide consultation with the Principal and the S3 Team to develop an anti-bullying/harassment policy that corresponds to the most recent research in social psychology, adolescent development, and neuropsychology.

To support a reduction in problematic substance use in and around campus, Tech will work with the Center for Applied Research Solutions (CARS) who offer training and technical assistance on Brief Interventions for Substance Use, an approach for using Motivational Interviewing with adolescent youth. This training will

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be delivered on site at Tech to case managers and counselors (including some community-based partners), a cohort of 6-10 teachers, and parents from the Parent Patrol and other Tech parent groups. After the training, the case manager will begin offering individualized MI sessions to youth displaying struggles with substance use or abuse. In order to ensure that the impact of this approach can be tracked, the S3 Team will develop a tracking system for recording the number of students that the MI interventions reach, including logs for Parent Patrol and other trainees.

For all of the strategies listed above, a key activity will be ongoing progress monitoring. The case manager, health center staff, Solution Coaches, and other trained school personnel will record numbers of students referred to and served by the interventions listed above. School-wide measures of student improvement will be closely monitored using attendance, suspension, discipline, academic, and intervention-specific data (e.g., Solution Team and MI logs).

PROJECT STAFFING, MANAGEMENT AND MONITORING

STAFFING

Tech Principal Sheilagh Andujar is an experienced and credentialed school administrator and educator. She is in her 9th year as principal at Tech. In those years Ms. Andujar has reduced levels of violence, increased the academic resources and rigor at the school, and helped Tech recover its good reputation in the district so that it is now one of the district's most desirable schools. She also has the respect and cooperation of Tech faculty and staff. Principal Andujar will initially dedicate a minimum of 10-20 hours a week to the implementation of S3. She will convene the entire Intervention Team, call monthly meetings, and personally conduct outreach to extant committees, bodies, and organizations to ensure that efforts are coordinated. Eventually, her weekly commitment will go down to 5-10 hours a week, but because the initiative will be guided by a multi-disciplinary team using a strategic approach, these hours' impact will be magnified beyond what she is currently able to accomplish in 5-10 hours of school climate-focused work.

The S3 Coordinator position has not yet been filled. The qualifications of the S3 coordinator will include familiarity with Oakland youth, experience in addressing school climate issues at the high school level, and a commitment to asset-driven school systems. The S3 Coordinator will dedicate .5 of a full time position to implementing the S3 workplan. He or she will chair the regularly scheduled S3 Intervention Team meetings and will be primarily responsible for staff work, including communication, following-up on action items, and, with the support of the principal, delegating tasks to other team members.

The District has provided Tech's S3 Intervention Team with the support of Sandee Simmons, to act as liaison between the Tech S3 Intervention Team and the District. She is a licensed Marriage and Family Therapist who has worked extensively with school-based programs for over 20 years and holds a Pupil-Personnel Credential. She will assist in the implementation of all S3 interventions that include a behavioral health component. She will also help to ensure that resources available through the district, including relevant opportunities for training and professional development, are made available to Tech.

MONITORING AND DATA USE

It will be the responsibility of the S3 Coordinator to conduct the day-to-day monitoring of project implementation. He or she will report to the Principal who will be ultimately responsible for monitoring the completeness, quality and effectiveness of project activities. Because S3 is so closely aligned with the priorities of the District, the Family Schools and Community Partnerships Department will also convene quarterly meetings of all S3 recipient school principals and project coordinators, during which time interim data reviews may be held. While some data will only be available on an annual basis, suspension,

attendance, and disciplinary data can be reviewed on a more frequent basis to indicate whether specific interventions are having the desired impact. Project outputs, for example, the number of bullying and harassment incidents resolved through S3 programmatic interventions, will also be reviewed at these meetings, as will anecdotal accounts that demonstrate whether or not program aspects are being well received. Both PBIS and Solution Team have data collection elements built into the implementation design. Such data will also be reviewed at the beginning of each semester to help guide S3 Intervention Team on how to improve implementation. The full Intervention Team, which comprises parents, students, behavioral health providers, case managers, teachers, administrators, and community partners, will begin by meeting two times a month for an hour at a time. Once the groundwork has been laid, the trainings are absorbed and implementation is in progress, these meetings may be reduced to a once-monthly schedule.

On an annual basis, the S3 Intervention Team will review changes from baseline scores and assess whether they present evidence of the effectiveness of specific interventions – student input will be essential in this interpretation phase. Where there are no changes, the Team will brainstorm reasons for the failure and devise solutions. As the Team monitors changes in school climate, the Principal and administrative staff will scrutinize indicators of other school improvement objectives to study the impact that school climate improvements are having on academic performance indicators. Findings will inform adjustments to school improvement efforts, and be disseminated through coordination with other school bodies. The Intervention Team has representatives from several extant key school committees and teams, including the Faculty Council, the SSOs, the PTSA, and the health center. Their membership will help ensure effective communication and coordination with these groups. Additionally, the S3 Team will make a specific effort to reach out to the SSC for regular communication and coordination. The S3 Team will work with these entities through regularly scheduled S3 Team report out/input agenda item in their meetings, invitations to Intervention Team meetings on specific matters, and semi-regular school committee assemblies for formal updates and coordination. Communication with the student body will be facilitated through the ASB Facebook page, the ASB directory, student groups and clubs, and the Black Student Union.

SUSTAINABILITY

This workplan describes a number of strategies that will be used to create long-lasting change in school-wide capacity to support a positive school climate. The professional development will last far beyond the grant period and will permeate multiple realms in the school, as student support staff, teachers, administrators, case managers, and community partners will all be trained. The current situation at Tech requires additional support from a full time case manager. But once S3 strategies such as PBIS and MI have been fully implemented and operational for two full years, it is expected that the school will be in less acute need than it is today. The loss of the S3 coordinator and case manager position at the end of the three-year grant period will certainly be felt by the school, but the added capacity and changes in school culture that will come with S3 implementation, and the positive outcomes along domains of Supports and Engagement and Violence Victimization and Substance Use will be sustained through the continued commitment to the S3 goals and objectives and the increased capacity that S3 will have brought.

Implementation of this S3 workplan will help move Tech toward the systematic tracking of school climate measures. This promises to be fully integrated into daily school management not only because the programmatic interventions are anticipated to transform whole-school culture, but because Tech is already moving toward systematic use of data to help design and improve academic as well as climate strategies.

Safe and Supportive Schools
School Site Work Plan Activities Matrix

Select two *sub-domains* under Domain #1 and two *sub-domains* under Domain #2; complete a separate activities matrix for each sub-domain you select. You will have a *minimum* of four activities matrix pages: two for Domain #1 and two for Domain #2. Add more pages for additional strategies, as needed.

Note: There is no specific number of strategies required. However, in addition to identifying strategies targeting both general and at-risk student populations, be sure the overall work plan includes strategies for (1) youth development, (2) parent involvement, (3) community involvement, and (4) schoolwide commitment to improving school climate. See RFA pages 22-25.

Domain #1: Supports and Engagement   Sub-Domain #1 (check one):

☒ **High Expectations and Caring Relationships;** ☐ **Opportunities for Meaningful Participation;** ☐ **Perceived School Safety;** ☐ **School Connectedness**

Local Objective: Oakland Technical High School will experience a six percentile point gain in the sub-domain High Expectations and Caring Relationships, taking our school from the 50th to the 56th percentile.

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Initiate Positive Behavior Intervention and Support (PBIS) prevention-oriented framework that emphasizes a positive and safe school climate to maximize success for all students	YD, PI, CI, SC	Send entire S3 team plus additional teachers (up to a total of 10 classroom teachers) to PBIS training hosted by OUSD	4-days of training	Principal/S3 Coordinator	February 2012
		Expand definitions of student achievement to include varied pathways and accomplishments, to motivate marginalized students to envision success high expectations; develop strengths-based interventions for at-risk students	Over 4-6 S3 meetings	S3 Team	March/May 2012
		Hold professional development that uses Bafa Bafa or Aspects of Ethnicity exercise to enhance staff and faculty cultural competency – staff and faculty can then bring the exercise to students	One 1-day professional development day	Principal/S3 Coord	August 2012
		Launch parent engagement strategies	Ongoing with events taking place monthly	S3 Coordinator/ S3 Team	March 2012 – September 2014
		Monitor progress; record numbers of students referred and served by specific activities; measure student improvements	Monthly with quarterly data review meetings	S3 Coordinator	Ongoing, beginning March 2012

This strategy/intervention targets: ☒ At risk student population (identify): students involved in rule infractions or exhibiting the need for intervention # served per year: 50

☒ General student population; # served per year 1,700   ☒ Parents/other caring adults; # served per year 400   ☐ School staff; # served per year 15

☐ Other (specify) _____; # served per year _____

Strategy Codes: YD=Youth Development   PI=Parent Involvement   CI=Community Involvement   SC=Schoolwide Commitment

Safe and Supportive Schools
School Site Work Plan Activities Matrix

Select two *sub-domains* under Domain #1 and two *sub-domains* under Domain #2; complete a separate activities matrix for each sub-domain you select. You will have a *minimum* of four activities matrix pages: two for Domain #1 and two for Domain #2. Add more pages for additional strategies, as needed.

Note: There is no specific number of strategies required. However, in addition to identifying strategies targeting both general and at-risk student populations, be sure the overall work plan includes strategies for (1) youth development, (2) parent involvement, (3) community involvement, and (4) schoolwide commitment to improving school climate. See RFA pages 22-25.

Domain #1: Supports and Engagement   Sub-Domain #2 (check one):

☐ **High Expectations and Caring Relationships;** ☒ **Opportunities for Meaningful Participation;** ☐ **Perceived School Safety;** ☐ **School Connectedness**

Local Objective: Oakland Technical High School will experience a two percentile point gain in the sub-domain Opportunities for Meaningful Engagement, taking our school from the 49th to the 51st percentile.					
Name/Summary of Strategy	**Strategy Code(s)***	**Key Activities & Milestones**	**Frequency/Intensity**	**Responsible Person**	**Start/End Dates**
Implement Transformative Mentoring curriculum in a full-credit class focused on supporting success for African American male students	YD	Train 1 teacher in Transformative Mentoring	5-day training	S3 Coordinator	January-February 2012
		Work with The Mentoring Center to adapt Transformative Mentoring curriculum to fit the format and population of the class	Ongoing during first three semester of implementation	S3 Coordinator/ Class teacher	February 2012 – May 2012
		Create opportunities for community involvement, including, but not limited to community speakers and presentations or student volunteer and community organizing	Ongoing	S3 Coordinator/ Class teacher	February 2012 – September 2014
		Monitor progress; record student progress in school engagement, participation, attendance, and academic performance	Monthly with quarterly data review meetings	Class Teacher/ S3 Coordinator/ S3 Team	Ongoing, beginning March 2012

This strategy/intervention targets: ☒ At risk student population (identify): __African American Males__   # served per year: __15-20__

☐ General student population; # served per year _____   ☐ Parents/other caring adults; # served per year _____   ☒ School staff; # served per year __1__

☐ Other (specify) _____; # served per year _____

*Strategy Codes: YD=Youth Development   PI=Parent Involvement   CI=Community Involvement   SC=Schoolwide Commitment

Safe and Supportive Schools
School Site Work Plan Activities Matrix

Select two *sub-domains* under Domain #1 and two *sub-domains* under Domain #2; complete a separate activities matrix for each sub-domain you select. You will have a *minimum* of four activities matrix pages: two for Domain #1 and two for Domain #2. Add more pages for additional strategies, as needed.

Note: There is no specific number of strategies required. However, in addition to identifying strategies targeting both general and at-risk student populations, be sure the overall work plan includes strategies for (1) youth development, (2) parent involvement, (3) community involvement, and (4) schoolwide commitment to improving school climate. See RFA pages 22-25.

Domain #2: Violence, Victimization, and Substance Use Sub-Domain #1 (check one):

☐ **Physical Violence Perpetration;** ☐ **Physical and Emotional Violence Victimization;** ☒ **Harassment and Bullying;** ☐ **Substance Use at School**

Local Objective: Oakland Technical High School will experience a two percentile point gain in the sub-domain Harassment and Bullying, taking our school from the 8th to the 10th percentile.

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Implement Solution Team and put in place an anti-bullying/harassment policy that is informed by most current research	SC	Train cadre of counselors, case managers, administrators and teachers in Solution Team facilitated strategy for bullying and harassment intervention	One 1-time training	S3 Coordinator	April 2012
		Begin running Solution Teams as incidents of bullying and harassment occur	Ongoing, as needed	All trained Solution Coaches	April 2012 – September 2014
		In consultation with No Bully, develop an anti-bullying/harassment policy that corresponds to the most recent research	Developed over several months	Principal/S3 Team/ School Administrators	August 2012 – December 2012
		Monitor impact: review Solution Team Logs (with 3-month follow-up) alongside disciplinary records to see the extent to which the approach is resolving bullying and harassment	Monthly with quarterly data review meetings	S3 Coordinator/ Solution Coaches	Ongoing, beginning August

This strategy/intervention targets: ☒ At risk student population (identify)_students accused of bullying or harassment, their peers, targets of bullying or harassment_ ; # served per year _15-20 bullies; 15-20 targets___

☒ General student population; # served per year 1,700 ☐ Parents/other caring adults; # served per year _____ ☒ School staff; # served per year_10__

☐ Other (specify) _____ ; # served per year _____

***Strategy Codes: YD=Youth Development   PI=Parent Involvement   CI=Community Involvement   SC=Schoolwide Commitment**

Safe and Supportive Schools
School Site Work Plan Activities Matrix

Select two *sub-domains* under Domain #1 and two *sub-domains* under Domain #2; complete a separate activities matrix for each sub-domain you select. You will have a *minimum* of four activities matrix pages: two for Domain #1 and two for Domain #2. Add more pages for additional strategies, as needed.

Note: There is no specific number of strategies required. However, in addition to identifying strategies targeting both general and at-risk student populations, be sure the overall work plan includes strategies for (1) youth development, (2) parent involvement, (3) community involvement, and (4) schoolwide commitment to improving school climate. See RFA pages 22-25.

Domain #2: Violence, Victimization, and Substance Use Sub-Domain #2 (check one):

☐ **Physical Violence Perpetration;** ☐ **Physical and Emotional Violence Victimization;** ☐ **Harassment and Bullying;** ☒ **Substance Use at School**

Local Objective: Oakland Technical High School will experience a two percentile point gain in the sub-domain Substance Use at School, taking our school from the 11th to the 13st percentile.

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Implement Motivational Interviewing for Substance Abuse to move the response to substance use away from strict punishment toward engagement, non-judgment, and behavior change	PI, CI, SC	Bring Center for Applied Research Solutions (CARS) in for free training on Brief MI for Substance Use, delivered to case managers and counselors (including some community-based partners), a cohort of 6-10 teachers, and parents from the Parent Patrol and other Tech parent groups	One one-day training	S3 Coordinator	March 2012
		Case manager begin offering individualized MI sessions to youth displaying struggles with substance use or abuse	Ongoing, as needed	Case manager	March 2012 – September 2014
		Develop tracking system for recording the number of students affected by MI training, including logs for Parent Patrol etc.	Developed over 2 S3 meetings	S3 Team	May 2012
		Monitor progress; record numbers of students referred and served by MI-trained counselors, parents and staff; measure student improvements	Monthly with quarterly data review meetings		Ongoing, beginning May 2012

This strategy/intervention targets: ☒ At risk student population (identify): _students who use substances_   # served per year: __200__

☐ General student population; # served per year _____   ☒ Parents/other caring adults; # served per year _6_   ☐ School staff; # served per year_10_

☐ Other (specify) _____; # served per year _____

*Strategy Codes:YD=Youth Development   PI=Parent Involvement   CI=Community Involvement   SC=Schoolwide Commitment

SAFE AND SUPPORTIVE SCHOOLS (S3) GRANT PROGRAM
BUDGET SUMMARY

Name of School District: Oakland Unified School District		Co./Dist Code: 01/61259		S3 Grant#:S3-11-	
Oakland Technical High School		TERM: October 1, 2011 to September 30, 2014			

Object Code	Budget Item	2011–12 Budget Year 1	2012–13 Budget Year 2	2013–14 Budget Year 3	Total Proposed Budget
1000	Certificated Personnel Salaries	$4,375.00	$4,375.00	$4,375.00	$13,125.00
2000	Classified Personnel Salaries	$78,000.00	$78,000.00	$78,000.00	$234,000.00
3000	Employee Benefits	$35,887.50	$35,887.50	$35,887.50	$107,662.50
4200	Books and Supplies	$0.00	$0.00	$0.00	$0.00
4300	Materials and Supplies	$3,172.39	$801.00	$801.00	$4,774.39
4400	Non-capitalized Equipment	$0.00	$0.00	$0.00	$0.00
5200	Travel and Conferences	$0.00	$0.00	$0.00	$0.00
5600	Rentals, Leases, Repairs and Non-capitilized Improvements	$0.00	$0.00	$0.00	$0.00
5700	Interprogram Services	$0.00	$0.00	$0.00	$0.00
5800–0000	Non-instructional Consultant Services (maximum $25,000 per	$22,450.00	$24,821.39	$24,821.39	$72,092.78
5800–1000	Instructional Consultant Services	$0.00	$0.00	$0.00	$0.00
	Total Direct Costs	$143,884.89	$143,884.89	$143,884.89	$431,654.68
7000 Indirect	To find your approved indirect cost rate visit: http://www.cde.ca.gov/fg/ac/ic/documents/icr0708to1112.xls				
Enter Indirect Rate for FY 2011:	0.00%	$6,115.11			$6,115.11
Enter Indirect Rate for FY 2012:	0.00%		$6,115.11		$6,115.11
Enter Indirect Rate for FY 2013:	0.00%			$6,115.11	$6,115.11
5100	Subagreements for Services (amounts over $25,000 per agreement)	$0.00	$0.00	$0.00	$0.00
	Total Budget	$150,000.00	$150,000.00	$150,000.00	$450,000.00

Fiscal Contact Name: Linda Wu	Phone: (510) 318-2802	Fax: (510) 639-4807
Title: Finance Manager - Family Schools and Community Partnerships	E-mail: linda.wu@ousd.k12.ca.us	

I certify that I am the duly appointed representative of the above-named agency and that, to the best of my knowledge, the above report is correct and expenditures are in accordance with the grant award agreement provisions.

Printed Name and Title of person authorized to approve the report: Linda Wu - Finance Manager - Family Schools and Community Partnerships	Phone: (510) 318-2802	Fax: (510) 639-4807
Signature:	Date: 12/13/2011	E-mail: linda.wu@ousd.k12.ca.us
State Use Only		
Printed Name and Title:	Phone: ( )	
Signature:	Date:	

SAFE AND SUPPORTIVE SCHOOLS (S3) GRANT PROGRAM
PROGRAM BUDGET DETAIL NARRATIVE 2011/12

Name of School District: Oakland Unified School District

Oakland Technical High School

PROGRAM BUDGET DETAIL NARRATIVE				
(The purpose of this page is to provide sufficient line item detail.)				
Object Code	Budget Item	LINE ITEM DETAIL		Subtotal
1000	Certificated Personnel Salaries		$	4,375.00
	Sub Coverage for Tranformative Mentoring	coverage for 1 teacher 5 days (@ $125/day=$625)	$	625.00
	Sub Coverage for PBIS Training	coverage for 5 teachers for 4 days (@$125/day)	$	2,500.00
	Sub Coverage No Bully Solution Team	coverage for 10 teachers (10x$125=$1,250)	$	1,250.00
2000	Classified Personnel Salaries		$	78,000.00
	.5 FTE S3 Coordinator	working .5 FTE	$	26,000.00
	1.0 FTE Case Manager	1 FTE case manager	$	52,000.00
3000	Employee Benefits	18% Statutory benefit rate for extra pay salary items; 45% for salaries	$	35,887.50
4200	Books and other Reference Materials		$	-
4300	Materials and Supplies		$	3,172.39
	CHKS/CSCS/CSPS	.30 per student per year (1,700x.30 = $510); .30 per returned parent survey (420x.30 = $126); $150 for school level report; $15 shipping	$	801.00
	Student Incentives	Student Incentives PBIS	$	2,371.39
4400	Noncapitalized Equipement		$	-
5200	Travel and Conferences		$	-
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements		$	-
5700	Interprogram Services		$	-
5800	Consultant Services		$	22,450.00
	Parent Engagement Strategy	parent events, parent stipends for training, volunteering and outreach	$	9,000.00
	Transformative Mentoring - Training	5 day training for one teacher with ongoing coaching and TA ($1,050);	$	1,050.00
	PBIS Training	$3,500 for training	$	3,500.00
	No Bully Solution Team	Solution Team training full day ($4,700); Consultation ($3,000)	$	7,700.00
	Motivational Interviewing	one day training with Center for Applied Research Solutions; follow up consultation	$	1,200.00
7000	Indirect Costs		$	6,115.11
	Admin	OUSD Indirect Cost rate 4.25%	$	6,115.11
5100	Subagreements for Services (Amounts over $25,000 per subagreement)		$	-
		Total Budget	$	150,000.00

SAFE AND SUPPORTIVE SCHOOLS (S3) GRANT PROGRAM
PROGRAM BUDGET DETAIL NARRATIVE 2012/13

Name of School District: Oakland Unified School District

Oakland Technical High School

PROGRAM BUDGET DETAIL NARRATIVE
(The purpose of this page is to provide sufficient line item detail.)

Object Code	Budget Item	LINE ITEM DETAIL		Subtotal
1000	**Certificated Personnel Salaries**		$	4,375.00
	Sub Coverage for Tranformative Mentoring	coverage for 1 teacher 5 days (@ $125/day=$625)	$	625.00
	Sub Coverage for PBIS Training	coverage for 5 teachers for 4 days (@$125/day)	$	2,500.00
	Sub Coverage No Bully Solution Team	coverage for 10 teachers (10x$125=$1,250)	$	1,250.00
2000	**Classified Personnel Salaries**		$	78,000.00
	.5 FTE S3 Coordinator	working .5 FTE	$	26,000.00
	1.0 FTE Case Manager	1 FTE case manager	$	52,000.00
3000	**Employee Benefits**	18% Statutory benefit rate for extra pay salary items; 45% for salaries	$	35,887.50
4200	**Books and other Reference Materials**		$	-
4300	**Materials and Supplies**		$	801.00
	CHKS/CSCS/CSPS	.30 per student per year (1,700x.30 = $510); .30 per returned parent survey (420x.30 = $126); $150 for school level report; $15 shipping	$	801.00
4400	**Noncapitalized Equipement**		$	-
5200	**Travel and Conferences**		$	-
5600	**Rentals, Leases, Repairs, and Noncapitalized Improvements**		$	-
5700	**Interprogram Services**		$	-
5800	**Consultant Services**		$	24,821.39
	Parent Engagement Strategy	parent events, parent stipends for training, volunteering and outreach	$	14,121.39
	Transformative Mentoring - Training	ongoing coaching and TA ($3,000)	$	3,000.00
	PBIS Training	$3,500 for training	$	3,500.00
	No Bully Solution Team	Solution Team ongoing consultation ($3,000)	$	3,000.00
	Motivational Interviewing	one day training with Center for Applied Research Solutions; follow up consultation	$	1,200.00
7000	**Indirect Costs**		$	6,115.11
	Admin	OUSD Indirect Cost rate 4.25%	$	6,115.11
5100	**Subagreements for Services *(Amounts over $25,000 per subagreement)***		$	-
		Total Budget	**$**	**150,000.00**

SAFE AND SUPPORTIVE SCHOOLS (S3) GRANT PROGRAM
PROGRAM BUDGET DETAIL NARRATIVE 2013/14

Name of School District: Oakland Unified School District

Oakland Technical High School

PROGRAM BUDGET DETAIL NARRATIVE
(The purpose of this page is to provide sufficient line item detail.)

Object Code	Budget Item	LINE ITEM DETAIL		Subtotal
1000	**Certificated Personnel Salaries**		$	4,375.00
	Sub Coverage for Tranformative Mentoring	coverage for 1 teacher 5 days (@ $125/day=$625)	$	625.00
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	Sub Coverage No Bully Solution Team	coverage for 10 teachers (10x$125=$1,250)	$	1,250.00
2000	**Classified Personnel Salaries**		$	78,000.00
	.5 FTE S3 Coordinator	working .5 FTE	$	26,000.00
	1.0 FTE Case Manager	1 FTE case manager	$	52,000.00
3000	**Employee Benefits**	18% Statutory benefit rate for extra pay salary items; 45% for salaries	$	35,887.50
4200	**Books and other Reference Materials**		$	-
4300	**Materials and Supplies**		$	801.00
	CHKS/CSCS/CSPS	.30 per student per year (1,700x.30 = $510); .30 per returned parent survey (420x.30 = $126); $150 for school level report; $15 shipping	$	801.00
4400	**Noncapitalized Equipement**		$	-
5200	**Travel and Conferences**		$	-
5600	**Rentals, Leases, Repairs, and Noncapitalized Improvements**		$	-
5700	**Interprogram Services**		$	-
5800	**Consultant Services**		$	24,821.39
	Parent Engagement Strategy	parent events, parent stipends for training, volunteering and outreach	$	14,121.39
	Transformative Mentoring - Training	ongoing coaching and TA ($3,000)	$	3,000.00
	PBIS Training	$3,500 for training	$	3,500.00
	No Bully Solution Team	Solution Team ongoing consultation ($3,000)	$	3,000.00
	Motivational Interviewing	one day training with Center for Applied Research Solutions; follow up consultation	$	1,200.00
7000	**Indirect Costs**		$	6,115.11
	Admin	OUSD Indirect Cost rate 4.25%	$	6,115.11
5100	**Subagreements for Services (Amounts over $25,000 per subagreement)**		$	-
		Total Budget	**$**	**150,000.00**

CALIFORNIA **S**AFE AND _____
SUPPORTIVE SCHOOLS

S3 Programmatic Intervention Grant **Evidence of Readiness COVER SHEET** **Deadline to Submit: August 31, 2011**		
GRANT TERM: October 1, 2011–September 30, 2014		
School: Oakland Technical High School	**School CDS Code:** 01 61259 0136051	**School Climate Index** 265.30
School Mailing Address: 4351 Broadway	**School City/Zip:** Oakland 94611	
School S3 Contact Person's Name/Title: Sheilagh Andujar/Principal		
School S3 Contact Person's Telephone/E-mail/Fax: 510-879-3050/Sheilagh.Andujar@ousd.k12.ca.us/510-879-3059		
District: Oakland Unified School District		
District Mailing Address: Family, Schools & Community Partnerships Dept, 495 Jones Ave	**District City/Zip:** Oakland/94603	
District S3 Contact Person's Name/Title: Barbara McClung/Coordinator, Behavioral Health		
District S3 Contact Person's Telephone/E-mail/Fax: 510-639-3331/Barbara.McClung@ousd.k12.ca.us/510-639-4807		
Certification: I have read this application, the General Assurances, and the Program Assurances and certify that the participating school and school district will, if funded, fully support and implement the program and adhere to all the assurances.		

Principal:_____

(Type or print name)

Principal's Signature:

_____ **Date:** _____

(blue ink)

District Superintendent: _____

(Type or print name)

Superintendent's Signature:

_____ **Date:** _____

(blue ink)

CALIFORNIA **SAFE AND SUPPORTIVE SCHOOLS**

S3 Programmatic Intervention Grant
Evidence of Readiness COVER SHEET
Deadline to Submit: August 31, 2011

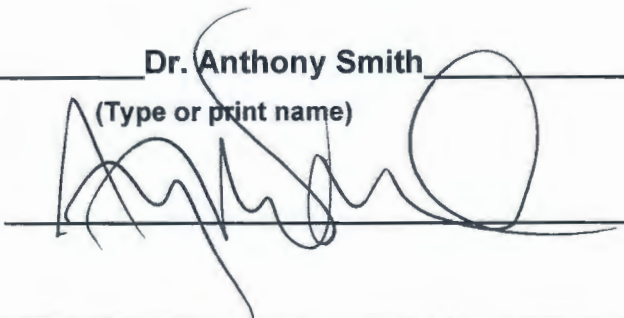| **GRANT TERM: October 1, 2011–September 30, 2014**	
School: Oakland Technical High School	**District:** Oakland Unified School District
School Climate Index Score: 265.30	**County:** Alameda County
Mailing Address: 4351 Broadway	**CDS Code:** 01 61259 0136051
City: Oakland	**ZIP Code:** 94611
S3 Contact Name: Barbara.McClung@ousd.k12.ca.us	**Title/Position:** Coordinator, Behavioral Health

Phone: 510-639-3331	**E-mail:** Barbara.McClung@ousd.k12.ca.us	**Fax:** 510-639-4807

Certification: I have read this application, the General Assurances, and the Program Assurances and certify that the participating school and school district will, if funded, fully support and implement the program and adhere to all the assurances.

Principal: _____Sheilagh Andujar_____

(Type or print name)

Principal's Signature: *Sheilagh Andujar* _____ **Date:** 8/26/11

District Superintendent: _____Dr. Anthony Smith_____

(Type or print name)

Superintendent's Signature: _____ **Date:** 8/30/11

CALIFORNIA SAFE AND SUPPORTIVE SCHOOLS

S3 Programmatic Intervention Grant

APPLICATION CHECKLIST

INCOMPLETE OR MISSING INFORMATION FROM THIS CHECKLIST MAY RESULT IN THE DISQUALIFICATION OF YOUR APPLICATION.

Applicants must **use and include** this checklist to verify that the S3 Programmatic Intervention application elements are complete:

☒ Original Evidence of Readiness (ER) and one copy (original has authorized signatures in **blue ink**)

☒ Single-sided pages on 8½- by 11-inch paper

☒ ER stapled or binder-clipped only in the upper left-hand corner

Submit your application in this order:

☒ ER Cover Sheet

☒ Application Checklist (self-checked by applicant)

☒ ER Review Guide (self-checked by applicant)

☒ ER Narrative (10 pages maximum, single-spaced, 12-point font, one-inch margins; page numbers and question numbers required)

☒ S3 Intervention Team Roster

☒ Technical Assistance Assessment

CALIFORNIA $\boldsymbol{S}$ AFE AND $\boldsymbol{S}$ UPPORTIVE SCHOOLS

Evidence of Readiness Review Guide

Applicant School: Oakland Technical High School
District: Oakland Unified School District

Overall Application: ☐ PASS ☐ FAIL   **SCI Score:**   **SCI Rank:**

School Needs Assessment

a. This application provides an adequate overview of the high school by providing information on:

☒ Yes ☐ No   Student enrollment

☒ Yes ☐ No   Student ethnic composition

☒ Yes ☐ No   Student socioeconomic data

☒ Yes ☐ No   Staff ethnic composition

☒ Yes ☐ No   School setting—urban, rural, suburban

☒ Yes ☐ No   School's physical condition

☒ Yes ☐ No   School's crime rate

☒ Yes ☐ No   Neighborhood socioeconomic data

☒ Yes ☐ No   Neighborhood crime rates

☒ Yes ☐ No   Significant recent changes—student, staff, neighborhood

☐ Yes ☐ No   Other (optional)_____

> **All boxes must be checked "Yes" (unless marked "optional") to pass this section.**
>
> **Section a.** ☐ **PASS** ☐ **FAIL**

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b. This application provides an adequate discussion about the school safety or climate needs, including:

☒ Yes ☐ No   The use of SCI or other CHKS data to support needs

☒ Yes ☐ No   At least **two** SCI sub-domains or CHKS data references

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All boxes must be checked "Yes" to pass this section.

Section b. ☐ **PASS** ☐ **FAIL**

---

c. Have there been past efforts at this school to address school climate or school safety needs?

☒ Yes ☐ No

IF "Yes"
c–1. This application provides an adequate discussion about:

☒ Yes ☐ No   Past efforts to address school safety and/or school climate needs

☒ Yes ☐ No   What did or did not work in the past

IF "No"
c–2. This application provides an adequate discussion about:

☐ Yes ☐ No   Why no past efforts were made to address school climate or school safety needs

---

All boxes in c–1 OR c–2 must be checked "Yes" to pass this section.

Section c. ☐ **PASS** ☐ **FAIL**

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d. This application adequately describes strengths and resources at this school that are conducive to learning, including:

☒ Yes ☐ No   School leadership

☒ Yes ☐ No   Commitment and experience of staff

☒ Yes ☐ No   Parent involvement

☒ Yes ☐ No   Community involvement (on school site and referrals)

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☒ Yes ☐ No   Academic and other enrichment activities

☒ Yes ☐ No   Learning support staff—school counselor, school psychologist, school nurse, health clinic, etc.

☒ Yes ☐ No   Professional development opportunities for staff

☐ Yes ☐ No   Other_____

A minimum of four boxes must be checked "Yes" to pass this section.

Section d. ☐ **PASS** ☐ **FAIL**

e. This application adequately discusses other barriers to student learning and well-being, including:

☒ Yes ☐ No   Needs supported by other data sources, focus groups, anecdotal information, etc.

☒ Yes ☐ No   At least one example of other student learning barriers, such as student safety concerns in getting to and from school, additional unmet needs, etc.

All boxes must be checked "Yes" to pass this section.

Section e. ☐ **PASS** ☐ **FAIL**

District and School Capacity and Commitment

f. The application adequately describes **district** capacity and commitment to the S3 project, including:

☒ Yes ☐ No   How district policies are enforced and by whom

☒ Yes ☐ No   A minimum of **two** examples of existing district programs to support school safety and climate **at this school**

6

☒ Yes ☐ No   The effectiveness of existing supports or programs

☒ Yes ☐ No   Current district budget challenges

☒ Yes ☐ No   Impact of these budget challenges on district school climate/school safety effort programs

☒ Yes ☐ No   District staff assigned, including time base (full-time, half-time, etc.)

☒ Yes ☐ No   How a district-level person will be involved in the S3 Intervention Team efforts

☒ Yes ☐ No   How policies/resources/support programs may be reviewed or changed as result of S3

☒ Yes ☐ No   At least one other example to demonstrate district commitment

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All boxes must be checked "Yes" to pass this section.

Section f. ☐ PASS ☐ FAIL

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g. This application adequately describes the **school** capacity and commitment to improve school safety and school climate, including:

☒ Yes ☐ No   How principal will be involved—in what capacity and time dedicated to this project

☒ Yes ☐ No   How will other school staff be involved—in what capacity and time dedicated to this project

☒ Yes ☐ No   Efforts to reach out to, build trust, and create ownership among parents

☒ Yes ☐ No   Efforts to reach out to build trust, and create ownership in the community

☒ Yes ☐ No   Commitment to send staff and/or S3 Intervention Team to training and coaching opportunities offered by S3

☒ Yes ☐ No   At least one other example to demonstrate school commitment

7

> **All boxes must be checked "Yes" to pass this section.**
>
> **Section g.** ☐ **PASS** ☐ **FAIL**

S3 Intervention Team

h. This application adequately discusses the S3 Intervention Team, including:

    ☒ Yes ☐ No   Composition of the S3 Intervention Team, which includes the following members:

          ☒ Yes ☐ No   School principal

          ☒ Yes ☐ No   Two students

          ☒ Yes ☐ No   Two parents

          ☒ Yes ☐ No   Two teaching staff

          ☒ Yes ☐ No   Two learning support staff

          ☒ Yes ☐ No   Optional: Community representatives

    ☒ Yes ☐ No   School improvement and/or involvement experience of the S3 team members

    ☒ Yes ☐ No   Recruitment process to identify specific team members, if applicable (optional)

    ☒ Yes ☐ No   Relationship to other school-site teams

    ☒ Yes ☐ No   Process for reporting to or getting input from other groups

    ☒ Yes ☐ No   S3 Intervention Team meeting schedule

    ☒ Yes ☐ No   If meeting less than monthly, explanation of how that schedule will not adversely affect needed improvements

    ☒ Yes ☐ No   Person that will convene meetings

    ☒ Yes ☐ No   Persons responsible for staff work

☒ Yes ☐ No   Team's decision-making process

☒ Yes ☐ No   Completed S3 Intervention Team Roster (attached)

All boxes must be checked "Yes" to pass this section.

Section h. ☐ PASS ☐ FAIL

Data-Driven Decision Making

i.   This application adequately describes current or prior data-driven improvement efforts, including:

i–1

☒ Yes ☐ No   How data was used to guide past school improvement efforts

☒ Yes ☐ No   How prior CHKS results were used in the single plan
for student achievement or the school safety plan

☒ Yes ☐ No   A description of the data gathered or used

☒ Yes ☐ No   How the S3 program will impact other school improvement efforts

i–2

☒ Yes ☐ No   An explanation of challenges, if data was not used for school improvement

☒ Yes ☐ No   How school plans to utilize annual Cal-SCHLS data to guide school
improvements

i–3

☒ Yes ☐ No   How school climate improvements will be integrated into overall
school improvements

☒ Yes ☐ No   How school staff will be informed, trained, and develop ownership about
the importance of school climate

All boxes must be checked "Yes" in i–1 OR i–2 and all boxes must be checked "Yes" in i–3 to pass this section.

Section i. ☐ PASS ☐ FAIL

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FINAL EVIDENCE OF READINESS REVIEW RESULTS

Note: All sections (a–i) must pass to achieve a passing determination for this application.

**Overall Application:** ☐ **PASS** ☐ **FAIL**

Reviewer: _____
Date of Review: _____

Oakland Technical High Evidence of Readiness Statement

School Needs Assessment

A. Overview of Oakland Technical High

Oakland Technical High School (Tech) is located on Broadway, a major artery of the city of Oakland. A comprehensive, urban, 9-12 high school, Tech's total student enrollment is 1,694. Within that, each

Enrollment by Grade
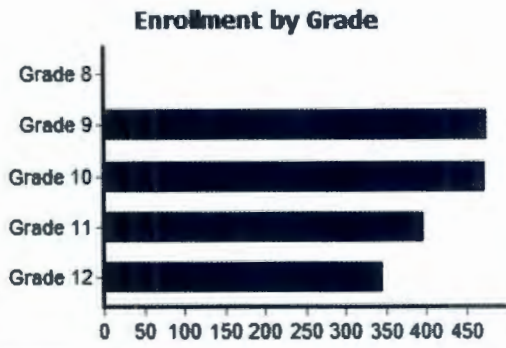
ascending grade level has fewer students than the previous one (See Enrollment by Grade table). Though some attrition is due to school transfers, GEDs, or other educational pursuits, 61 students exited the school in 2008/09 with no known subsequent enrollment.

Tech has a very diverse student population with no majority ethnic population (see Student and Staff by Ethnicity table). The faculty is also ethnically diverse, although not specifically proportionate to the student Over 54% of the student body qualifies for free/reduced lunch, 9% are classified as English Language Learners, and 93% in Compensatory Education.[1]

Ethnicity	Student	Faculty
Am Ind	0%	0%
Asian	18%	9%
Filipino	0%	1%
Latino	1%	5%
Black	47%	26%
White	13%	59%
Multi/No	4%	0%

Physically, the school is in good condition, although its layout makes it difficult to manage – the school covers an entire city block and has 22 entries/exits, making it hard to prevent students from leaving campus or the influx of outsiders during school hours. This, along with other factors, contributes to the general risk level and climate at the school. In terms of school crime, the level of violence at Tech is notable. In the 2010-11 school year, there were 137 suspensions, equaling 487 missed days of instruction for disciplinary reasons. One-third (33%) of these suspensions resulted from violence, and 62% resulted from other behavioral problems (e.g. defiance). The suspensions were disproportionately among African American students who comprised 47% of the student body but 77% of these disciplinary actions.

The City of Oakland is a diverse community with no clear ethnic majority: approximately 27% of residents are Black/African American, Hispanic/Latinos and White/Caucasians each account for a quarter of the population, and Asian Americans account for 17% of the city's population. Approximately 12,218 individuals reside in the three census tracts surrounding Tech. Compared to overall city demographics there are more Whites (37%) and Blacks (35%) than Latinos (9%) or Asians (13%). Spanish is the most frequently spoken language other than English and 399 households are linguistically isolated (7% of all households). Median income is $43,987 and 25% of nearby residents live below the poverty line[2].

The conditions at Tech must be understood within the context of greater Oakland. According to the annual crime-level ranking of cities released by CQ Press, Oakland ranked in 2010-2011 as the U.S.

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[1] Compensatory education refers to students enrolled in Title I and/or the state Economic Impact Aid/State Compensatory Education (EIA/SCE) program. Title I is a federal program that provides supplementary services to low-achieving students from low-income families, and EIA/SCE is a state program that provides funds to low-achieving schools with high proportions of transient, low-income or English learner students.

[2] US Census Bureau 2005-2009 American Community Survey, Census Tracts 4010, 4011, & 4012.

city/metropolitan area with the fifth highest crime-rate (CQ Press 2010).[3] A 2006 publication of the Alameda County Department of Public Health reports the Unified Crime Report homicide rate in Oakland to be three times higher than the average rate for Alameda County, and four times higher than California and U.S. homicide rates (ACDPH 2006). Within the immediate neighborhood of Tech, crime is problematic. A look at the online Oakland Crimespotting Map provides a visual representation of violent and nonviolent crimes in the area, and demonstrates that within a five-block radius of school campus, there were 13 violent crimes in the past month including 5 robberies, 6 simple assaults and 2 aggravated assaults. Additionally, in the last month there were 10 burglaries, 8 vehicle thefts, and 25 other thefts. Given the rampant nature of violence in the neighborhood and in Oakland generally, a large portion of Tech students have been exposed to trauma, through the loss of family members to homicide, gang violence in their neighborhoods, domestic violence in their homes, and through their direct involvement in violent activities. Two Tech students were homicide victims in 2009-10 – both of these crimes remain unsolved.

Oakland Tech is a large school, and as such communication can be a persistent problem. It is a challenge to let the entire faculty and staff know about the resources and services that are available and make sure that they are conveying these effectively to students in need. Teachers are often the first to know when a student is in crisis, so the importance of a coordinated system for communication and streamlining access to supports is necessary. The second challenge that the size of the school presents is the potential depersonalization of education. When students, especially those who have low skills, come into an environment where they do not get enough personal attention, there is a risk that they will fall adrift of the educational process and become behavior risks. To counter this, a significant recent change has been implemented at Tech – a small learning community has been put in place with the 9th grade class. Other significant changes include recent layoffs described in Section E below.

B. SCHOOL CLIMATE NEEDS IDENTIFIED BY CHKS AND SCI

Two need areas stand out from Tech's 2010-11 California Healthy Kids Survey (CHKS) results. The first is associated with the high level of violence and trauma to which Tech students are exposed in their daily lives, especially during the hours they are not at school. The second has to do with creating a general climate of consistency, respect and empathy.

While Tech has never had the resources to conduct a validated study of trauma exposure, Tech staff and faculty are acutely aware of the high incidence of violence that takes place in the homes of Tech students, in their neighborhoods, and among their extended network of friends and family. On top of the general levels of trauma exposure that come with living in the city of Oakland, some Tech students have lost a parent to incarceration, have been incarcerated themselves, or have been victims of crime. Many see weapons on a regular basis and some carry weapons themselves, which helps explain the CHKS finding that only 55% of Tech 9th graders and 63% of 11th graders strongly disapprove of weapon possession.

There is an extensive and growing body of research that points to the psychological injuries of trauma exposure, and the resulting risk of depression, anxiety, other mental health disorders, high risk behaviors, substance abuse, and criminal offending. This research-informed lens provides insight into the most recent CHKS findings which show that only 40% of 9th graders and 44% of 11th graders agree with the statement that they "feel safe" at school. In other words, a majority of students cannot say that they feel safe at Tech. But the actual incidence of violence on campus during school is low at Tech, and research shows that youth are less likely to be victimized or traumatized at school during school hours than in any other place or

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[3] The crime rate rankings are calculated using six crime categories: murder, rape, robbery, aggravated assault, burglary, and motor vehicle theft and use statistics released by the Uniform Crime Reporting Program of the FBI.

time of day, which indicates that these numbers may in part represent an underlying insecurity that results from regular exposure to crime and violence.

There is no question that Tech students are exposed to harsh language, threats, and cruelty while they are on campus. Tech ranks in the 8th percentile in the state for low harassment and bullying on the School Climate Index, nearly half of Tech's CHKS respondents reported that they had been the target of sexual jokes, comment or gestures in the past 12 months (48% and 45% of 9th and 11th graders respectively), and a large number indicated that they had been made fun of because of their looks or way or talking (44% and 36%). These factors, combined with the unsafe state of mind that trauma exposure can bring, creates a general sense of vulnerability and fear, which can lead to psychological suffering and maladaptive coping.

Indeed, an alarming 28% and 29% of 9th and 11th graders reported on the CHKS that they had felt so sad everyday for 2 weeks or more to the point where they stopped doing usual activities. And 22% and 11% of 9th and 11th graders said that they had seriously considered suicide.

The aforementioned challenge of creating a coordinated system for communication also affects how students experience their time at Tech. The CHKS survey found that 29% of 9th graders and 32% of 11th graders disagree that "all students are treated fairly when they break school rules." The administration recognizes that there is a good deal of inconsistency in how teachers enforce rules, and that there is a need to create group agreement on the rationale, intention, and enforcement of school policies.

C. PAST EFFORTS TO ADDRESS NEEDS

In order to minimize the risk that the 22 campus entries/exits pose, the school has implemented a number of relatively successful reforms, policies and strategies. The first was to actually unchain the doors. Prior to the arrival of the current principal concerns over security had trumped legality and emergency exit considerations, and a majority of exits had been physically chained. Now there are electronic mechanisms on the doors that accommodate safety and security concerns in a legal manner. The principal also established a policy that permits only one way in and out after school begins (the front door), which has helped clarify expectations and control the influx and outflow of students. Nevertheless, students and staff members still open the doors when they're not supposed to. The school's 5 School Security Officers (SSOs) are not sufficient to monitor these 22 exits alone – not only do the doors outnumber the officers, but SSOs are often busy resolving other issues. Tech therefore adopted a security camera system which has helped. It requires that one of the SSOs monitor the camera, but the principal and head of security regularly analyze the data and that they can identify where the hotspots and most vulnerable times are, and concentrate monitoring activities accordingly.

One of the more successful efforts to address safety and climate needs has been Tech's Parent Patrol. Principal Andujar reached out to parents and gave them a specific mission related to ensuring the physical and emotional safety of their kids. The response was authentic engagement on the part of parents who have become an essential augmentation to the school's security apparatus. Under its own initiative, in the past two years, the Parent Patrol has started to deepen its role. Now parents go beyond "patrolling" to serve as mentors to students and families that stand out as having more extensive needs or risks. Parent Patrol is a notable strategy because of how well students and families respond to seeing their own peers invest in the safety and health of their community. Furthermore, it not only represents a successful effort in school climate improvement, it has been a valuable way to get parents engaged in the school.

Another opportunity to address school climate arrived in 2007 when Tech was awarded a High Priority Schools Grant. With this grant Tech hired two academic coaches to support teachers in engaging students prone to risk and behavioral problems, as well as an Attendance Liaison who has been supportive of this work. The Attendance Liaison's job goes far beyond following up on students with truancy issues, and

3

includes serving as Student Attendance Review Board an Student Attendance Review Team coordinator, serving as a mentor, conducting home visits, and providing gang intervention strategies school-wide. Part of the success of this effort is due to the High Priority Schools Grant which arrived at the same time as a 21st Century Community Learning Center grant. Linking these two funding opportunities together with a common vision maximized each program's impact. As a result there have been increased opportunities at Tech for student enrichment, both during school hours and after, and a better opportunity for the Attendance Liaison to share experiences with the afterschool coordinator.

A more unconventional strategy to improve school safety was discovered when the Head School Security Officer took it upon himself to bake breakfast pastries for students on testing days. Research, the Wellness Committee, and the Head SSO have all noted that when they are hungry, students are distracted. But what had not been noted before was that by distributing food on campus at breakfast time, behavioral problem, including interpersonal conflict, would be avoided. The fact that it was a uniformed security officer demonstrating his commitment to the students' well-being (and showing that he was not simply interested in apprehending rule-breakers) may have contributed to the effectiveness of this innovation. Based on the success of this experiment, the Wellness Committee will soon be distributing brown bag breakfasts to students as the front doors open; teachers have agreed to permit eating in class during 1st period.

These initiatives and efforts have been successful in curbing some of the most acute forms of negativity and risk, but thus far Tech has not arrived at a comprehensive strategy to address the underlying trauma that affects students, the levels of harassment and bullying, or the sense that the school does not provide a consistent and fair environment.

D. STRENGTHS AND RESOURCES CONDUCIVE TO LEARNING

SCHOOL LEADERSHIP

Sheilagh Andujar is starting her 9th year as principal at Tech. When she arrived, the school was rife with violence and fights. Enrollment was low (the district's school options policy allows families to select their high school of choice, so low enrollment can represent low esteem for the school among district families). Ms. Andujar immediately worked to reduce levels of violence and help Tech recover its good reputation in the district. While the school continues to struggle with aspects of school climate, it is now widely regarded as one of the district's most desirable schools, largely because of its rich academic environment. Enrollment is up and, thanks to the leadership of Principal Andujar, the school has improved its standing. Further, the principal has the respect and cooperation of Tech faculty and staff.

PARENT INVOLVEMENT

Tech benefits from a good deal of parent involvement. One of the foundations of this support from parents is the Family Resource Center. The center started as a district initiative but was defunded due to district fiscal constraints. Utilizing discretionary funds, the school has kept the center open with a parent volunteer continuing operations. The resource center serves as a liaison between the school and the parent community, directs parents to community resources when they need them, and even offers computers for parents to use. A mural painted by art students directs people to the location of the resource center so that it is easy to find and utilize. Tech also has a strong Parent Teacher Student Association (PTSA) which is involved in many aspects of the school from extracurricular activities to academic support. In response to non-representativeness on the PTSA an effort to involve African American parents in the school was launched. The African American parents group began to meet monthly to discuss student resources, plan an annual Black College Tour, and reach out to other African American families. Now this group has been integrated into the PTSA so that this body is truly representative of the school. Tech's active PTSA includes a number of subcommittees, including Sports, College Mentoring, School Beautification, Engineering,

Performing Arts, and Fundraising. PTSA members write grants, hold an annual silent auction, and organize a grant giving program. All of this parent involvement is in addition to the Parent Patrol discussed earlier.

COMMUNITY INVOLVEMENT

When Principal Andujar began at Tech, the surrounding community was hostile towards the school – students littering, loitering and not showing respect for the neighborhood were making residents feel that the school was not a good neighbor. The principal began a campaign to get students to demonstrate good citizenship in the neighborhood. There were near constant announcements and assemblies conveying messages about being a good citizen, and reminding students that school faculty, staff and administrators were not going to turn a blind eye to bad behavior, even if it happened outside of the school walls. The principal modeled good citizenship by going around the neighborhood and picking up trash herself. This not only made an impression on students, it engendered good will in the neighborhood. She also reached out to neighbors, by giving out staff cell phone numbers, encouraging them to call if there was a disruptive student around their homes, and then immediately responding whenever she received a call. Students saw that there was accountability for their behavior outside of the school and the loitering and littering both diminished. As the community started seeing changes, they began to invest more. The school now has a better relationship with the neighborhood and community. The Parks and Recreation Department uses the campus as a site for activities that allow community and neighborhood members to feel more connected to the school and get familiar with the students. The school and district have developed a relationship with the Chamber of Commerce and have an annual "Principal for a Day" program that puts people from the business community into the role of principal, helping them gain an appreciation for the importance of quality public high schools in Oakland. Tech's biggest community support, though, have come through the study academies that have been developed at Tech. Academies that focus students on health, engineering, biotech, etc. bring in community organizations to offer internships to students. These have been a valuable way to bring community members into the school, and help students make deeper, service-learning connections to the community.

ACADEMIC AND ENRICHMENT ACTIVITIES

Tech boasts a number of study academies that provide students with focused, applied lessons in Health, Computers, Engineering, and Biotechnology, as well as a thriving Performing Arts program. These programs attract high-achieving students from around the district, and inspire lower-achieving students to reach for more. Tech also offers Paideia, an advanced humanities program for Sophomores through Seniors connecting English Literature and History that is being expanded to serve 9th graders. Additionally, community-based partner, Bay Area Community Resources (BACR), operates an academic, enrichment and recreation program; all academic activities are linked to the school day and S3 Intervention Team members are involved in this vital program, ensuring that strategies will be integrated here, as well. These academic strengths contribute tremendously to Tech's positive reputation in Oakland and its desirability among OUSD public high schools. Tech is able to maintain this level of academic excellence by pursuing support from a variety of private and public funders, including the Irvine Foundation; the State of California, and through parent-led fundraising drives.

LEARNING SUPPORTS

Providing for students' physical and behavioral health is essential to supporting their learning. Tech has one of the original school-based health clinics in Oakland. Tech faculty works closely with the clinic operator, La Clinica de La Raza, a community-based primary health care provider, to ensure that students' health needs are met. The clinic also supports students' social and emotional needs in part through a partnership with Girls, Inc. The five staff members provide nursing, counseling and administrative support.

A recent Kaiser grant will allow the clinic to hire a full time site coordinator/case manager and an additional nurse. This enhancement will be developed in coordination with the S3 program.

E. OTHER BARRIERS EXPERIENCED AT THIS SCHOOL

As noted above, Tech has an ethnically diverse student body. Because it's considered a desirable school, it also has one of the more economically diverse high school populations in Oakland. In Tech's first S3 Intervention Team meeting, held in preparation for submitting this application, it became clear that there is a need for cultural competency and appreciation for diversity among students *and* staff. While diversity makes a learning environment rich with culture, it can also result in divisions. The data around harassment and bullying, the disproportionate representation of African American students suspended, and a general consensus around the table among staff and students alike indicate that Tech would benefit from a school-wide movement to build cultural sensitivity, appreciation and celebration.

Additionally, there are a number of resources at Tech, but Intervention Team members agreed that the response to crises are often fragmented, and that many crises that could be prevented are not because students are unaware of the resources available to them. Furthermore, the need for mental health, social work and case management services exceed the school's current capacity.

DISTRICT AND SCHOOL CAPACITY AND COMMITMENT

Oakland Unified School District (OUSD) policies are enforced on site by school administrators and reviewed by the Network Executive Officer who oversees multiple schools. The Superintendent and Deputy Superintendent are responsible for ensuring district policies are followed and for implementing a plan for safe and supportive schools.

OUSD is committed to the values and principles of the S3 Initiative. To date OUSD has implemented two major initiatives to enhance school climate and safety: School Based Health Centers (SBHC) and the School Based Behavioral Health Initiative (SBBHI). Tech is a recipient of both of these District-level initiatives. Evaluation findings demonstrated that OUSD students participating in SBHC youth development and empowerment programs feel greater satisfaction with the school experience and more connectivity to people at school. Students receiving behavioral health interventions show significant improvements in internal residency factors, especially expressing emotions in healthy ways.

Budget challenges have been a major barrier to success, with layoffs throughout the district. Over the past 18 months, $122 million has been cut from OUSD's budget. Over 250 teachers were laid off in spring 2010, and additional layoffs over the past few years have drastically reduced school security officers, counselors, social workers, and truancy specialists - the very staff who help to ensure school safety and healthy climate. Administration, staff, faculty and students at Tech have felt the impact of these cuts.

All S3-related efforts will be linked through District level personnel that are coordinating implementation of the initiatives described below. Tech will receive administrative support from the Family Schools and Community Partnerships Department and can expect active engagement from the Program Managers responsible for: Violence Prevention, Restorative Justice, and SHCs. Additional support will be provided by the Coordinator of Behavioral Health and the Director of Health and Wellness who will convene quarterly meetings of all S3 recipient school principals and project coordinators and act as liaison between S3 Intervention Teams and the District. All of these District employees are all full-time positions. The Regional Mental Health Program Manager will allocate 10% time to the project.

The District's new Strategic Plan creates Full Service Community Schools (FSCS) with a mission of: *serving the whole child; eliminating health, social and educational inequity; and providing each child with a caring learning environment that supports student learning and success*. Core challenges are continued

disproportionate student achievement, i.e. low academic success for African American and Latino students. Data informed decision making is critical to the FSCS approach and the analytic framework will assess indicators that broadly impact student lives, contribute to student inequities, and testify to the role that schools play as safe and healthy centers of the community. The S3 initiative provides an enormous opportunity to leverage the S3 Intervention Team to develop a school-based FSCS plan. The close participation of the above listed District personnel will ensure that outcomes from S3 implementation will, in turn, help inform the District's policies regarding strategies for school safety and climate.

An additional example of the District's support of S3 is the OUSD Board's adoption of a Restorative Justice (RJ) approach allowing school administrators flexibility to develop post incident responses that address and repair harm. This approach will help to address a disproportionately high rate of African American suspensions by providing more culturally appropriate and family/community based approaches to disciplinary issues including student conflicts. Restorative justice practices are not yet embedded at Tech, but it is hoped that the S3 Intervention Team will help the school explore this as an option and allow Tech staff to participate in district approved (but not funded) trainings.

G. School Capacity and Commitment

The principal currently dedicates between 40% - 50% of her time to school safety and climate. Having the S3 grant and the technical assistance it affords will help to ensure that the time spent will be more effective, proactive, and vision and data-driven. To this end, she will initially dedicate a minimum of 10-20 hours a week to its implementation. She will convene the entire Intervention Team, call monthly meetings, and personally conduct outreach to extant committees, bodies, and organizations to ensure that efforts are coordinated. Eventually, her weekly commitment will go down to 5-10 hours a week, but because the initiative will be guided by a multi-disciplinary team using a strategic approach, these hours' impact will be magnified beyond what she is currently able to accomplish in 5-10 hours of school climate-focused work.

Initial outreach to school staff has already happened this summer. To put this proposal together the principal called on two students, two parents, the Head SSO, a teacher, the Attendance Liaison, Afterschool Coordinator, and the School Based Health Center Coordinator to brainstorm around school climate problems and solutions, to think about how the project would be best managed, and to identify strategies to engage parents and students. These individuals have committed to participating in the initiative and have agreed to participate in 1-2 monthly hour-long Intervention Team meetings; recruit parents, students and community-based partners to join the team; and facilitate communication between the team and other committees, staff and faculty, students and community partners. Each of the team members will commit 2-5 hours a week to the effort.

The S3 effort will draw upon parent involvement efforts already taking place, such as the PTSA, the Parent Patrol, the Wellness Committee, and the English Language Learners parents group. The S3 effort will first attempt to gain purchase with these already committed parents. Additionally, S3 will work with the Family Resource Center to spread information and solicit deeper involvement from parents. By evoking and really listening to their input, the S3 Team will establish trust and enlist parents as partners in this effort.

The formal relationships already established with the CBOs involved in the health clinic and the various study academies will be the starting point for involving the community in the effort. This input will help to ensure that the effort is responsive to minority groups who may not be directly represented on the S3 Intervention Team due to language, cultural, or practical barriers; that the perspective of these organizations who work deeply with students and their families are represented; and that the community has buy-in on the effort. The School Site Council will help to convene community partners and serve as a vehicle for communication, allowing S3 report-outs and input-gathering sessions.

Tech is committed to sending S3 Intervention Team members, and additional key staff members to any training and coaching opportunities offered by S3. Tech will provide coverage for staff in order to ensure team members gain the knowledge needed to improve the school.

A clear commitment to support the S3 program was demonstrated when Ms. Andujar called the first S3 Intervention Team meeting in mid-July. In the middle of summer vacation, she was able to gather 10 dedicated school-community members, including 2 students, 2 parents, a teacher and other staff mentioned elsewhere in this statement. Recognizing the importance of the topic, all stayed for the full discussion and contributed their best thinking toward strategies to improve Tech's school climate.

S3 INTERVENTION TEAM

H. INTERVENTION TEAM MEMBERSHIP

The Intervention Team will be led by Sheilagh Andujar, the school principal, and will also include no less than two students, two parents, two teachers, and two learning support staff. Additional members may be identified in the early stages of planning, and are likely to include another parent and another student who will have to be identified and recruited (please see Attachment 3 for a roster of the S3 Intervention Team). Below is a brief description of each team member's relevant involvement with the school and/or school improvement efforts:

Sheilagh Andujar, Principal: Ms. Andujar has been leading reforms at Tech for nine years and is firmly established at the school. Her qualifications are described above in the Leadership discussion under the Strengths and Resources section.

Shawn Raeke, Assistant Principal: Mr. Raeke is a science teacher who also dedicates his time as the head coach of golf at Tech. He has been involved in other efforts to improve the school, attended the first meeting and has already committed to participating on the S3 Intervention Team.

Kimi Guillermo-Fujioka, Associated Student Body President (Student): Ms. Guillermo-Fujioka was elected by her peers to represent the student body. She was identified by Intervention Team members as an important student representative. She will begin serving her term as the ASB President in August 2011, but she has already attended the first S3 Intervention Team meeting and has committed to participate.

Kes Rittenberg, Associated Student Body Vice President (Student): The ASB Vice President will also start serving his term in this office when the Fall semester begins. As the elected second-in-command for the entire student body, he was identified by Intervention Team members as a key individual to assist in S3 implementation. He also attended the first meeting and his participation is confirmed.

Terri Cullinanae, PTSA President (Parent): As the President of the PTSA, she has spearheaded outreach efforts to broaden and deepen parent engagement and will serve as a vital link to the parent community in the S3 effort. She is also closely involved with the Family Resource Center and is cognizant of the various resources available to families and to support the S3 program. Her participation is confirmed.

Chris Vernon, PTSA Member (Parent): Mr. Vernon is the Vice President of the PTSA and over the past three years has actively supported school improvement working the parent patrol, serving as a parent chaperone; hosting back-to-school events, and spearheading fundraising efforts. He also moderates the school's Yahoo chat group and makes sure the group is up to date on current school activities.

Maureen Nixon-Holtan, Teacher: Ms. Nixon-Holtan co-directs the Health Academy and applies a public health lens to safety and climate issues at Tech. She is respected by her peers and will be an important team member in terms of facilitating communication with the faculty. She attended the first meeting and has confirmed her participation.

Timothy Broderick, Special Education Teacher*:* Mr. Broderick works with youth who have identified social and emotional needs. Through this work he is well connected to the county agencies and non-profits that support special needs youth and will serve as a liaison to the broader social service community that works with Tech students.

La Clinica, Health Center Coordinator*:* The coordinator of the health center is a central contact point for students and families that are seeking support for behavioral or behavioral health concerns. A new coordinator will be appointed by La Clinica in the fall. The coordinator will work very closely with Tech's community-based partners and will be well-positioned to enlist their support and participation.

Fred Trotter, Head of School Security*:* Mr. Trotter works on every climate-concerned effort that Tech initiates. He leads the SSO team in matters of safety and security, but also has demonstrated his commitment to proactively creating a positive school climate at Tech through his daily interactions with students. He has direct knowledge of the key safety issues at the school, attended the first meeting and has already committed to participating on the team.

Carlos Carmona, Afterschool Coordinator: Mr. Carmona is a gang specialist who has been working with the most at-risk high school youth for over ten years. He is a bilingual bicultural Spanish speaker who has worked in both school-day and out-of-school time settings. His understanding of the gang culture in Oakland and his close work with at-risk Tech students and their families ensures that he will play a valuable role on the team. He attended the first meeting and has committed to participate.

Lamar Hancock, Attendance Liaison*:* As an African American Mr. Hancock contributes to the diversity of the S3 Intervention Team, and because of his experience working with Tech's at-risk students and their families as the Attendance Liaison and as a case manager, he will contribute substantively to the work. He attended the first meeting and has committed to participate.

The team and the principal will recruit another teacher, a peer educator (student) and a representative from the African American parent group by contacting them personally and describing the opportunity.

The Intervention Team will have representatives from several extant key school committees and teams, including the Faculty Council, the SSOs, the ASB, the PTSA (and specifically from the now-integrated African American parent group), and the health center. Their membership will help ensure effective communication and coordination with these groups. In addition to this coordination, the Intervention Team will make a specific effort to reach out to the School Site Council for regular communication and coordination. Generally, the S3 Intervention Team will work with these entities through regularly scheduled Intervention Team report out/input agenda item in their meetings, invitations to Intervention Team meetings on specific matters, and semi-regular school committee assemblies for formal updates and coordination. Communication with the student body will be facilitated through the ASB Facebook page, the ASB directory, student groups and clubs, and the Black Student Union.

The Intervention Team will begin by meeting two times a month for an hour at a time. Once the groundwork has been laid, the trainings are absorbed and implementation is in progress, these meetings will be reduced to a once-monthly schedule. The principal will convene the meetings, and the S3 Coordinator will chair them. The S3 Coordinator will be primarily responsible for staff work, including communication, following-up on action items, and, with the support of the principal, delegating tasks to other team members. Decisions will be made through consensus-building discussion. If consensus cannot be reached, a majority vote will carry the decision. The principal will serve as tie breaker and will have the power to veto decisions not aligned with district policy, the school's mission, or the spirit of the S3 initiative.

DATA-DRIVEN DECISION MAKING

I. Current Data-Driven Improvement Efforts

In the past, return rates have been too low to effectively use CHKS data to effectively guide school improvements, the Single Plan for Student Achievement or the School Safety Plan, but the school does have some experience with data-driven decision-making. The University of California at San Francisco collects, analyzes and interprets data on the school based health center. These analyses have helped guide decision-making around physical and behavioral health priorities. Attendance data, collected at the school level and published annually by the district for comparison purposes, has also driven school improvements. Over the last number of years these data have been used to improve overall attendance from 85% to 93%. Principal Andujar would present ADA numbers to the entire faculty and staff every month to raise their awareness and motivate them to work with students on attendance. Now the system has become more sophisticated and Tech has a truly data-driven attendance system using PLASCOTRACK – tardiness data are scanned in and student attendance patterns are monitored and shared with families. Chronic tardiness and truancy cases are referred to Saturday and Friday night school. The district also publishes suspension data for every high school, which enables a disaggregation by gender and ethnicity and a comparison of Tech's record against other schools in the district. These data have been used to focus school improvement and safety planning, including efforts to increase African American parent involvement. Based on this past year's success in obtaining high response rates from students, staff and parents on the CHKS, the school is now in a position to ensure that the California School Climate, Health, and Learning Survey will guide further improvements.

On an annual basis, the S3 Intervention Team will review changes from baseline scores and assess whether they present evidence of the effectiveness of specific interventions – student input will be essential in this interpretation phase. Where there are no changes, the Team will brainstorm reasons for the failure of specific strategies and solutions for better results. In order to ensure that the S3 Intervention Team does not end up operating in isolation from other bodies designed to perform related functions and other school improvement efforts, the initiative will begin by establishing a clear communication plan. The three-pronged purpose of the plan will be: 1) to establish how the S3 Intervention Team will coordinate with other school site bodies and school improvement efforts, 2) to create a shared vision for improved school climate, and 3) to establish agreements that will enable the S3 effort to go forward successfully. As the Team monitors changes in school climate, the Principal and administrative staff will scrutinize indicators of other school improvement objectives to study the impact that school climate improvements have on academic and other performance indicators. Findings will inform adjustments to school improvement efforts, and through the communication plan (described on the previous page) these efforts will integrate seamlessly with S3 strategies.

Tech will not only send all Intervention Team members to the S3 trainings, but will send other staff and faculty who can help to promote the S3 interventions that the team adopts. Intervention Team members will present in pairs to groups of parents, CBO partners, faculty and staff, including existing committees, as the strategies begin to take shape, to provide updates, solicit input and promote ownership of the effort. Newsletters and the school website will also be used to communicate with the public about the program.

One of the key challenges at Tech is that it is a big school. It is difficult to communicate even among Tech's own faculty and staff in a way which results in a consistent, school-wide philosophy and method toward discipline, support, and school climate. The S3 opportunity should allow Tech to, for the first time, approach school climate with a sound, evidence-based theoretical foundation designed to address the underlying causes of negativity, fear and risk at Oakland Technical High School.

CALIFORNIA **S**AFE AND **S**UPPORTIVE SCHOOLS

S3 Intervention Team Roster

Name of School: Oakland Technical High School
Name of District: Oakland Unified School District
CDS Code: 01 61259 0136051

Name of Principal: Sheilagh Andujar
Phone: (510) 879-1922   E-mail: sheilagh.andujar@ousd.k12.ca.us

S3 Intervention Team Coordinator:_____To be identified_____
Phone: _____E-mail: _____
(Leave blank if the S3 Intervention Team Coordinator is to be identified and hired after the grant award)

NOTE: S3 Intervention Team **must** include the high school principal and a minimum of two representatives from each of these groups: students, parents, and staff (include both teaching staff and learning support staff). Community members are encouraged but not required. If some team members are yet to be identified, leave the name blank and just state the capacity.

Team Member Name   Capacity
(e.g., student, staff, parents, etc.)

Team Member Name	Capacity
Currently Committed	
Sheilagh Andujar	Principal
Kimi Guillermo-Fujioka	Student
Kes Rittenberg	Student
Terri Cullinanae	Parent
Chris Vernon	Parent
Maureen Nixon Holtan	Teacher
Shawn Raeke	Teacher
Fred Trotter	Learning Support Staff
Carlos Carmona	Learning Support Staff
Lamar Hancock	Learning Support Staff
To Be Named	Community Representative
To be recruited / engaged in September	
	Teacher
	Student Peer Educator
	African American Parent

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CALIFORNIA **S**AFE AND **S**UPPORTIVE SCHOOLS

S3 Technical Assistance Needs Assessment

School Name: <u>Oakland Technical High School</u>
District: <u>Oakland Unified School District</u>

What areas of TA would be most helpful in addressing current needs? For example:

- ☒ Fostering caring relationships between adults and students
- ☒ Communicating positive, high expectations from adults to students
- ☒ Strategies for giving students opportunities for meaningful participation at school
- ☒ Strategies for helping students feel connected to school
- ☒ Safety promotion and violence reduction
- ☒ Bullying/harassment prevention
- ☒ Strategies for promoting a positive staff climate
- ☒ Intervention approaches to reducing substance abuse
- ☐ Other (specify)

For each of the areas selected above, please identify what you expect to be covered in the TA delivery. For example:
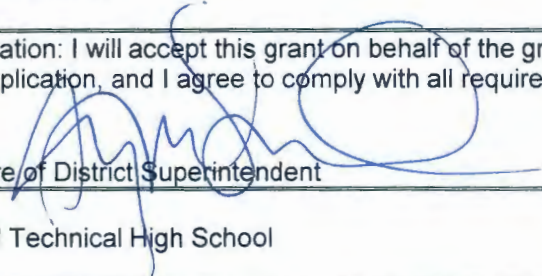
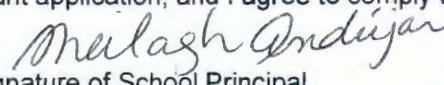- ☒ Curriculum (what you do)
- ☒ Pedagogy (how you do it)
- ☒ Theory (why you do it)
- ☒ Assessment (how effectively you are doing it)
- ☒ Evaluation (how effectively you did it)

What type of TA would be most effective (please rank 1–6; 1 being most effective) and indicate how often you would like to receive it (as needed; weekly, monthly, quarterly, yearly, etc.)

Rank	Type of TA	How often
4 ☐	Phone consultation	as needed
5 ☐	Listserv	as needed
2 ☐	Webinar	as needed
3 ☐	E-mail	as needed
1	On-site workshops	
☐	Other (specify)_____	

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CALIFORNIA SAFE AND SUPPORTIVE SCHOOLS

2011–14 Safe and Support Schools (S3) Program
Work Plan Submission Cover Sheet

School District: Oakland Unified School District	Grant Period: **Oct 1, 2011–Sept 30, 2014**
District Address: Family, School & Community Partnerships Department, 495 Jones Ave, Oakland CA 94603	Total funds requested for FY 2011-12 $ 150,000
District S3 Contact (Name and Title): Barbara McClung, Coordinator, Behavioral Health	Telephone Number (with Area Code): 415-533-3709
District S3 Contact's Email Address: Barbara.mcclung@ousd.k12.ca.us	Fax Number (with Area Code): 510-639-4807
Name of District Superintendent of Schools: Dr. Anthony Smith	Telephone and Email Address: 510-879-8200 Tony.smith@ousd.k12.ca.us

Authorization: I will accept this grant on behalf of the grantee named above. I have read the conditions contained in this grant application, and I agree to comply with all requirements as a condition of grant funding.

▶
Signature of District Superintendent   Date 12/14/2011

School: Oakland Technical High School	
School Address: 4351 Broadway, Oakland, CA 94611	School S3 Contact's Telephone and Fax No 510-879-3050 (T) 510-879-3059 (F)
School S3 contact (Name, Title): Sheilagh Andujar, Principal	School S3 Contact's Email Address: Sheilagh.Andujar@ousd.k12.ca.us
Name of School Principal Sheilagh Andujar	Telephone and Email Address: 510-879-3050 Sheilagh.Andujar@ousd.k12.ca.us

Authorization: I will accept this grant on behalf of the grantee named above. I have read the conditions contained in this grant application, and I agree to comply with all requirements as a condition of grant funding.

▶ *Sheilagh Andujar*
Signature of School Principal   Date 12/13/11

California Department of Education Use Only			**Work Plan Submission Status**
Technical Requirement Review	Yes	No	☐ Approved ☐ Not Approved
Received by 12/16/11 deadline	☐	☐	Reviewed by:
Completed cover sheet/signatures	☐	☐	Name:
Work plan and matrix completed	☐	☐	
Budget forms completed	☐	☐	Title:
Personnel list completed	☐	☐	
			Date:

PRIORITY NEEDS

Oakland Technical High School (Tech) is a comprehensive, urban, 9-12 high school located in Oakland California. As outlined in the previously submitted Evidence of Readiness Statement, Tech has been working aggressively over the past years under the leadership of Principal Sheilagh Andujar to transform itself into a safe haven for students. The following work plan outlines several strategies, that when applied in conjunction with existing coordinated efforts, will measurably strengthen school safety and climate.

SUPPORTS AND ENGAGEMENT SUB-DOMAINS

- ✓ High Expectations and Caring Relationships
- ✓ Opportunities for Meaningful Participation

Students at Oakland Tech report they are more likely to have positive caring connections and good relationships within their broader communities as opposed to the school environment. These trends are more pronounced in 9th grade and tend to improve somewhat by the 11th grade, suggesting that time at school helps shape some of the bonds. However the marked distinction between the perception of relationships with adults within the school compared to the broader community suggests that there is a necessary area of opportunity to improve adult connections with students.

Sixty-three percent of 9th graders and 60% of 11th graders report having a good, strong relationship with a caring adult in the community. Significantly, the percentage of students reporting that level of connectedness with an adult within the school environment is much lower with only 26% and 34% of 9th and 11th graders, respectively, reporting strong connections to a caring adult within the school. Connections with a caring adult at school are lower for Latino and Asian students and higher for African American students. White students are the most likely to report a caring relationship with adults at school and students of mixed race are the least likely to highly rate their connections with teachers or other adults at the school. Similarly, students report having more opportunities for meaningful participation within their communities compared to within the school. Student perceptions change little between 9th and 11th grade with low percentages of students in either grade reporting high participation in activities, decision making, or being able to make a difference at school.

VIOLENCE VICTIMIZATION AND SUBSTANCE USE SUB-DOMAINS

- ✓ Harassment and Bullying
- ✓ Substance Use at School

Harassment and bullying, both on campus and off were perceived as pervasive and damaging to the school climate and the overall safety and security of students. Tech ranks in the 8th percentile in the state for harassment and bullying on the School Climate Index, nearly half of Tech's CHKS respondents reported that they had been the target of sexual jokes, comment or gestures in the past 12 months (48% and 45% of 9th and 11th graders respectively), and a large number indicated that they had been made fun of because of their looks or way of talking (44% and 36%). According to student participants in the S3 team meeting discussions, harassment and bullying are hard to address because these incidents often occur off campus or via electronic mechanisms. (text messages and Face Book personal pages)

Substance use by students, both on and off campus is a major barrier to student achievement and a detrimental influence on school climate. Student and faculty in the S3 team meetings noted that school based substance use is most pervasive before school, typically occurring en route from home to the campus, and during the lunch recess, marked by higher rates of missed attendance in the afternoon. Overall findings from the CHKS survey suggest that by 11th grade over half of all students have engaged in

some alcohol or other drug use and over a third (35%) have used marijuana within the past 30 days. Rates for 9th graders, while lower, still suggest a substantial portion are engaged in drug or alcohol use with 21% indicating marijuana use within the past 30 days. Nine percent of 9th graders and 17% of 11th graders reported "heavy" drug use in the past 30 days. Oakland Tech students report higher drug use compared to other California students with 35% of Oakland Tech 11th graders reporting having been drunk or high in their life time compared to 25% of 11th graders overall in the state. Further, Oakland Tech students are less likely to recognize the harm of drug use with only 77% of Tech 11th graders concerned that people risk harming themselves by using marijuana once or twice a week, compared to 87% of 11th graders statewide.

S3 TEAM WORK PLAN DEVELOPMENT MEETINGS

- November 8, Pre-DUAP prep meeting, review initial submission and develop current strategies list
- November 15, First DUAP meeting, review data, determine focus areas
- November 29, Second DUAP meeting, refine objectives
- December 1, Third DUAP meeting, determine strategies and activities

Tech's S3 Intervention Team was first convened during summer 2011 to prepare the Evidence of Readiness statement. The team met two times in fall 2011: in September to review the Evidence of Readiness Statement and to recruit additional team members, and in early November to prepare for Data Use Action Planning (DUAP) workshops. During each of these initial meetings S3 team members were asked to consider core challenges the school faces and the opportunity afforded by the S3 grant.

Tech's S3 team, with support from a West Ed technical assistance coach, met three times in late November and early December to refine the objectives and strategies of the work plan. The first meeting was guided by the data review framework presented by West Ed and allowed the S3 team an opportunity to think critically through the school wide challenges identified in the survey data. During this discussion the S3 team identified core needs suggested both by the data and reinforced by student, teacher, and parent comments. Based on this discussion the S3 team then selected the four sub-domain areas to concentrate on. A second meeting, held on November 29 was convened to refine the desired objectives for each sub-domain area. The final meeting, held December 1, was used to refine the strategies proposed to meet the core objectives and to brainstorm the primary activities that would be used to implement the strategies.

OUTCOMES AND OBJECTIVES

GOALS & OBJECTIVES

Under Supports and Engagement, the S3 Intervention Team will be working to 1) create an understanding shared by students, teachers and staff, expanding the expectations and measures of student success and accomplishments, and 2) increase and support student motivation for learning and engagement in academic and extracurricular experiences offered by Tech. Under Violence, Victimization and Substance Use, the Tech S3 Intervention Team will focus its efforts on professional development and alternative dispute resolution systems to 1) reduce the incidents and impact of school-site, online and off-campus bullying and harassment, and 2) reduce incidents of on or near-campus substance use and its impact on student success. All four of these goals align with statewide S3 Goals 1 and 4 in that they will improve the climate and safety of the school while building sustainable capacity that promotes better conditions for learning. The goals around Supports and Engagement are being developed in conjunction with schoolwide academic improvement plans, which also include systematic use of data to inform programmatic improvements, ensuring that the project will help advance statewide S3 Goals 2 and 3.

Consistent with the statewide S3 Objectives, Tech expects to meet the following objectives by the end of the grant period (September 30, 2014):

- Tech will demonstrate a school-wide commitment to create a safe and supportive learning environment.
- Tech will engage in systematic data-driven decision making for school improvements.
- Tech will systematically involve students, staff, and parents in program design and implementation.
- Tech will develop a comprehensive program that addresses both the needs of the general student population and a referral-intervention system for at-risk students.
- Tech will implement evidence-based programs and research-based strategies with full fidelity.

OUTCOMES

Based on the strategies selected by the S3 Intervention Team, Tech anticipates measurable improvements from baseline measures taken from 2011 CHKS, suspension, and parent and faculty survey data, including overall improvement on the school climate index (SCI). The table below lists Tech's S3 outcomes according to selected Sub-Domains – the far right column lists corresponding Statewide S3 outcomes.

Domain: Sub-Domain	Local Tech S3 Outcomes	Corresponding Statewide S3 Outcomes
Supports & Engagement: Opportunities for Meaningful Participation	Tech will measure at 10% increase in the number of students who report feeling connected to school	5.
Opportunities for Meaningful Participation	Tech will measure a 10% increase in the number of parents who agree that Tech welcomes contributions and input	7.
High Expectations and Caring Relationships	Tech will measure a 10% increase in the number of teachers who agree that their school is a supportive and inviting place for students to learn	6.
Violence, Victimization & Substance Use: Harassment & Bullying	Tech will measure a decrease in the number of students who report personal harassment or bullying on school property in the final funded school year	2.
Substance Use at School	Tech will measure a decrease in the percentage of students who report (30-day) alcohol use.	3.
ALL 4 Sub-Domains	Tech will measure overall improvement in the SCI by the final funded school year	1.

STRATEGIES

The specific strategies and programs selected include Positive Behavior Intervention and Support (PBIS), Transformative Mentoring, No Bully Solution Teams, and Motivational Interviewing for Substance Abuse.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

At Tech wide-spread staff and faculty training in PBIS will provide the framework for S3 implementation. PBIS is a prevention-oriented framework that emphasizes a positive and safe school climate to maximize success for all students. Although PBIS has no specific restrictions on the use of consequence-based strategies designed to reduce serious problem behavior, its focus is positive and preventive strategies, which is closely aligned with Tech's needs. PBIS helps school personnel identify the most positive approach to addressing even the most severe problem behaviors, and will be used as a school-wide strategy to address all four sub-domains Because it is a school-wide approach, PBIS is expected to have an impact on the general student population and demonstrate a school-wide commitment to improving school climate, and because it provides a lens through which the school develops more effective responses

to disruptive behavior, it is anticipated to have a powerful impact upon the at-risk population. PBIS is strengths-based, refocusing school personnel on youths' assets rather than deficits, so it will provide opportunities to enact the principles of youth development. According to the PBIS model, voices and perspectives of family and community members are involved directly in school improvement processes through participation on leadership teams, practice implementation, and outcome evaluations at the school, district, and state levels, so it also has built-in parent and community involvement components.

PBIS was selected because its objectives match closely with the S3 goals, and there is a strong evidence base demonstrating that its implementation has helped other schools to achieve the improvements in the sub-domains that Tech has identified. PBIS has been found to improve **perceptions of school safety** (Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*.), **the number of office referrals, and suspensions** (Bradshaw, C., Mitchell, M., & Leaf, P. 2009.Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*.). PBIP has been implemented in over 800 high schools around the country.

TRANSFORMATIVE MENTORING

The data review process conducted as a part of S3 planning revealed that African American males at the school are disproportionately represented among disciplinary actions, suspensions, expulsions and drop-outs. The need for a focused strategy to ensure meaningful participation, caring relationships and high expectations among this at-risk population is manifest. Tech will work with Oakland's The Mentoring Center (TMC) to implement their Transformative Mentoring curriculum in a full-credit class focused on supporting success for African American male students. This class has between 15 and 20 students, some of whom are highly at-risk, while others are medium and high achievers – this mixture ensures that the class is a non-stigmatizing experience where expectations are universally high. The course will follow the 8 module Transformative Mentoring curriculum designed to provide students with: historical and political analysis, critical thinking, skill-building opportunities, and presentations to and from the community. The underpinning of the curriculum is a psycho-social exploration of topics that challenges students to reflect on themselves and takes a cognitive-behavioral approach to identifying the underlying causes of problematic behavior. Transformative Mentoring is a curriculum that has been used for 15 years and has been shown to improve **academic and truancy outcomes** with urban high school youth. There is a wealth of evidence that cognitive-behavioral interventions are highly effective in work with youth, including those at risk or involved in high-risk behaviors, including **substance abuse** ((Winters, K. C., & Leitten, W. (2007) Brief intervention for drug-abusing adolescents in a school setting. *Psychology of Addictive Behaviors*, 21(2), 249-254.), **trauma** (Mental Health Services & Policy Program, Northwestern University. (n.d.). Evaluation of the implementation of three evidence-based practices to address trauma for children and youth who are wards of the State of Illinois. Evanston, IL), **delinquency** (Godwin, G., Stone, S., & Hambrock, K. (1995). Recidivism study: Lake County, Florida Detention Center. *Cognitive Behavioral Treatment Review*, 4, 12.), and **depression** (Weersing, V. R., Iyengar, S., Kolko, D. J., Birmaher, B., & Brent, D. A. (2006)). Effectiveness of cognitive-behavioral therapy for adolescent depression: A benchmarking investigation. *Behavior Therapy*, 37, 36-48.). The Transformative Mentoring program will serve at risk students, employ youth development principles and foster community involvement.

NO BULLY SOLUTION TEAM

Traditional disciplinary responses to bullying and harassment are generally ineffectual – unstructured discussions don't resolve the underlying causes and punishment often leads to retaliation, discouraging targets from coming forward at all. Research conducted in 2007 by the American Psychological Association

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showed that schools which subscribe to a zero tolerance policy tend to experience higher levels of student aggression and result in a greater number of days of instruction lost to suspension. The S3 Team, therefore, will implement an alternative anti-bullying approach, the No Bully Solution Team. Solution Team is an emerging best practice for intervening when school bullying and harassment occurs. In Solution Team the bully, one or more of his or her peers, and some positive youth leaders come together in a series of structured meetings facilitated by a trained Solution Coach (usually a teacher or counselor). The youth are encouraged to draw on their empathy and then empowered to devise a solution that would ameliorate the target's situation. A recent doctoral study tracked the outcomes Solution Team interventions and found that Solution Team **resolved 80% of bullying incidents** for periods of three months or longer (Steiger, Alyssa D. 2010. Solution team: A program evaluation of an anti-bullying intervention. Dissertation. California Institute of Integral Studies. San Francisco). A team of school personnel will be identified to train as Solution Coaches. Additionally, No Bully will provide consultation to help the school develop or revise its anti-bullying/harassment policy so that it reflects best practices and the most current research in the fields of neuro and social psychology. Because the strategy is so different from conventional approaches to misbehavior, its adoption will represent a school-wide commitment to improving school climate, and will address the specific needs of at-risk students.

. MOTIVATIONAL INTERVIEWING FOR SUBSTANCE ABUSE

In order to help Tech address substance use and abuse among the student population, the S3 plan calls for training in Motivational Interviewing (MI) for substance use. This training will be offered to case managers and counselors (including some community-based partners), a cohort of 6-10 teachers, and parents from the Parent Patrol and other Tech parent groups. Tech selected this evidence-based practice (EBP) because Motivational Interviewing is designed to move the response to substance use away from strict punishment toward engagement, non-judgment, and behavior change. The broad training among faculty, staff, community and family members should result in a network of supportive adults more able to recognize the signs of disengagement and more confident and competent in responding. MI will be used both with both the general population and at risk students to encourage improved engagement, promote school-based caring relationships, and improve likelihood that students will be able to meet high expectations. The SAMHSA National Registry of Evidence Based Practices recognizes MI as EBP and lists MI outcomes areas as: Alcohol, Crime/delinquency, Drugs, Family/relationships, Social functioning, Trauma/injuries, Treatment/recovery, demonstrating its close fit with the Tech at-risk population. SAMHSA recognizes the school setting as an appropriate place to use MI, and cites specific research pertaining to positive outcomes around **substance abuse** (Carroll, K. M., Ball, S. A., Nich, C., Martino, S., Frankforter, T. L., Farentinos, C., et al. (2006). Motivational interviewing to improve treatment engagement and outcome in individuals seeking treatment for substance abuse: A multisite effectiveness study. Drug and Alcohol Dependence, 81(3), 301-312.). Because parents and community-based partners will be included in the trainings, this strategy represents a method of deepening parent and community involvement.

STRATEGIC APPROACHES

There are five CDE research-based strategies to which Tech's selected strategies correspond: Student Assistance Program, Early Intervention and Counseling, Mentoring, Youth Development, and Family and Community Collaboration. The school, in relationship with its school based health center, uses a Student Assistance Program model for identifying students at risk of peril in terms of their health, academic success, personal success, family relationships, mental health and substance use/abuse. Consistent with the SAP model, and as a part of S3 implementation, when a student is identified by Tech staff or faculty as exhibiting a health risk behaviors, a school performance problem, or an issue requiring additional social/emotional support, he or she will be referred to the school based health center's multidisciplinary

team who will further assess student needs and either provide or refer to the appropriate intervention or services. Currently, some of the most at-risk students effectively hide from or actively push away adults in the school who could connect them with needed services. By equipping a larger number of faculty and staff who have regular contact with students with training in PBIS and Motivational Interviewing, the S3 program will widely distribute adults with the tools they need to engage them in a meaningful manner, thereby enhancing Tech's ability to enact Early Intervention and Counseling. Tech's S3 strategy for increasing meaningful engagement with African American young men follows a mentoring curriculum designed expressly for at risk high school youth. This model provides Mentoring but also is asset-driven and helps build skills in accordance with the principles of Youth Development. Through S3 Tech will also reach out to parent and community members for meaningful participation and engagement, reflecting the research-based strategy of Family and Community Collaboration.

The S3 plan will build on existing school and district infrastructures in a number of ways. First, a key component of the S3 plan for meeting the needs of at-risk youth is Tech's school based health center, which partners with a number of CBOs, and is very well known among students as an accessible resource for counseling, health and mental health services, family and community support. The S3 plan also builds on and improves the existing African American male class which has been operational for multiple years at Tech. Efforts to reduce substance use on and around campus will build on the existing Parent Patrol, which has been a powerful tool for parent engagement and for increasing community connection. These parents will be trained in MI, making their work even more effective in addressing the significant amount of substance use that has been identified happening around the perimeter of campus. For parent engagement, efforts to deepen and make parent outreach efforts more culturally relevant will build upon the Family Resource Center's resources and connections to the school. Finally, the district has launched PBIS in a number of schools and has training resources in-house to support PBIS implementation with fidelity.

PBIS training and No Bully policy consultation will have an impact on the whole school, whose student body is close to 1,700 students. A cadre of between 6 and 10 teachers, in addition to all student support staff, will be trained in MI, which will therefore, by the end of the funding cycle, also be a school-wide intervention touching the entire student body. Transformative Mentoring, case management and Solution Team interventions are likely to provide direct intervention with a combined minimum of 100 students per year.

Students, staff, parents and the community are all represented on the S3 team, demonstrating that Tech's commitment to improving school climate includes multiple voices and perspectives. Communication with the broader student body will use student leadership groups such as Student Council, as well as Facebook and the school website. Communication with parents will be closely tied to the parent engagement strategy, the Family Resource Center and the Parent Patrol. The prominent role of the school based health center will help to ensure that Tech's community partners are included in communication pertaining to S3 strategies and accomplishments. Staff and faculty will be apprised of S3 implementation and progress during normal faculty meetings and communiqués.

TARGETED POPULATIONS

AT RISK STUDENTS

Students at risk of school drop-out, suspension, and behavioral health crisis will be targeted for case management support. Students identified as perpetrators or targets of bullying/harassment will be targeted by Solution Team. Students found to be involved with substance use or abuse will be targeted for individual intervention using Motivational Interviewing.

REFERRAL PROCESS

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It is the expectation of the S3 Team that trainings in MI, PBIS, and the development/revision of an anti-bullying/harassment policy will leave teachers and other staff more sensitive to bullying, harassment, emotional withdrawal, and signs of crisis among the students. This, in turn, will enhance the effectiveness of the referral system already in place whereby staff and faculty identify and refer at-risk students to additional supports through the school based health center, case managers, counselors, and community-based partners. Additionally, the S3 grant will be used to fund an additional case manager who will ensure that a greater proportion of students in need receive required services and support – this will greatly enhance the current referral process in which students occasionally slip through the cracks. Individuals engaged in bullying and harassment (either as a perpetrator, peer or victim) will be referred to a Solution Coach and the 4-session Solution Team process will begin. Bullying and harassment targets and perpetrators may also need additional support and will be invited by the case manager (also a Solution Coach) to access counseling services thorough the health center or community-based partners.

YOUTH DEVELOPMENT

At the launch of the school year, youth were invited to participate in S3 planning. The planning meetings were well attended by these students whose input was specifically solicited and used in the design of the S3 strategies. The continued involvement of these youth in project implementation is critical, especially as preliminary data become available, at which time their input on why specific interventions have or have not been effective will be invaluable. These students will be invited to participate in PBIS training, and will be relied upon to help convey S3 progress to the student body, including status updates and outcomes. The African American Transformative Mentoring class also employs youth development strategies.

While Tech has many students very deeply engaged though clubs, extracurricular activities, athletics, and the Academies, there remains a large number of youth who do not engage, be it because they are intimidated, discouraged, involved in criminal activity, or coping with unresolved issues. By developing a sound strategy for engaging one of Tech's subpopulations most at risk for disengagement, African American males, Tech will ensure that expectations will remain high, and that more students find a way to engage. And increasing faculty and staff sensitivity and effectiveness in relating to disengaged students (through PBIS, MI, No Bully), will increase potential caring and meaningful relationships at the school, making students more inclined to engage.

PARENT ENGAGEMENT

The S3 Team has reserved a portion of the annual budget each year for parent engagement strategies. A review that came out of the US Department of Education Institute of Education Sciences concluded that there are no strategies for engaging parents that are sufficiently-researched to stand out as evidence-based models (Agronick, G., et al. 2009. Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region. Regional Educational Laboratory Issues & Answers. 2009, No. 069.). Tech will, therefore, conduct a preliminary fishbowl exercise with parents on strategies for engaging the parent community more effectively and making parents feel welcome, supported and invested in the school. Parents from the PTSA, AVID, English Language Advisory Committee (ELAC), and the School Site Council (SSC) will be invited to participate in the exercise, the results of which will inform the content of events, seminars, and celebrations designed to engage parents in the school community, in school climate efforts, and in their children's success. The parent engagement strategy will specifically aim to improve the school's cultural competency, but creating forums for parents to share cultural traditions, provide culturally-specific insights and celebrate diversity. Some of the funds may be used to provide stipends for parents who volunteer, conduct outreach to other parents, partake in training, or conduct cultural seminars.

COMMUNITY INVOLVEMENT

Tech has mutually beneficial relationships with multiple community partners. These partners provide valuable services and resources to youth and their families, and many, especially those that are associated with the Academies, provide opportunities for Tech students to volunteer, provide community leadership, engage in service learning and develop professional experience. Community partners, such as La Clinica de la Raza, which operates the health center, provide mental health services, substance abuse services, social services for homeless youth and families, and support for youth in the child welfare system.

ACTIVITIES

Under high expectations and caring relationships, Tech's activities will all hang on the framework of PBIS. The first activity to take place in this sub-domain is sending the entire S3 team plus additional teachers (up to a total of 10 classroom teachers) to a 4-day PBIS training hosted by OUSD. To be included in this training are all S3 Team members (including parents, students and community partners), as well as a number of teachers and administrators who are key decision-makers in the disciplinary process. Once the training has happened, the S3 Team will be ready to undertake some specific changes, including expanding definitions and measures of student achievement to include varied pathways and accomplishments – this will be done to motivate marginalized students to envision success high expectations – and developing strengths-based interventions for at-risk students. Because cultural competency is also an important part of how Tech will implement the S3 plan, the S3 Coordinator will organize a professional development session that uses Bafa Bafa or Aspects of Ethnicity exercise to enhance staff and faculty cultural competency – staff and faculty will be encouraged to bring the exercise to students. The number of teachers who do bring the exercise to the classroom (and the number of students who participate) will be recorded. Within the context of PBIS, the S3 Team will launch parent engagement strategies, including cultural traditions, seminars, and outreach for participation on school committees.

The PBIS approach will simultaneously increase Tech's capacity for high expectations/caring relationships and create greater opportunities for meaningful participation. An additional strategy for increasing opportunities for meaningful participation is the adoption of the Transformative Mentoring curriculum in the full-credit class focused on supporting success for African American male students. The first activity under this strategy will be to train the class teacher in Transformative Mentoring. The Mentoring Center will continue to work with this teacher (and the S3 coordinator, as necessary) to adapt Transformative Mentoring curriculum to fit the format and population of the class and to provide technical assistance in the implementation of the curriculum. This teacher, with the support of the S3 Coordinator, the principal, and the S3 Team, will create opportunities for students in the class to be more involved with the community, including, but not limited to community speakers and presentations from the community and student volunteer and community organizing in the community.

To address Tech's problems with harassment and bullying, the S3 Team will bring in No Bully to train a cadre of counselors, case managers, administrators and teachers in the Solution Team methodology for resolving bullying and harassment. This training includes instruction in the specific multi-session intervention strategy as well as a tool that must be used to track fidelity in implementation and outcomes for each intervention. Once the training is complete, Solution Coaches will begin running Solution Teams as incidents of bullying and harassment occur. No Bully will also provide consultation with the Principal and the S3 Team to develop an anti-bullying/harassment policy that corresponds to the most recent research in social psychology, adolescent development, and neuropsychology.

To support a reduction in problematic substance use in and around campus, Tech will work with the Center for Applied Research Solutions (CARS) who offer training and technical assistance on Brief Interventions for Substance Use, an approach for using Motivational Interviewing with adolescent youth. This training will

be delivered on site at Tech to case managers and counselors (including some community-based partners), a cohort of 6-10 teachers, and parents from the Parent Patrol and other Tech parent groups. After the training, the case manager will begin offering individualized MI sessions to youth displaying struggles with substance use or abuse. In order to ensure that the impact of this approach can be tracked, the S3 Team will develop a tracking system for recording the number of students that the MI interventions reach, including logs for Parent Patrol and other trainees.

For all of the strategies listed above, a key activity will be ongoing progress monitoring. The case manager, health center staff, Solution Coaches, and other trained school personnel will record numbers of students referred to and served by the interventions listed above. School-wide measures of student improvement will be closely monitored using attendance, suspension, discipline, academic, and intervention-specific data (e.g., Solution Team and MI logs).

PROJECT STAFFING, MANAGEMENT AND MONITORING

STAFFING

Tech Principal Sheilagh Andujar is an experienced and credentialed school administrator and educator. She is in her 9th year as principal at Tech. In those years Ms. Andujar has reduced levels of violence, increased the academic resources and rigor at the school, and helped Tech recover its good reputation in the district so that it is now one of the district's most desirable schools. She also has the respect and cooperation of Tech faculty and staff. Principal Andujar will initially dedicate a minimum of 10-20 hours a week to the implementation of S3. She will convene the entire Intervention Team, call monthly meetings, and personally conduct outreach to extant committees, bodies, and organizations to ensure that efforts are coordinated. Eventually, her weekly commitment will go down to 5-10 hours a week, but because the initiative will be guided by a multi-disciplinary team using a strategic approach, these hours' impact will be magnified beyond what she is currently able to accomplish in 5-10 hours of school climate-focused work.

The S3 Coordinator position has not yet been filled. The qualifications of the S3 coordinator will include familiarity with Oakland youth, experience in addressing school climate issues at the high school level, and a commitment to asset-driven school systems. The S3 Coordinator will dedicate .5 of a full time position to implementing the S3 workplan. He or she will chair the regularly scheduled S3 Intervention Team meetings and will be primarily responsible for staff work, including communication, following-up on action items, and, with the support of the principal, delegating tasks to other team members.

The District has provided Tech's S3 Intervention Team with the support of Sandee Simmons, to act as liaison between the Tech S3 Intervention Team and the District. She is a licensed Marriage and Family Therapist who has worked extensively with school-based programs for over 20 years and holds a Pupil-Personnel Credential. She will assist in the implementation of all S3 interventions that include a behavioral health component. She will also help to ensure that resources available through the district, including relevant opportunities for training and professional development, are made available to Tech.

MONITORING AND DATA USE

It will be the responsibility of the S3 Coordinator to conduct the day-to-day monitoring of project implementation. He or she will report to the Principal who will be ultimately responsible for monitoring the completeness, quality and effectiveness of project activities. Because S3 is so closely aligned with the priorities of the District, the Family Schools and Community Partnerships Department will also convene quarterly meetings of all S3 recipient school principals and project coordinators, during which time interim data reviews may be held. While some data will only be available on an annual basis, suspension,

attendance, and disciplinary data can be reviewed on a more frequent basis to indicate whether specific interventions are having the desired impact. Project outputs, for example, the number of bullying and harassment incidents resolved through S3 programmatic interventions, will also be reviewed at these meetings, as will anecdotal accounts that demonstrate whether or not program aspects are being well received. Both PBIS and Solution Team have data collection elements built into the implementation design. Such data will also be reviewed at the beginning of each semester to help guide S3 Intervention Team on how to improve implementation. The full Intervention Team, which comprises parents, students, behavioral health providers, case managers, teachers, administrators, and community partners, will begin by meeting two times a month for an hour at a time. Once the groundwork has been laid, the trainings are absorbed and implementation is in progress, these meetings may be reduced to a once-monthly schedule.

On an annual basis, the S3 Intervention Team will review changes from baseline scores and assess whether they present evidence of the effectiveness of specific interventions – student input will be essential in this interpretation phase. Where there are no changes, the Team will brainstorm reasons for the failure and devise solutions. As the Team monitors changes in school climate, the Principal and administrative staff will scrutinize indicators of other school improvement objectives to study the impact that school climate improvements are having on academic performance indicators. Findings will inform adjustments to school improvement efforts, and be disseminated through coordination with other school bodies. The Intervention Team has representatives from several extant key school committees and teams, including the Faculty Council, the SSOs, the PTSA, and the health center. Their membership will help ensure effective communication and coordination with these groups. Additionally, the S3 Team will make a specific effort to reach out to the SSC for regular communication and coordination. The S3 Team will work with these entities through regularly scheduled S3 Team report out/input agenda item in their meetings, invitations to Intervention Team meetings on specific matters, and semi-regular school committee assemblies for formal updates and coordination. Communication with the student body will be facilitated through the ASB Facebook page, the ASB directory, student groups and clubs, and the Black Student Union.

SUSTAINABILITY

This workplan describes a number of strategies that will be used to create long-lasting change in school-wide capacity to support a positive school climate. The professional development will last far beyond the grant period and will permeate multiple realms in the school, as student support staff, teachers, administrators, case managers, and community partners will all be trained. The current situation at Tech requires additional support from a full time case manager. But once S3 strategies such as PBIS and MI have been fully implemented and operational for two full years, it is expected that the school will be in less acute need than it is today. The loss of the S3 coordinator and case manager position at the end of the three-year grant period will certainly be felt by the school, but the added capacity and changes in school culture that will come with S3 implementation, and the positive outcomes along domains of Supports and Engagement and Violence Victimization and Substance Use will be sustained through the continued commitment to the S3 goals and objectives and the increased capacity that S3 will have brought.

Implementation of this S3 workplan will help move Tech toward the systematic tracking of school climate measures. This promises to be fully integrated into daily school management not only because the programmatic interventions are anticipated to transform whole-school culture, but because Tech is already moving toward systematic use of data to help design and improve academic as well as climate strategies.

Safe and Supportive Schools
School Site Work Plan Activities Matrix

Select two *sub-domains* under Domain #1 and two *sub-domains* under Domain #2; complete a separate activities matrix for each sub-domain you select. You will have a *minimum* of four activities matrix pages: two for Domain #1 and two for Domain #2. Add more pages for additional strategies, as needed.

Note: There is no specific number of strategies required. However, in addition to identifying strategies targeting both general and at-risk student populations, be sure the overall work plan includes strategies for (1) youth development, (2) parent involvement, (3) community involvement, and (4) schoolwide commitment to improving school climate. See RFA pages 22-25.

Domain #1: Supports and Engagement   Sub-Domain #1 (check one):

☒ **High Expectations and Caring Relationships;** ☐ **Opportunities for Meaningful Participation;** ☐ **Perceived School Safety;** ☐ **School Connectedness**

Local Objective: Oakland Technical High School will experience a six percentile point gain in the sub-domain High Expectations and Caring Relationships, taking our school from the 50th to the 56th percentile.

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Initiate Positive Behavior Intervention and Support (PBIS) prevention-oriented framework that emphasizes a positive and safe school climate to maximize success for all students	YD, PI, CI, SC	Send entire S3 team plus additional teachers (up to a total of 10 classroom teachers) to PBIS training hosted by OUSD	4-days of training	Principal/S3 Coordinator	February 2012
		Expand definitions of student achievement to include varied pathways and accomplishments, to motivate marginalized students to envision success high expectations; develop strengths-based interventions for at-risk students	Over 4-6 S3 meetings	S3 Team	March/May 2012
		Hold professional development that uses Bafa Bafa or Aspects of Ethnicity exercise to enhance staff and faculty cultural competency – staff and faculty can then bring the exercise to students	One 1-day professional development day	Principal/S3 Coord	August 2012
		Launch parent engagement strategies	Ongoing with events taking place monthly	S3 Coordinator/ S3 Team	March 2012 – September 2014
		Monitor progress; record numbers of students referred and served by specific activities; measure student improvements	Monthly with quarterly data review meetings	S3 Coordinator	Ongoing, beginning March 2012

This strategy/intervention targets: ☒ At risk student population (identify): <u>students involved in rule infractions or exhibiting the need for intervention</u> # served per year: <u>50</u>

☒ General student population; # served per year <u>1,700</u>   ☒ Parents/other caring adults; # served per year <u>400</u>   ☐ School staff; # served per year <u>15</u>

☐ Other (specify) _____ ; # served per year _____

*Strategy Codes: YD=Youth Development   PI=Parent Involvement   CI=Community Involvement   SC=Schoolwide Commitment

Safe and Supportive Schools
School Site Work Plan Activities Matrix

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Note: There is no specific number of strategies required. However, in addition to identifying strategies targeting both general and at-risk student populations, be sure the overall work plan includes strategies for (1) youth development, (2) parent involvement, (3) community involvement, and (4) schoolwide commitment to improving school climate. See RFA pages 22-25.

Domain #1: Supports and Engagement   Sub-Domain #2 (check one):

☐ **High Expectations and Caring Relationships;** ☒ **Opportunities for Meaningful Participation;** ☐ **Perceived School Safety;** ☐ **School Connectedness**

Local Objective: Oakland Technical High School will experience a two percentile point gain in the sub-domain Opportunities for Meaningful Engagement, taking our school from the 49th to the 51st percentile.

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Implement Transformative Mentoring curriculum in a full-credit class focused on supporting success for African American male students	YD	Train 1 teacher in Transformative Mentoring	5-day training	S3 Coordinator	January-February 2012
		Work with The Mentoring Center to adapt Transformative Mentoring curriculum to fit the format and population of the class	Ongoing during first three semester of implementation	S3 Coordinator/ Class teacher	February 2012 – May 2012
		Create opportunities for community involvement, including, but not limited to community speakers and presentations or student volunteer and community organizing	Ongoing	S3 Coordinator/ Class teacher	February 2012 – September 2014
		Monitor progress; record student progress in school engagement, participation, attendance, and academic performance	Monthly with quarterly data review meetings	Class Teacher/ S3 Coordinator/ S3 Team	Ongoing, beginning March 2012

This strategy/intervention targets: ☒ At risk student population (identify): _African American Males_ # served per year: _15-20_

☐ General student population; # served per year _____ ☐ Parents/other caring adults; # served per year _____ ☒ School staff; # served per year _1_

☐ Other (specify) _____ ; # served per year _____

*Strategy Codes: YD=Youth Development   PI=Parent Involvement   CI=Community Involvement   SC=Schoolwide Commitment

Safe and Supportive Schools
School Site Work Plan Activities Matrix

Select two *sub-domains* under Domain #1 and two *sub-domains* under Domain #2; complete a separate activities matrix for each sub-domain you select. You will have a *minimum* of four activities matrix pages: two for Domain #1 and two for Domain #2. Add more pages for additional strategies, as needed.

Note: There is no specific number of strategies required. However, in addition to identifying strategies targeting both general and at-risk student populations, be sure the overall work plan includes strategies for (1) youth development, (2) parent involvement, (3) community involvement, and (4) schoolwide commitment to improving school climate. See RFA pages 22-25.

Domain #2: Violence, Victimization, and Substance Use Sub-Domain #1 (check one):

☐ Physical Violence Perpetration; ☐ Physical and Emotional Violence Victimization; ☒ Harassment and Bullying; ☐ Substance Use at School

Local Objective: Oakland Technical High School will experience a two percentile point gain in the sub-domain Harassment and Bullying, taking our school from the 8th to the 10th percentile.

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Implement Solution Team and put in place an anti-bullying/harassment policy that is informed by most current research	SC	Train cadre of counselors, case managers, administrators and teachers in Solution Team facilitated strategy for bullying and harassment intervention	One 1-time training	S3 Coordinator	April 2012
		Begin running Solution Teams as incidents of bullying and harassment occur	Ongoing, as needed	All trained Solution Coaches	April 2012 – September 2014
		In consultation with No Bully, develop an anti-bullying/harassment policy that corresponds to the most recent research	Developed over several months	Principal/S3 Team/ School Administrators	August 2012 – December 2012
		Monitor impact: review Solution Team Logs (with 3-month follow-up) alongside disciplinary records to see the extent to which the approach is resolving bullying and harassment	Monthly with quarterly data review meetings	S3 Coordinator/ Solution Coaches	Ongoing, beginning August

This strategy/intervention targets: ☒ At risk student population (identify) students accused of bullying or harassment, their peers, targets of bullying or harassment ; # served per year 15-20 bullies; 15-20 targets

☒ General student population; # served per year 1,700   ☐ Parents/other caring adults; # served per year _____   ☒ School staff; # served per year 10

☐ Other (specify) _____ ; # served per year _____

*Strategy Codes:YD=Youth Development   PI=Parent Involvement   CI=Community Involvement   SC=Schoolwide Commitment

Safe and Supportive Schools
School Site Work Plan Activities Matrix

Select two *sub-domains* under Domain #1 and two *sub-domains* under Domain #2; complete a separate activities matrix for each sub-domain you select. You will have a *minimum* of four activities matrix pages: two for Domain #1 and two for Domain #2. Add more pages for additional strategies, as needed.

Note: There is no specific number of strategies required. However, in addition to identifying strategies targeting both general and at-risk student populations, be sure the overall work plan includes strategies for (1) youth development, (2) parent involvement, (3) community involvement, and (4) schoolwide commitment to improving school climate. See RFA pages 22-25.

Domain #2: Violence, Victimization, and Substance Use Sub-Domain #2 (check one):

☐ **Physical Violence Perpetration;** ☐ **Physical and Emotional Violence Victimization;** ☐ **Harassment and Bullying;** ☒ **Substance Use at School**

Local Objective: Oakland Technical High School will experience a two percentile point gain in the sub-domain Substance Use at School, taking our school from the 11th to the 13st percentile.

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Implement Motivational Interviewing for Substance Abuse to move the response to substance use away from strict punishment toward engagement, non-judgment, and behavior change	PI, CI, SC	Bring Center for Applied Research Solutions (CARS) in for free training on Brief MI for Substance Use, delivered to case managers and counselors (including some community-based partners), a cohort of 6-10 teachers, and parents from the Parent Patrol and other Tech parent groups	One one-day training	S3 Coordinator	March 2012
		Case manager begin offering individualized MI sessions to youth displaying struggles with substance use or abuse	Ongoing, as needed	Case manager	March 2012 – September 2014
		Develop tracking system for recording the number of students affected by MI training, including logs for Parent Patrol etc.	Developed over 2 S3 meetings	S3 Team	May 2012
		Monitor progress; record numbers of students referred and served by MI-trained counselors, parents and staff; measure student improvements	Monthly with quarterly data review meetings		Ongoing, beginning May 2012

This strategy/intervention targets: ☒ At risk student population (identify): _students who use substances_ # served per year: _200_

☐ General student population; # served per year _____ ☒ Parents/other caring adults; # served per year _6_ ☐ School staff; # served per year _10_

☐ Other (specify) _____; # served per year _____

*Strategy Codes: YD=Youth Development PI=Parent Involvement CI=Community Involvement SC=Schoolwide Commitment

SAFE AND SUPPORTIVE SCHOOLS (S3) GRANT PROGRAM
BUDGET SUMMARY

Name of School District: Oakland Unified School District			Co./Dist Code: 01/61259		S3 Grant#:S3-11-	
Oakland Technical High School			TERM: October 1, 2011 to September 30, 2014			

Object Code	Budget Item	2011–12 Budget Year 1	2012–13 Budget Year 2	2013–14 Budget Year 3	Total Proposed Budget
1000	Certificated Personnel Salaries	$4,375.00	$4,375.00	$4,375.00	$13,125.00
2000	Classified Personnel Salaries	$78,000.00	$78,000.00	$78,000.00	$234,000.00
3000	Employee Benefits	$35,887.50	$35,887.50	$35,887.50	$107,662.50
4200	Books and Supplies	$0.00	$0.00	$0.00	$0.00
4300	Materials and Supplies	$3,172.39	$801.00	$801.00	$4,774.39
4400	Non-capitalized Equipment	$0.00	$0.00	$0.00	$0.00
5200	Travel and Conferences	$0.00	$0.00	$0.00	$0.00
5600	Rentals, Leases, Repairs and Non-capitilized Improvements	$0.00	$0.00	$0.00	$0.00
5700	Interprogram Services	$0.00	$0.00	$0.00	$0.00
5800–0000	Non-instructional Consultant Services *(maximum $25,000 per*	$22,450.00	$24,821.39	$24,821.39	$72,092.78
5800–1000	Instructional Consultant Services	$0.00	$0.00	$0.00	$0.00
	Total Direct Costs	**$143,884.89**	**$143,884.89**	**$143,884.89**	**$431,654.68**

7000 Indirect	To find your approved indirect cost rate visit:	http://www.cde.ca.gov/fg/ac/ic/documents/icr0708to1112.xls			
Enter Indirect Rate for FY 2011:	0.00%	$6,115.11			$6,115.11
Enter Indirect Rate for FY 2012:	0.00%		$6,115.11		$6,115.11
Enter Indirect Rate for FY 2013:	0.00%			$6,115.11	$6,115.11
5100	Subagreements for Services *(amounts over $25,000 per agreement)*	$0.00	$0.00	$0.00	$0.00
	Total Budget	**$150,000.00**	**$150,000.00**	**$150,000.00**	**$450,000.00**

Fiscal Contact Name: Linda Wu	Phone: (510) 318-2802	Fax: (510) 639-4807
Title: Finance Manager - Family Schools and Community Partnerships	E-mail: linda.wu@ousd.k12.ca.us	

I certify that I am the duly appointed representative of the above-named agency and that, to the best of my knowledge, the above report is correct and expenditures are in accordance with the grant award agreement provisions.

Printed Name and Title of person authorized to approve the report: Linda Wu - Finance Manager - Family Schools and Community Partnerships	Phone: (510) 318-2802	Fax: (510) 639-4807
Signature: *[signature]*	Date: 12/13/2011	E-mail: linda.wu@ousd.k12.ca.us
State Use Only		
Printed Name and Title:	Phone: ( )	
Signature:	Date:	

SAFE AND SUPPORTIVE SCHOOLS (S3) GRANT PROGRAM
PROGRAM BUDGET DETAIL NARRATIVE 2011/12

Name of School District: Oakland Unified School District

Oakland Technical High School

PROGRAM BUDGET DETAIL NARRATIVE
(The purpose of this page is to provide sufficient line item detail.)

Object Code	Budget Item	LINE ITEM DETAIL		Subtotal
1000	**Certificated Personnel Salaries**		$	4,375.00
	Sub Coverage for Tranformative Mentoring	coverage for 1 teacher 5 days (@ $125/day=$625)	$	625.00
	Sub Coverage for PBIS Training	coverage for 5 teachers for 4 days (@$125/day)	$	2,500.00
	Sub Coverage No Bully Solution Team	coverage for 10 teachers (10x$125=$1,250)	$	1,250.00
2000	**Classified Personnel Salaries**		$	78,000.00
	.5 FTE S3 Coordinator	working .5 FTE	$	26,000.00
	1.0 FTE Case Manager	1 FTE case manager	$	52,000.00
3000	**Employee Benefits**	18% Statutory benefit rate for extra pay salary items; 45% for salaries	$	35,887.50
4200	**Books and other Reference Materials**		$	-
4300	**Materials and Supplies**		$	3,172.39
	CHKS/CSCS/CSPS	.30 per student per year (1,700x.30 = $510); .30 per returned parent survey (420x.30 = $126); $150 for school level report; $15 shipping	$	801.00
	Student Incentives	Student Incentives PBIS	$	2,371.39
4400	**Noncapitalized Equipement**		$	-
5200	**Travel and Conferences**		$	-
5600	**Rentals, Leases, Repairs, and Noncapitalized Improvements**		$	-
5700	**Interprogram Services**		$	-
5800	**Consultant Services**		$	22,450.00
	Parent Engagement Strategy	parent events, parent stipends for training, volunteering and outreach	$	9,000.00
	Transformative Mentoring - Training	5 day training for one teacher with ongoing coaching and TA ($1,050);	$	1,050.00
	PBIS Training	$3,500 for training	$	3,500.00
	No Bully Solution Team	Solution Team training full day ($4,700); Consultation ($3,000)	$	7,700.00
	Motivational Interviewing	one day training with Center for Applied Research Solutions; follow up consultation	$	1,200.00
7000	**Indirect Costs**		$	6,115.11
	Admin	OUSD Indirect Cost rate 4.25%	$	6,115.11
5100	**Subagreements for Services (Amounts over $25,000 per subagreement)**		$	-
		Total Budget	$	150,000.00

SAFE AND SUPPORTIVE SCHOOLS (S3) GRANT PROGRAM
PROGRAM BUDGET DETAIL NARRATIVE 2012/13

Name of School District: Oakland Unified School District

Oakland Technical High School

PROGRAM BUDGET DETAIL NARRATIVE
(The purpose of this page is to provide sufficient line item detail.)

Object Code	Budget Item	LINE ITEM DETAIL	Subtotal	
1000	**Certificated Personnel Salaries**		$	4,375.00
	Sub Coverage for Tranformative Mentoring	coverage for 1 teacher 5 days (@ $125/day=$625)	$	625.00
	Sub Coverage for PBIS Training	coverage for 5 teachers for 4 days (@$125/day)	$	2,500.00
	Sub Coverage No Bully Solution Team	coverage for 10 teachers (10x$125=$1,250)	$	1,250.00
2000	**Classified Personnel Salaries**		$	78,000.00
	.5 FTE S3 Coordinator	working .5 FTE	$	26,000.00
	1.0 FTE Case Manager	1 FTE case manager	$	52,000.00
3000	**Employee Benefits**	18% Statutory benefit rate for extra pay salary items; 45% for salaries	$	35,887.50
4200	**Books and other Reference Materials**		$	-
4300	**Materials and Supplies**		$	801.00
	CHKS/CSCS/CSPS	.30 per student per year (1,700x.30 = $510); .30 per returned parent survey (420x.30 = $126); $150 for school level report; $15 shipping	$	801.00
4400	**Noncapitalized Equipement**		$	-
5200	**Travel and Conferences**		$	-
5600	**Rentals, Leases, Repairs, and Noncapitalized Improvements**		$	-
5700	**Interprogram Services**		$	-
5800	**Consultant Services**		$	24,821.39
	Parent Engagement Strategy	parent events, parent stipends for training, volunteering and outreach	$	14,121.39
	Transformative Mentoring - Training	ongoing coaching and TA ($3,000)	$	3,000.00
	PBIS Training	$3,500 for training	$	3,500.00
	No Bully Solution Team	Solution Team ongoing consultation ($3,000)	$	3,000.00
	Motivational Interviewing	one day training with Center for Applied Research Solutions; follow up consultation	$	1,200.00
7000	**Indirect Costs**		$	6,115.11
	Admin	OUSD Indirect Cost rate 4.25%	$	6,115.11
5100	**Subagreements for Services (Amounts over $25,000 per subagreement)**		$	-
		Total Budget	**$**	**150,000.00**

SAFE AND SUPPORTIVE SCHOOLS (S3) GRANT PROGRAM
PROGRAM BUDGET DETAIL NARRATIVE 2013/14

Name of School District: Oakland Unified School District

Oakland Technical High School

PROGRAM BUDGET DETAIL NARRATIVE
(The purpose of this page is to provide sufficient line item detail.)

Object Code	Budget Item	LINE ITEM DETAIL		Subtotal
1000	Certificated Personnel Salaries		$	4,375.00
	Sub Coverage for Tranformative Mentoring	coverage for 1 teacher 5 days (@ $125/day=$625)	$	625.00
	Sub Coverage for PBIS Training	coverage for 5 teachers for 4 days (@$125/day)	$	2,500.00
	Sub Coverage No Bully Solution Team	coverage for 10 teachers (10x$125=$1,250)	$	1,250.00
2000	Classified Personnel Salaries		$	78,000.00
	.5 FTE S3 Coordinator	working .5 FTE	$	26,000.00
	1.0 FTE Case Manager	1 FTE case manager	$	52,000.00
3000	Employee Benefits	18% Statutory benefit rate for extra pay salary items; 45% for salaries	$	35,887.50
4200	Books and other Reference Materials		$	-
4300	Materials and Supplies		$	801.00
	CHKS/CSCS/CSPS	.30 per student per year (1,700x.30 = $510); .30 per returned parent survey (420x.30 = $126); $150 for school level report; $15 shipping	$	801.00
4400	Noncapitalized Equipement		$	-
5200	Travel and Conferences		$	-
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements		$	-
5700	Interprogram Services		$	-
5800	Consultant Services		$	24,821.39
	Parent Engagement Strategy	parent events, parent stipends for training, volunteering and outreach	$	14,121.39
	Transformative Mentoring - Training	ongoing coaching and TA ($3,000)	$	3,000.00
	PBIS Training	$3,500 for training	$	3,500.00
	No Bully Solution Team	Solution Team ongoing consultation ($3,000)	$	3,000.00
	Motivational Interviewing	one day training with Center for Applied Research Solutions; follow up consultation	$	1,200.00
7000	Indirect Costs		$	6,115.11
	Admin	OUSD Indirect Cost rate 4.25%	$	6,115.11
5100	Subagreements for Services (Amounts over $25,000 per subagreement)		$	-
		Total Budget	$	150,000.00

Safe and Supportive Schools
School Site Work Plan Activities Matrix

Select two *sub-domains* under Domain #1 and two *sub-domains* under Domain #2; complete a separate activities matrix for each sub-domain you select. You will have a *minimum* of four activities matrix pages: two for Domain #1 and two for Domain #2. Add more pages for additional strategies, as needed.

Note: There is no specific number of strategies required. However, in addition to identifying strategies targeting both general and at-risk student populations, be sure the overall work plan includes strategies for (1) youth development, (2) parent involvement, (3) community involvement, and (4) schoolwide commitment to improving school climate. See RFA pages 22-25.

Domain #1: Supports and Engagement   Sub-Domain #1 (check one):

☒ **High Expectations and Caring Relationships;** ☐ **Opportunities for Meaningful Participation;** ☐ **Perceived School Safety;** ☐ **School Connectedness**

Local Objective: Oakland Technical High School will experience a six percentile point gain in the sub-domain High Expectations and Caring Relationships, taking our school from the 50th to the 56th percentile.

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Initiate Positive Behavior Intervention and Support (PBIS) prevention-oriented framework that emphasizes a positive and safe school climate to maximize success for all students	YD, PI, CI, SC	Send entire S3 team plus additional teachers (up to a total of 10 classroom teachers) to PBIS training hosted by OUSD	4-days of training	Principal/S3 Coordinator	February 2012
		Expand definitions of student achievement to include varied pathways and accomplishments, to motivate marginalized students to envision success high expectations; develop strengths-based interventions for at-risk students	Over 4-6 S3 meetings	S3 Team	March/May 2012
		Hold professional development that uses Bafa Bafa or Aspects of Ethnicity exercise to enhance staff and faculty cultural competency – staff and faculty can then bring the exercise to students	One 1-day professional development day	Principal/S3 Coord	August 2012
		Launch parent engagement strategies	Ongoing with events taking place monthly	S3 Coordinator/ S3 Team	March 2012 – September 2014
		Monitor progress; record numbers of students referred and served by specific activities; measure student improvements	Monthly with quarterly data review meetings	S3 Coordinator	Ongoing, beginning March 2012

This strategy/intervention targets: ☒ At risk student population (identify): students involved in rule infractions or exhibiting the need for intervention # served per year: _50_

☒ General student population; # served per year 1,700   ☒ Parents/other caring adults; # served per year _400_   ☐ School staff; # served per year 15

☐ Other (specify) _____; # served per year _____

*Strategy Codes: YD=Youth Development   PI=Parent Involvement   CI=Community Involvement   SC=Schoolwide Commitment