

File ID Number	20-1128
Introduction Date	6/24/20
Enactment Number	20-0997
Enactment Date	6/24/2020
By	os



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

June 24, 2020

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Andrea Bustamante, Executive Director, Community Schools & Student Services Dept.

Subject: District Submitting Grant Application - California Department of Education - Learning Communities for School Success Program - Community Schools and Student Services Department

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting Learning Communities for School Success Program grant proposal for \$1,996,300.48 for implementing Multi-Tiered Systems of Support structures, strengthening Attendance & Discipline Support Services, and expanding Whole School Restorative Justice at District middle schools and high schools for the period July 1, 2020 through June 30, 2023, to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant years, if any.

BACKGROUND:

Grant award for OUSD schools for the period July 1, 2020 through June 30, 2023 was 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
20-1128	Yes	Grant	Oakland Unified School District Community Schools and Student Services Department	To fund District MTSS structure, strengthen Attendance & Discipline Support Services, and expand Whole School Restorative Justice at our middle schools and high schools. With a particular focus on Tier 2 and Tier 3 interventions, we will support students at-risk of dropping out (including victims of crime), reduce truancy, and make progress toward our goal of all OUSD students graduating from high school college-, career-, and community-ready.	July 1, 2020 - June 30, 2023	California Department of Education	\$1,996,300.48

DISCUSSION:

The district created a Grant Face sheet process to:

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

FISCAL IMPACT:

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

- Grants valued at: \$1,996,300.48

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting Learning Communities for School Success Program grant proposal for \$1,996,300.48 for implementing Multi-Tiered Systems of Support structures, strengthening Attendance & Discipline Support Services, and expanding Whole School Restorative Justice at District middle schools and high schools for the period July 1, 2020 through June 30, 2023, to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant years, if any.

ATTACHMENTS:

Grants Management Face Sheet


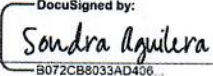
Grant Application

OUSD Grants Management Face Sheet

Title of Grant: The California Wellness Foundation Grant	Funding Cycle Dates: July 1, 2020 – June 30, 2023
Grant’s Fiscal Agent: (contact’s name, address, phone number, email address) CA Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901 Tissy Simmons 916-323-1026 tsimmons@cde.ca.gov	Grant Amount for Full Funding Cycle: \$1,996,300.48 Total (\$665,065.71 in year 1; \$665,963.16 in year 2; \$665,271.61 in year 3)
Funding Agency: CA Department of Education	Grant Focus: Manage and oversee the Implementation of the Learning Communities for School Success Program
List all School(s) or Department(s) to be Served: Community Schools Student Services	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Schools will implement Multi-Tiered Systems of Support programs that will increase attendance, decrease discipline and support student academic success.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD’s indirect rate of 3.25% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant’s budget for evaluation.)	We will track increases in attendance, decreases in discipline and the impact on overall student attendance.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes. Some district staff will support with implementation of the program.
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 3.25% for all OUSD site services in the grant’s budget for administrative support, evaluation data, or indirect services.)	Yes.
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.)	Community Schools and Student Services Department Oakland Unified School District 1000 Broadway, Suite 150 510.879.2901 Andrea.Bustamante@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Andrea Bustamante		5/18/2020
Chief Academic Officer	Sondra Aguilera	 <small>B072CB8033AD406...</small>	6/5/2020

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	N/A		
Superintendent	Kyla Johnson-Trammell		

Approved as to form by OUSD Staff Attorney Joanna Powell on 6/4/2020.



Application Cover Sheet
Learning Communities for School Success Program
2020–23 Cohort 4 Grant Application

Applicant/Lead Local Educational Agency (LEA):

Oakland Unified School District

County/District/School Code (14 digits): 0161259

County Name: Alameda County

Mailing Address: 1000 Broadway #295

City: Oakland

Zip: 94607

Please indicate the LEA's intent to apply for funds by checking the appropriate box below:

Single LEA

- All schools in the LEA (Attachment 2 not required)
- Limited number of schools in the LEA (must complete Attachment 2)

Consortium of LEAs

- All schools in each consortium LEA (must complete Attachment 2)
- Limited number of schools in some or all consortium LEA (must complete Attachment 2)

Total 2019–20 student enrollment to be served by this application: 17,066

Enrollment will be determined by the 2019–20 California Basic Education Data System (CBEDS) reported enrollment on Attachment 2.

Funding requested for the entire funding term of three years: \$ 1,996,300.48

See Section III, A. Funding Levels for minimum/maximum funding level limits.

Contact Person: Andrea Bustamante

Contact Title: Executive Director

Program Office: Community Schools Student Services

Contact Telephone: 510-879-2901

Contact Fax: NA

Contact email address: andrea.bustamante@ousd.org

Purpose: Funds provided through this application are aimed at improving outcomes for public school pupils in kindergarten and grades one through twelve, inclusive, by reducing truancy and supporting students who are at risk of dropping out of school or are victims of crime. As a condition of the receipt of funds provided through this application, the LEA agrees to perform the functions and fulfill the responsibilities outlined in the request for application.

Certification: I have read this application, the General Assurances, and the Program Assurances and certify that this agency and the participating schools will, if funded, fully support and implement the program and adhere to all the assurances. Further, I certify that the 2019–20 CBEDS reported enrollment listed on the following page(s) for the participating schools is correct to the best of my knowledge.

Superintendent or Designee Signature (in blue ink)



Print Name: Dr. Kyla Johnson-Trammell

Title: Superintendent

Date:

1/23/2020

School Site Participant Identification
Learning Communities for School Success Program
2020–23 Cohort 4 Grant Application

Applicants must provide an accurate list of participating school sites with their County-District-School (CDS) Code and the number of enrolled students (2019–20 California Basic Education Data System [CBEDS] enrollment) at each school site if the grant is not designed to provide direct funds and services to all students enrolled in the local educational agency (LEA).

Note: This form is not required for single LEAs with all schools participating.

Oakland Unified School District

Applicant/LEA: _____

Please check the appropriate box below:

Single LEA

Limited number of schools in the LEA

Consortium of LEAs

All schools in each consortium LEA

Limited number of schools in some or all consortium LEA

List of Participating School Sites

LEA Name: Oakland Unified School District

School Name: Greenleaf

CDS Code: 01612590115618 Total 2019–20 CBEDS Enrollment: 640

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Hillcrest

CDS Code: 01612596001911 Total 2019–20 CBEDS Enrollment: 400

Check if all schools in the district are participating

Subtotal enrollment for LEAs listed on this page: 1040

Subtotal enrollment for LEAs listed on additional page(s): 16026

Total Enrollment for all participating LEAs in this grant application
(Transfer this total to the Application Cover Sheet): 17066

LEA Name: Oakland Unified School District

School Name: La Escuelita

CDS Code: 01612596096523 Total 2019–20 CBEDS Enrollment: 389

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Melrose Leadership Academy

CDS Code: 01612596118640 Total 2019–20 CBEDS Enrollment: 589

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Coliseum College Prep Academy

CDS Code: 01612590112797 Total 2019–20 CBEDS Enrollment: 552

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Life Academy

CDS Code: 01612590130575 Total 2019–20 CBEDS Enrollment: 445

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Madison Park - Upper

CDS Code: 01612596066450 Total 2019–20 CBEDS Enrollment: 729

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Bret Harte

CDS Code: 01612596056998 Total 2019–20 CBEDS Enrollment: 675

Check if all schools in the district are participating

Subtotal enrollment for LEAs listed on this page: 3379

LEA Name: Oakland Unified School District

School Name: Claremont

CDS Code: 01612596057004 Total 2019–20 CBEDS Enrollment: 500

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Edna Brewer

CDS Code: 01612596057061 Total 2019–20 CBEDS Enrollment: 812

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Elmhurst United

CDS Code: 01612590112789 Total 2019–20 CBEDS Enrollment: 716

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Frick

CDS Code: 01612596057020 Total 2019–20 CBEDS Enrollment: 246

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Montera

CDS Code: 01612596057079 Total 2019–20 CBEDS Enrollment: 676

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Roosevelt

CDS Code: 01612596057087 Total 2019–20 CBEDS Enrollment: 596

Check if all schools in the district are participating

Subtotal enrollment for LEAs listed on this page: 3546

LEA Name: Oakland Unified School District

School Name: United for Success

CDS Code: 01612590112763 Total 2019–20 CBEDS Enrollment: 375

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Urban Promise Academy

CDS Code: 01612596118657 Total 2019–20 CBEDS Enrollment: 375

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: West Oakland Middle

CDS Code: 01612590115626 Total 2019–20 CBEDS Enrollment: 198

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Westlake

CDS Code: 01612596057095 Total 2019–20 CBEDS Enrollment: 316

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Castlemont High School

CDS Code: 01612590125161 Total 2019–20 CBEDS Enrollment: 829

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Fremont High School

CDS Code: 01612590125716 Total 2019–20 CBEDS Enrollment: 844

Check if all schools in the district are participating

Subtotal enrollment for LEAs listed on this page: 2937

LEA Name: Oakland Unified School District

School Name: McClymonds High School

CDS Code: 01612590110189 Total 2019–20 CBEDS Enrollment: 360

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Oakland High School

CDS Code: 01612590135905 Total 2019–20 CBEDS Enrollment: 1661

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Oakland Technical High School

CDS Code: 01612590136051 Total 2019–20 CBEDS Enrollment: 1962

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Skyline High School

CDS Code: 01612590137943 Total 2019–20 CBEDS Enrollment: 1583

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: MetWest

CDS Code: 01612590100701 Total 2019–20 CBEDS Enrollment: 205

Check if all schools in the district are participating

LEA Name: Oakland Unified School District

School Name: Oakland International High School

CDS Code: 01612590115667 Total 2019–20 CBEDS Enrollment: 393

Check if all schools in the district are participating

Subtotal enrollment for LEAs listed on this page: 6164

Project Abstract
Learning Communities for School Success Program
2020–23 Cohort 4 Grant Application

Applicant/Lead Local Educational Agency (LEA):

Application will specifically address the needs of the following priority population(s)
(check all that apply):

Kindergarten–Third Grade

African American

Hispanic or Latino

Homeless

Socioeconomically Disadvantaged

Middle School

High School

American Indian or Alaska Native

Native Hawaiian / Pacific Islander

Foster Youth

Asian

Filipino

English Learner

Rural Population

Add a brief Description of the LEA's Grant Activities (2500 character limit)

Narrative

County/District/School Code: 0161259

2020–23 Cohort 4 Grant Application

Introduction

Oakland Unified School District (OUSD) is seeking Cohort 4 LCSSP funding to provide a stronger, deeper multi-tiered system of support (MTSS) for our middle schools and high schools. We will fortify our MTSS structure, strengthen Attendance & Discipline Support Services, and expand Whole-School Restorative Justice, with a particular focus on Tier 2 and Tier 3 interventions to ensure that we support students at risk of dropping out (including victims of crime), reduce truancy, and make progress toward our goal of all OUSD students graduating from high school college-, career-, and community-ready. Managed by OUSD’s Office of Community Schools and Student Services (CSSS), this project will, in alignment with our LCAP, build on current LCSSP-funded work and further OUSD’s Full Service Community Schools initiative.

Note: Unless otherwise noted, OUSD Data in this proposal is from the OUSD Office of Research, Assessment & Data. In 2019, a 7-day teachers’ strike had a significant impact on attendance and climate that skewed data for the 2018-19 school year, so we use 2017-18 data herein where it gives a more accurate picture.

LEA Needs Assessment

a) Overview of the LEA

OUSD is a large urban school district serving the city of Oakland, California (population 425,195). OUSD’s 77 district-operated schools include 48 elementary schools, 12 middle schools, five K-8 schools, three 6th-12th grade schools, and 12 high schools. Of the 36,286 students in district-run schools, 88% are non-white and 74% are eligible for Free/Reduced-Price Meals (FRPM). Latinos make up a growing proportion of OUSD students, with Latino enrollment growing from 29% to 42% from 2000 to 2018. African American enrollment has declined from 48% to 24% over the same period. English Learner students are 33% of the overall student population, and 50% of students speak a language other than English at home. While Spanish is the most prevalent (33%), significant numbers also speak Cantonese, Mam, Arabic, and Vietnamese. OUSD serves nearly 2,600 newcomer students, including 648 unaccompanied minors, 276 refugees and 261 asylees.

Many OUSD students and their families are grappling with poverty, housing instability, neighborhood crime and violence, and the stress and trauma that accompany these challenges. These enormous barriers disproportionately impact children of color, as reflected in the district’s truancy rates, student proficiency, and dropout rates. Low

parental education levels and limited English language proficiency can also have a negative impact on engagement and achievement.

Poverty and Housing Instability. According to the U.S. Census Bureau (2018), the overall poverty rate in Oakland is nearly 19%, and there are extreme socioeconomic inequities between affluent neighborhoods in the hills and those in the “flatlands,” where many of OUSD’s most at-risk students reside. The poor are disproportionately people of color, with approximately 1 in 4 African Americans (25.3%) and 1 in 4 Latinos (24.4%) living below the poverty threshold—and the income gap is growing. According to the Brookings Institute¹, the San Francisco-Oakland-Hayward Metropolitan Statistical Area (MSA) has the third widest income gap among the 100 largest MSAs in the U.S. These disparities have far-reaching consequences here in Oakland: an African American child in the flatlands is 7 times more likely than a white child in the hills to be born into poverty, 2.5 times more likely to be behind in vaccinations, and 4 times less likely to read at grade level by grade 4.²

Acute income inequality coupled with the region’s exceptionally high cost of living force many families into unstable or substandard housing, which stresses students and disrupts their ability to succeed in school. Up to 45% of students live in single parent homes, kinship care situations, or foster care. In the 2017-18 California Healthy Kids Survey (CHKS), 16% of middle schoolers reported living situations other than a home with a parent or guardian. And according to the OUSD Transitional Students and Families office, 1,001 OUSD students experienced homelessness in the 2018-19 school year. (California’s homelessness crisis is especially severe in Oakland: a one-night street count by Alameda County in July 2019 revealed that Oakland’s homeless population rose 47% between 2017 and 2019, one of the biggest two-year increases of any California city.)

Neighborhood Crime & Violence. Oakland has a crime rate of 67.21 per 1,000 people, the highest crime rate of all large California cities (OPD Annual Crime Rate Comparison Report, 2018). Violent crime is largely concentrated in poor Oakland neighborhoods where gang activity, drug dealing, prostitution/human trafficking and blight make the journey to and from school a daily ordeal. According to OUSD’s most recent Environmental Stress Factor Report (2016), there were 9 lockout incidents in the vicinity of one East Oakland school (Greenleaf) in a single year. 29% of OUSD middle school and high school students—but 42% and 47% of African American middle school/high school students—surveyed as part of the 2017-18 CHKS reported that at least one friend or family member had died by violence. Not surprisingly, research

**Table 1: Chronic Absence, 2017-18
(CDE Dataquest)**

	Chronic Absence
OUSD (All schools)	17.4%
Alameda County	10.2%
California	11.1%

¹ Liu, A. The Urgency to Achieve an Inclusive Economy in the Bay Area. Brookings Institute. June 2018.

² Beyers, M. et al. Alameda County Public Health Department, Life and Death from Unnatural Causes: Health & Social Inequity in Alameda County. 2008.

shows that exposure to traumatic events can lead to lack of engagement in school, as well as learning challenges and decreased rates of graduation³.

Attendance. According to CDE data, chronic absenteeism (missing 10% of school days or more) is much higher across OUSD than across the county or the state, as illustrated in Table 1.

At *district-run* schools (see Table 2), 14.8% of OUSD students were chronically absent in the 2017-18 school year, with certain groups of students—most notably low-income students, homeless students, English learners, and African American students—much more likely to be chronically absent than the general school population. Table 2 also shows that newcomers, foster youth, English learners, and Latino students have the highest incidence of dropping out. This data also makes clear that for the general student population, and for at-risk subgroups, chronic absenteeism increases in high school, one reason that this proposal includes initiatives for preparing middle schoolers for high school and assisting them and their families to successfully make that transition.

Table 2. OUSD Chronic Absenteeism & Dropout Rate 2017-18

District-Run Schools	Chronic Absenteeism			Dropout Rate
	All Grades (TK-12)	Middle School (6-8)	High School (9-12)	% of cohort (n)
Overall	14.8%	11.6%	21.4%	12.9% (n=2,497)
Low-income	24.3%	18.8%	39.7%	Not Available
Homeless youth	33.5%	21.1%	34.7%	18.1% (n=160)
English learners	13.7%	11.3%	26.0%	23.2% (n=702)
Newcomer	15.9%	7.2%	24.6%	26.1% (n=238)
Foster youth	30.4%	26.6%	48.9%	19.3% (n=57)
African Amer.	23.9%	19.6%	28.3%	9.3% (n=713)
Latino	15.2%	10.1%	23.9%	19.3% (n=1,082)
Asian	5.3%	11.4%	8.5%	4.6% (n=366)
White	4.9%	6.1%	9.0%	8.5% (n=189)

³ Rumsey, A. & Milsom, A. Addressing a Wide Range of Stressors That Inhibit Success (white paper). National Dropout Prevention Center. October 2017.

Academic Proficiency. OUSD has made great strides in student achievement over the past 16 years. In 2003 the percentage of our students achieving proficiency on standardized state testing was 19% in English Language Arts (ELA) and 21% in Math; those numbers rose to 43% and 41% in 2013. Thereafter, California’s switch to Common Core State Standards and Smarter Balanced Assessment Consortium (SBAC) testing disrupted the continuity of data. Proficiency in ELA and Math has risen from 29% and 23% in 2015, the first year that non-baseline SBAC test data are available, to 33% and 27% in 2018. But our students’ proficiency lags well behind their peers statewide, with our English Learner, African American, and Latino students struggling the most, as shown in Table 3 below.

Table 3. OUSD Student Achievement Gaps, 2018-19 (CAASPP)

	OUSD Students Meeting or Exceeding Standards	
	ELA	Math
California	50.9%	40.1%
ALL OUSD	33.3%	27.0%
○ White	72.5%	65.3%
○ Asian	50.0%	49.25%
○ Latino	23.8%	16.5%
○ African American	18.6%	11.7%
○ English Learners	6.2%	7.9%

OUSD’s Recent History and Current Trajectory. In 2011-12, OUSD adopted a Full-Service Community School (FSCS) model as part of our strategy to, over time, eliminate inequities in education, close achievement gaps, and ensure that every student thrives. In an FSCS model, a broad array of in-school and out-of-school supports and resources are pooled and coordinated to best support youth and their families—including those from the school district, city and county agencies, dozens of non-profit service providers, major funders, and other entities. We see this strategy as a means to disrupt the predictive power of race and demographics on student achievement, graduation rates, and readiness for college and/or career. In our vision of a fully implemented FSCS model, every student and his or her family is actively supported from Pre-K through the transition from high school to college or career—with restorative justice programs in place to correct for missteps along the way.

OUSD was the first school district in the nation to adopt an FSCS model districtwide, initially focusing primarily on middle schools and high schools. In 2014, in partnership with the Alameda County Health Care Services Agency, we received a five-year, \$2.5 million U.S. Department of Education FSCS grant. We developed three new K-5 Community Schools, expanded our FSCS model at the three middle schools they feed into, and established transition programs and partnerships for health services to prepare rising 6th graders for middle school and ensure a continuum of support for

students and families. Through our pioneering work in these six schools, we developed an articulated elementary/middle school FSCS model to guide our FSCS expansion throughout OUSD (and provide a model for other school districts). Results are proving our concept that Community Schools are an effective reform strategy for OUSD.

In 2017, OUSD received a three-year, \$1.76M LCSSP grant. We have been using those funds to strengthen Restorative Justice (RJ) and Attendance & Discipline Support Services (ADSS) at our elementary and middle schools, focusing on schools demonstrating an especially high achievement gap. The focus has been on building Tier 1 practices in elementary schools and establishing restorative Tier 3 practices to support students experiencing extreme chronic absence and truancy.

Now, halfway through the 2019-20 school year, 41 of our 83 district-operated schools have dedicated Community School Managers (CSMs). We also have a CSM who supports youth re-entering OUSD from the Juvenile Justice Center. At all 41 Community Schools, CSMs have established Coordination of Service Teams (COST) and Attendance Support Teams. 27 schools now have Restorative Justice Facilitators. Social Emotional Learning (SEL) is embedded at most district schools as part of CSSS’s system-wide work, and 10 schools are formally implementing SEL curricula.

b) Schools to be Served through LCSSP Funding

Our current LCSSP funding and our most recent Federal (FSCS) funding have focused on elementary and middle schools. We have seen solid gains at the elementary level, but we saw a 12.9% dropout rate in 2017-18 and were alarmed by a drastic and unforeseen increase in the number of 7th and 8th grade dropouts—from 39 students in 2015-16 to 66 in 2017-18. According to CDE data, this represents the vast majority of 7th/8th grade dropouts in all of Alameda County. As shown in Table 4, the suspension rate for African American students at the middle and high school level is roughly twice that of MS/HS students on the whole. We need to apply a stronger multi-tiered framework to attendance and discipline interventions for grades 6-12, with a sharp focus on our students who are at risk of dropping out, in order to foster strong school connectedness, positive behaviors, and engagement for *all* students.

Table 4 Suspension Rate Disparity, 2017-18				
Grade level	All Students		African American students	
	# Suspended	% Suspended	# Suspended	% Suspended
Middle	530	7.0%	296	14.1%
High School	644	6.0%	372	12.4%

We believe the activities outlined in this proposal will ensure a more effective MTSS, so that students at risk of dropping out are identified early, reengaged, shepherded through the transition to high school, and fully supported throughout high school. For Cohort 4, we therefore propose continued expansion of our FSCS implementation that **focuses on grades 6-12**, which means serving the 17,066 students enrolled at OUSD’s district-run middle schools and comprehensive high schools. Ethnic composition, socioeconomic makeup, school climate, and area crime rates are consistent with the LEA as a whole (described above). As shown below, the

schools range in size from small (with just 198 enrolled students at West Oakland Middle School) to large (such as Oakland Technical High School, with 1,962). The majority already have a dedicated CSM (as indicated by a red circle), and 12 have a Restorative Justice Facilitator (blue). CSMs and RJ Facilitators will play crucial roles in grant-related activities, as noted below. This grant will fund part of two RJ Facilitators' salaries, as indicated in the budget. CSMs' salaries are included in the budget as match.

K-8 Schools		Size (# enrolled)	Grade 6-12 Schools		Size (# enrolled)
● Greenleaf		640	● Coliseum College Prep Acad		552
Hillcrest		400	Life Academy		445
La Escuelita		389	● ● Madison Park Academy		729
Melrose Leadership Acad.		589			
Middle Schools			High Schools		
● Bret Harte		675	● Castlemont HS		829
● ● Claremont		500	● Fremont HS		844
● ● Edna Brewer		812	● McClymonds HS		360
● ● Elmhurst United		716	● Oakland HS		1,661
● Frick		246	● ● Oakland Technical		1,962
● Montera		676	● Skyline High		1,583
● ● Roosevelt		596	MetWest		205
● ● United for Success		375	● Oakland Int'l High		393
● ● Urban Promise Acad.		375			
● ● West Oakland Middle		198			
● Westlake		316			

● **Schools that already have a CSM.** CSMs provide coordination and site-level implementation of the Community School model. They work with site leadership, teachers, staff and partners to conduct needs assessments and ensure students receive the appropriate Tier 1, Tier 2 and Tier 3 services they need. They also help facilitate RJ and successful school transitions.

● **Schools that already have an RJ Facilitator.** RJ Facilitators implement multi-tiered restorative practices, including Tier I classroom community building, Tier II reparative

circles (following conflict or misconduct), and Tier III reentry circles (for students who have been excluded due to discipline or incarceration). They also provide professional development for teachers and site staff on restorative justice practices, such as restorative conversations and community building circles.

c) Priority Goals and Strategies

OUSD’s mission statement speaks to our commitment to the Community Schools model: *“Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.”* This commitment to Community Schools is echoed in the District’s statement of priorities, which informs our LCAP.

We are currently deep into the process of refining our LCAP, moving from our 2017-2020 plan to our 2020-2023 plan. We expect our new LCAP to be approved this spring, prior to the start of the LCSSP grant period. For that reason, we will refer to the 2020-2023 LCAP goals—which, as shown below, build on the current goals and make support for at-risk students a more intentional priority—when we discuss alignment between our LCAP and proposed grant activities.

Current (2017-2020) Goals	Draft 2020-2023 Goals <i>Approval expected spring 2020, prior to start of grant period.</i>
<ul style="list-style-type: none"> ● Graduates are college & career ready. ● Students are proficient in state academic standards. 	1. All students graduate college, career, and community ready.
<ul style="list-style-type: none"> ● Students are reading at or above grade level. ● English Learners are reaching fluency. 	2. Focal student groups demonstrate accelerated growth to close our equity gap.
<ul style="list-style-type: none"> ● Students are engaged in school every day. ● Parents and families are engaged in school activities. 	3. Students and families are welcomed, safe, healthy, and engaged.
<ul style="list-style-type: none"> ● N/A 	4. All staff are high quality, providing optimal service to our students, families, and staff.

The **challenge of truancy** is primarily addressed by Goal 3, “Students and families are welcomed, safe, healthy and engaged.” This goal demonstrates a commitment to the whole-child approach, where we address both academic and non-academic barriers to engagement and attendance, creating a culture and climate that are safe and supportive. Action areas incorporate activities designed to improve school culture and climate (such as Restorative Justice, Mental Health Services, and the work of CSSS and ADSS) and activities to get at the root causes of absence. This is

also the main priority goal that addresses the **challenge of supporting students at risk of dropping out**, as engagement and climate are key to reducing truancy and keeping students on track, academically and socially. However, Goal 1 (which emphasizes the importance of supporting *all* students) and Goal 2 (which specifically calls out the need to provide extra support to focal student groups to close achievement gaps) are also critical.

At the District level, OUSD is making substantial investments in programs and services that cut across LCAP goals and promote regular attendance, school engagement, and positive school climate. **The Office of Equity**, for example, supports work toward closing achievement gaps for low-income students, English learners, and foster children in OUSD. The Office of Equity includes funding for key initiatives such as African American Female Initiative, Latino Men & Boys, Asian/Pacific Islander work, and work with the National Equity Project. The Office of Equity also oversees OUSD's nationally-acclaimed African American Male Achievement department and targeted support for this group of students. The District's **Summer Learning** program targets sites with the greatest percentage of youth who are low-income, English learner, and/or foster youth. Investments focus on academics and social-emotional support, enrichment opportunities, and credit recovery. Our **Community School** model incorporates:

- **Social-Emotional Learning (SEL).** OUSD is a member of CASEL (Collaborative for Academic Social-Emotional Learning) and a national leader in this field. OUSD has developed standards for SEL for use with students and adults and is investing in a curriculum to support Social-Emotional learning across our schools.
- **Schoolwide Positive Behavior Interventions and Supports (SWPBIS).** SWPBIS is a universal school-wide prevention program that aims to establish a school culture where students expect and support appropriate behavior from one another, creating school environments that are socially predictable, consistent, safe, and positive. The primary goals of SWPBIS are to reduce behaviors that lead to disciplinary referrals and suspensions, and to improve school safety.
- **Restorative Justice (RJ).** Restorative Justice is a proactive strategy to create a culture of connectivity where all members of the school community feel valued and thrive. It offers an equitable and respectful alternative to traditional discipline, further supporting students' social-emotional health, and has been shown to reduce out of school suspensions and to help students peacefully resolve conflicts while building a safe and inclusive community.

Proposed Grant Activities

a. Plan to Address the Needs of Targeted Students

OUSD's Community Schools model was developed as a districtwide strategy to achieve equitable outcomes for all students. With Cohort 4 LCSSP funds, we propose to further implement a **multi-tiered system of support (MTSS)** across our middle schools and high schools, building on a decade of PBIS implementation to ensure that every student receives the level of support they need. This means students with the greatest needs—those at risk of dropping out (including victims of violence)—receive the most intentional and intensive support, with the ultimate goal being that every student graduates well-prepared (academically and socio-emotionally) for college, career and community. **We will use LCSSP funds to reduce truancy and support students who are at risk of dropping out by:**

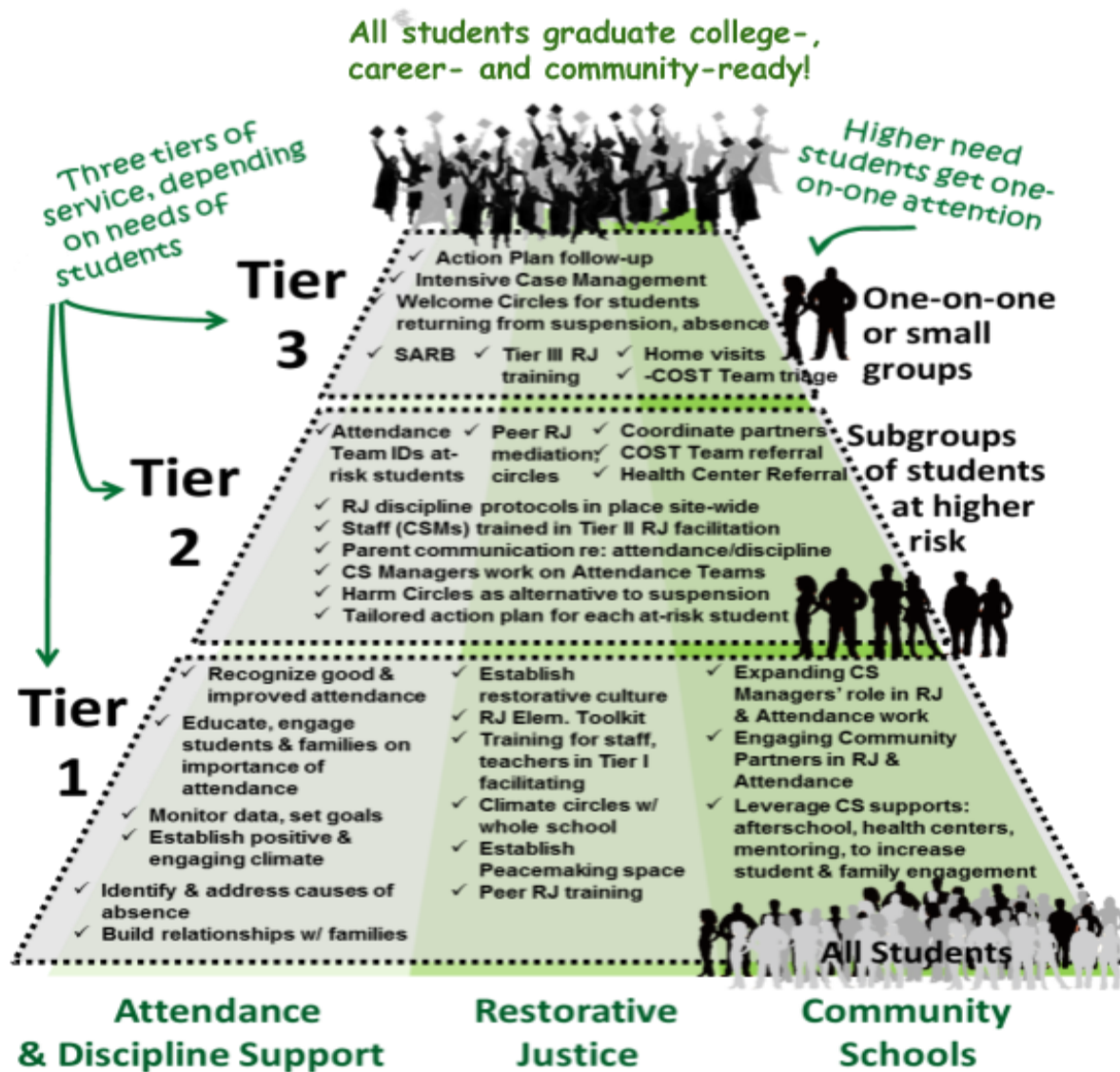
- 1) Developing a stronger, better coordinated MTSS structure;
 - 2) Focusing on attendance (in part by empowering Attendance Support Teams with enhanced technical tools and other support); and
 - 3) Implementing OUSD's Whole School Restorative Justice model at cohort sites.
- These strategies build on and enhance existing district- and school-level interventions, and are based on both research evidence and local data, as described below:

MTSS Structure

As illustrated in Figure A, MTSS is a comprehensive framework for coordinating and aligning academic, behavioral, and social-emotional learning for each student, based on a careful evaluation of student needs and barriers. An effective MTSS strategy depends on the ability of the LEA and each school site to implement universal Tier I systems and supports in every classroom and identify students in need of Tier 2 or Tier 3 support in a timely manner. Effective MTSS has support available at all tiers in anticipation of student needs. MTSS teams identify students for targeted and intensive support by reviewing data regularly as part of an early warning system.



Fig. A OUSD's Multi-Tiered System of Support (MTSS)



Implementation (see Work Plan for details): We will hire two full-time MTSS managers: one to support implementation at middle schools and one supporting high schools. The MTSS managers will work closely with school site administrators to develop an MTSS plan for each school that aligns resources and services with student needs. MTSS managers will also assist in training teachers and staff on tiered interventions and coach site-based MTSS teams on how to implement their plans with fidelity.

The MTSS managers will be supported by a data analyst (paid in part through this grant and in part through other grant and district funds) who will manage MTSS data systems, develop metrics, and support project staff with data on student

achievement, chronic absence, and discipline. The data will inform interventions and strategic decision-making.

Evidence base: MTSS is an integrated, comprehensive framework that focuses on evidence-based practices such as CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. California has a long history of providing numerous systems of support. These include the interventions within the RtI2 processes, supports for Special Education, Title I, Title III, and support services for English Learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential for systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS incorporates the following components:

- High-quality standards and research-based, culturally and linguistically relevant instruction with the belief that every student can learn, including students living in poverty, students with disabilities, English learners, and students of all ethnicities
- Integrated data collection and assessment, including universal screening, diagnostics, and progress monitoring to inform decisions at each tier
- Processes for identifying problems and solving them by developing relevant interventions (and evaluating their effectiveness) for each tier
- Identification and implementation of effective new research-based interventions for improved student learning
- Research-based positive behavioral supports (schoolwide and classroom) that achieve positive social and learning outcomes.
- A collaborative approach to analysis of student data and MTSS interventions

Focus on Attendance

Chronic absence is a leading indicator that a student will drop out of high school. OUSD has built chronic absence tracking and interventions into our FSCS work at every grade level; efforts include professional development for principals and teachers, community outreach through the Oakland Thrives Leadership Council, and an aggressive messaging campaign to parents. We have established Attendance Support Teams at all of our Community Schools; these teams coordinate tier-based initiatives to increase school attendance and connectedness.

- **Tier 1** initiatives are schoolwide and include data analysis to inform MTSS strategy, student/family engagement and education efforts, programs that ensure positive reinforcement of good/improved attendance, and increased access to health services and other supports to prevent or address barriers to learning
- **Tier 2** is where the Attendance Team gets involved at the case level, coordinating Student Attendance Review Team (SART) and case management for students and families;
- **Tier 3** comprises interventions for chronically absent students, beginning with a Student Attendance Review Board (SARB) hearing to address truancy and make a plan for student support back to school.

The goal of the more intensive interventions is to address root causes of disengagement and chronic absence (trauma, health and safety issues, housing insecurity, mental health issues, family dynamics, etc.) on a case-by-case basis.

Implementation (see Work Plan for details): As described in the LEA needs assessment above, low-income students, homeless students, English learners, and African American students have much higher rates of chronic absenteeism than the general OUSD student population, and chronic absenteeism increases dramatically in high school for nearly all student subgroups. With these LCSSP funds, we will:

- Hire a dedicated attendance program manager to support schools with the SART and SARB processes and provide guidance on Attendance Support Team work across the district.
- Improve data and data analysis tools, empowering ASTs to reach students with the right interventions at the right time, so no student slips through the cracks, with particular focus on 9th graders
- Develop and present workshops for families/youth-serving organizations on *Why Attendance Matters*; provide coaching on attendance
- Develop and implement innovative transition programs for rising 8th graders/incoming 9th graders (particularly those at risk of poor attendance in high school) that proactively counter existing and potential barriers to engagement and success in high school

With matching funds, we will also hire two attendance network liaisons, one for grades 6-8 and one for grades 9-12, to coach middle and high school networks on implementation of transition programs and tiered attendance supports.

Evidence base: A 2016 brief co-authored by Attendance Works cites use of robust data sets as a best practice, and specifically OUSD's use of data, to identify potential causes of absenteeism among specific subgroups, such as African American students, and develop possible solutions⁴. Attendance Works is a national expert on attendance issues and solutions and a long-term OUSD partner. The brief also recommends other best practices we embrace, such as:

- Sharing attendance data with stakeholders, including parents, students, teachers, principals, and school Attendance Teams;
- Coaching schools to understand contributing factors to chronic absence (e.g. bullying, academic and/or social disengagement, health issues, family beliefs);
- Assigning Success Mentors to work with students and families to overcome barriers to attendance;
- Supporting Attendance Teams that can take collective action to promote consistent attendance.

Research from the UChicago Consortium shows that students who end their

⁴ *Preventing Missed Opportunity: Taking Collective Action to Confront Chronic Absence.* (Attendance Works Research Brief, 2016,) Attendance Works and Everyone Graduates Center.

ninth-grade year on track are almost four times more likely to graduate from high school than those who are off track.⁵ That data and other research supports the recommendation of the Council of the Great City Schools that, “Districts should explicitly target initiatives and interventions at the ninth grade level, addressing both the academic and environmental challenges of transition.”⁶

Other research confirms (at least at the elementary school level) that approaches that include family engagement and positive behavioral interventions (specifically, practices such as parental monitoring, parent–child discussions about attendance, parent participation at school, and PTA membership) are more likely to improve student attendance. While we understand the importance of parent/family engagement, we also recognize that older students have more agency. Our interventions will account for that and include direct engagement with the students themselves.

Whole School Restorative Justice Expansion

Whole School Restorative Justice provides a multi-tiered system of prevention and intervention designed to address racial disproportionality in discipline and truancy, encourage attendance, and build a positive school climate and school connectedness. OUSD first piloted WSRJ at one middle school in 2005. By 2012-2013, eight schools had WSRJ, growing to 24 schools in 2013-14. In the current school year, we have 27 schools implementing WSRJ.

Implementation (see Work Plan for details): In OUSD’s Whole School Restorative Justice model, Restorative Justice Facilitators lead restorative practices at all three tiers, including Tier I classroom community building, Tier II reparative circles following a conflict or misconduct, and Tier III reentry circles for students returning to school after a suspension or incarceration. (In 2018-2019, we engaged 48,901 (duplicated) students in RJ circles; conducted 2,598 classroom community building circles; facilitated 2,610 Tier II reparative circles/mediations, and led 184 Tier III reentry circles.) With this grant, we will:

- Introduce RJ at two target high schools where suspensions are racially disproportionate, to be determined based on year-end data
- Deepen restorative practices at all target schools by providing professional development for teachers and site staff on restorative justice, including restorative conversations and community-building circles.
- Increase the capacity of school site staff (including case managers, administrators and special educators) to implement restorative practices as an alternative to punitive discipline or referral to restrictive learning environments.

Evidence base: RJ enhances and complements other promising and evidence-based programs such as PBIS, Caring School Community, Responsive Classroom, Second Step, and others. RJ builds a school community’s social emotional intelligence, relationships (social capital), and capacity to address challenges together (human

⁵ Roderick, M., Kelly-Kemple, T., et al. *Preventable Failure: Improvements in Long-Term Outcomes When High Schools Focused on the Ninth Grade Year*. (UChicago Consortium on School Research Report, April 2014.)

⁶ Horowitz, A., & Snipes, J. *Supporting Successful Transitions to High School*. (Council of Great City Schools Research Brief, Spring 2008.) Retrieved from: <https://css.libanswers.com/faq/72415>.

capital). It helps create a community where healing is possible. RJ not only strengthens adult-student relationships but adult-adult and student-student relationships as well. In this way, RJ creates a positive, inclusive school culture; enhances teaching and learning; and acts as a protective factor, as school communities are better equipped to resolve conflicts as they emerge, before they escalate to violence.

WestEd’s review of the RJ literature found “All the empirical studies we reviewed report a decrease in exclusionary discipline and harmful behavior (e.g., violence) after implementing some type of RJ program.”⁷ The same paper states that findings across studies suggest that RJ improves school climate; there are some studies suggesting improvements in graduation rates and grade point averages. A positive effect on attendance was also noted across studies. A 2014 study of RJ in OUSD found that middle schools implementing RJ saw chronic absenteeism drop by 24%, while schools not implementing the program experienced an increase of 62.3% during the same period⁸. In that study, 88% of teachers surveyed reported that restorative practices were very or somewhat helpful in managing difficult student behaviors; 47% reported that RJ helped reduce office referrals, and 53% said it helped reduce disciplinary referrals for African American students. Students participating in RJ circles were able to resolve conflicts, and reported “enhanced ability to understand peers, manage emotions, greater empathy, resolve conflict with parents, improve home environment, and maintain positive relationships with peers.” Finally, the researchers found that suspensions and the disproportionality of disciplinary actions between black and white students both declined more at RJ schools than non-RJ schools.

b) Addressing student needs

Developing a stronger, better coordinated MTSS structure will enable us to be more thorough about identifying at-risk students and ensuring that they get the support they need to stay engaged or reengage in school. Each school will have a site-specific MTSS plan that includes: 1) a process for identifying students who are chronically absent or otherwise at risk of dropping out; 2) a “toolbox” of planned interventions that address academic, behavioral and social-emotional needs, including intensive Tier 2 and 3 interventions such as harm circles, community conferencing, check in/check out mentoring, and SART/SARB; 3) processes for coordinating supports and services; and 4) a plan for monitoring progress and keeping each student on track. We’re confident that dedicating resources to MTSS management (and data support) will benefit students who are currently disengaged or struggling by strengthening early identification and providing interventions that remove barriers to learning.

Empowering Attendance Support Teams with enhanced technical tools and other support (including a dedicated attendance program manager) will also mean more timely interventions and, therefore, a much better shot at preventing chronic absence for at-risk groups (such as students of color, low-income students, homeless students, etc.). Attendance Teams look at the circumstances of individual students who are

⁷ Restorative Justice in U.S. Schools: A Research Review (2016), WestEd

⁸ Jain, S., Bassey, H., Brown, M., & Kalra, P. Restorative justice implementation and impacts in Oakland schools. (2014)

chronically absent and ensure their needs are met using all available resources. They also monitor what is happening overall for all students and student subgroups at a school site and devise solutions in concert with school staff, families, and community partners. Principals, staff, and teachers from the target schools will receive training (provided by Attendance Works) on best practices for positive attendance support, how to use data to inform continuous improvement, how to create and sustain effective Attendance Teams, and how to get families interested and involved in improving attendance. Since piloting this strategy at select district schools with high chronic absence rates in the 2017-18 school year, the District's central Restorative Justice team, Behavioral Health staff, and Community School Managers have all been cross-trained by Attendance Works. All these staff members now have the same understanding of how attendance and discipline, Restorative Justice, and Community Schools strategies interrelate with their specialties. They now speak the same language around attendance, Restorative Justice, and community schools, and have learned how to use the Attendance Team's supports and resources, including the Every Day Counts Toolkit and A2A attendance software. At the middle school level, improved identification of at-risk students and stronger coordination of SART and SARB will reduce (or, we hope, *eliminate*) 7th and 8th grade dropouts, and high-school readiness/transition programs will ensure that students are engaged and supported as they make the transition from middle school to high school. At the high school level, better-resourced Attendance Support Teams will not just reduce chronic absenteeism, but will have a ripple effect on student engagement, performance, graduation rates, and college-/career-/community-readiness.

Implementing Whole School Restorative Justice provides an equitable and inclusive alternative to exclusionary discipline, fostering a culture of connectivity where all members of the school community feel valued and thrive. Students will benefit from restorative circles, for example, that acknowledge harm, give voice to the victim, and provide healing through restoration. Strengthening restorative practices will also help to address persistent implicit bias by surfacing issues of race, gender, language, culture, and class among staff, community school partners, and students. Thus far, WSRJ has proven to be the most successful evidence-based strategy for reducing suspensions and truancy at OUSD. With these LCSSP funds, we will expand it to two additional high schools, based on year-end data that reveals which two have suspension rates that are most disproportionate for African American students.

Meeting neighborhood needs. As the skills and habits associated with restorative school culture and conflict resolution techniques become more widespread among the children and youth in OUSD schools, we hypothesize that the reductions in violence at school will be paralleled by a reduction in neighborhood-based victimization of youth by other youth. Parents and community members will also be introduced to restorative practices, helping to bring healing to families and the community at large. Reducing violence and conflict (risk factors for dropping out) will help neighborhoods by increasing the numbers of youth graduating high school, staying engaged in pro-social activities, ultimately helping to break the generational cycle of unemployment, poverty, substance abuse, arrest, and incarceration.

c) Work Plan (See work plan attached at the end of this narrative.)

Alignment with LCAP

a) Goals, actions, and services from LCAP to be supported by this project.

Our proposed actions for each 2020-2023 LCAP goal are listed below. Most of them are directly supported by this project; the few that are not are greyed out.

GOAL 1: All students graduate college, career, and community ready.

- Offer a comprehensive and cohesive instructional program to ensure that all students continuously grow towards meeting or exceeding academic standards.
- Provide and monitor the quality of standards-aligned curricula, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training.
- Create equitable access to high quality programs for all students.
- Implement services that support students to reach high levels of academic and social emotional achievement.
- Manage a system of interim and summative assessment to support school teams in monitoring student progress towards standards.

GOAL 2: Focal student groups demonstrate accelerated growth to close equity gap.

- Targeted student groups will demonstrate accelerated growth to close our equity gap.
- Implement quality integrated and designated English Language Development to improve our reclassification rate.
- Implement instruction and social emotional support for newcomers.
- Provide summer learning opportunities to students furthest from success in academic recovery and literacy acceleration.

GOAL 3: Students and families are welcomed, safe, healthy, and engaged.

- Foster positive school culture.
- Implement programs to improve attendance and reduce chronic absence.
- Implement student health, safety, and wellness programs.
- Provide enrichment and leadership opportunities for students.
- Engage students and families in learning partnerships and site and district level decisions about student learning and school improvement.

Goal 4: All staff are high quality, providing optimal service to students/families/staff.

- Recruit, retain, and develop high-quality, diverse teachers.
- Recruit, retain, and develop strong school and District leaders.
- Recruit, retain, and develop high-quality, diverse classified employees.

b) Individual school plan programs/services to address the needs of at-risk youth, and d) How grant activities will help address them

The School Plan for Student Achievement (SPSA) is a site plan created collaboratively by the principal, teachers, parents and community partners. The SPSA is used to prioritize particular programs and strategies that will best serve each school's students, families, and the community, in alignment with the districtwide LCAP. Every SPSA addresses the needs of at-risk students. Here are examples of some issues (excerpted from the schools' SPSAs) that grant-funded activities will help address:

From SPSA	Proposed LCSSP-funded activities:
<p>Edna Brewer Middle School: Suspension rate of African American students. "If we explicitly teach and implement strong RJ practices and community values, and work with teachers to implement SEL practices along with content, then students would have stronger connections to school and incidences of behaviors that lead to suspension would go down."</p>	<p>Provide professional development for teachers and site staff on restorative justice practices, including restorative conversations and community-building circles.</p>
<p>Bret Harte Middle School: Student/family engagement in high school readiness. "Increase the number of students who are high school ready. Student-led conferences is one of the measures that will impact high school readiness."</p>	<p>Develop and implement innovative transition programs for rising 8th graders/incoming 9th graders (particularly those at risk of poor attendance in high school)</p>
<p>Oakland Tech: Chronic Absence. "Strengthen attendance and SART procedures to reduce chronic absence rates to under 5 % in service of increased course passage rates."</p>	<p>Hire a dedicated attendance program manager to support schools with the SART and SARB processes</p>
<p>Oakland High School: Graduation Rate. "While there has been an increase in graduation rates, Latino students have had the lowest percentage of graduates when compared to AA and Asian students. Intentional academic interventions are needed to support Latino students."</p>	<p>Improve data and data analysis tools, empowering ASTs to reach students with the right interventions at the right time, so no student slips through the cracks</p>

c) How funded activities will complement existing LCAP actions/services

The LCSSP grant will complement and enhance actions and services identified in the LCAP in multiple overlapping ways, all building on the District's Full Service Community Schools model. Hiring two MTSS managers, one for middle schools and one for high schools, for example, will mean that all the elements in the MTSS pyramid in Figure A—three tiers of ADSS, RJ and other Community School supports—will be better coordinated and therefore more effective. School-site MTSS plans will contribute to Goal 1 and Goal 2 actions by ensuring that we identify students at risk of dropping out and provide them with higher tiers of academic and non-academic support. Our planned grant activities—enhanced MTSS structure, focus on attendance, and expansion of whole school restorative justice—all align directly to LCAP Goal 3 (“Students and families are welcomed, safe, healthy and engaged”) actions:

- Foster positive school culture.
- Implement programs to improve attendance and reduce chronic absence.
- Implement student health, safety, and wellness programs.
- Provide enrichment and leadership opportunities for students.
- Engage students and families in learning partnerships and site and district level decisions about student learning and school improvement

For example, Restorative Justice impacts attendance by creating a positive climate that welcomes suspended and transferred students back into school and creates a follow up plan to support them. The ongoing work of the ADSS team, targeting students with disproportionate rates of disciplinary action and chronic absence, will be enhanced by LCSSP funding to hire an attendance program manager. The attendance program manager and data analyst will work together to improve targeting and assisting with SART and SARB. Transition programs will support the transition from 8th grade to high school. CSSS work to support students experiencing homelessness and foster youth will be enhanced by the grant-funded focus on attendance and RJ. And site-based attendance work and restorative practices will help address the specific needs of foster youth and homeless youth, whether for case management, academic/behavioral support, counseling, mediation, or re-entry support or a combination of services and supports provided by schools and community partners.

d) How grant activities will help address the Individual school plan program/services for at-risk youth

To ensure that the unique needs of at-risk students at each school are addressed, MTSS managers will assist in the development of site-specific MTSS plans in partnership with site administrators, using a template developed by the LCSSP Project Coordinator as a starting point. Every MTSS plan will align with the District's LCAP *and* with the school's SPSA, supporting any school site efforts to address priority challenges as identified in the SPSA. Please see question b, above, for how grant-funded activities apply to the examples provided for Edna Brewer MS, Bret Harte MS, Oakland Tech and Oakland High.

Measurement of Outcomes

a. Expected Annual Measurable Outcomes related to LCAP; and **b. Baseline data**

Note: In 2019, a 7-day teachers' strike and local wildfires had a significant impact on attendance and climate, resulting in outlier data, for example: 1) significantly higher chronic absenteeism than year-over-year patterns would suggest and, 2) (as shown in item 1 below), zero schools with 96% or higher average daily attendance in 2018-19. We will update our baseline with 2019-20 data when it is available.

Table X. Outcomes	Baseline 2018-19	2020-21 Targets	2021-22 Targets	2022-23 Targets
1. Increase number of schools w/ 96% or higher average daily attendance by 1 per year				
Middle and High Schools	0 (2018-19) 6 (2017-18)	7	8	9
2. Reduce chronic absence rate by 0.5 % points annually				
Middle Schools	28.7%	28.2%	27.7%	27.2%
High Schools	42.1%	41.6%	41.1%	40.6%
3. Reduce chronic absence rate for subgroups by 0.5% points annually (middle & high)				
Latino	38.6%	38.1%	37.6%	37.1%
African American	46.1%	45.6%	45.1%	44.6%
Homeless	59.3%	58.8%	58.3%	57.8%
Foster youth	46.4%	45.9%	45.4%	44.9%
Newcomers	46.7%	46.2%	45.7%	45.2%
English learners	43.2%	42.7%	42.2%	41.7%
4. Reduce the out-of-school suspension rate by 1% points annually (middle & high)				
All	5.9%	4.9%	3.9%	2.9%
African American	12.5%	11.5%	10.5%	9.5%
SPED	13.0%	12.0%	11.0%	10.0%
5. Reduce the cohort dropout rate for high school students by 3% points per year				
High Schools	14.2%	11.2%	8.2%	5.2%
6. Increase % of students who feel safe at school by 2 percentage points per year <i>Most recent data available is from 2017-18 CHKS</i>				
7th grade	53.1%	55.1%	57.1%	59.1%
9th grade	48.9%	50.9%	52.9%	54.9%
11th grade	49.6%	51.6%	53.6%	55.6%

These targets were determined through consultation among the Project Team and RAD Data Analysts, looking at areas of focus for the grant project, the crosswalk between our current LCAP and our new (2020-2023) LCAP, and identified gaps in the Community School Model.

c) Identify any additional local measures the LEA will use to determine LCSSP impact, and d) baseline data

Local Measures	Baseline 2018-2019	Year 1	Year 2	Year 3
# of Secondary Schools Facilitating Regular Attendance Team meetings	14	20	24	28
# of Middle and High school students and families participating in the SARB process	103	113	123	133
% of COST referrals for students (6-12) returning from suspension - increase by 10% annually with target of 80%	Being established	+10% baseline	+20% baseline	+30% baseline
# of Middle and High Schools that develop & implement MTSS Plans	Being established	8	18	28
# of middle and high school leadership teams implementing a plan to utilize Restorative Practices as alternatives to suspension	Being established	8	18	28
# of Middle and High Schools trained in Restorative Practices for all staff	Being established	8	18	28
Reduce the number of out-of-school suspensions for violence in middle and high school by 3% of total suspensions.				
• For all students (6-12)	1158	1123	1089	1056
• For African American students (6-12)	745	722	700	679
• For SPED students (6-12)	455	441	428	415

e) Collection methods

Data on attendance-related outcomes will be calculated using attendance data collected through Aeries, OUSD’s Student Information System. Attendance is captured on a daily basis by classroom teachers and input to Aeries by clerical staff using a series of codes that indicate “present” and “absent” and, if absent, absence type. Students are flagged on OUSD’s data dashboard (ousddata.org) as “at risk” of chronic absence when they have missed 5% or more of school days. Students missing 10% or more of school days are flagged for moderate chronic absence; those missing 20% or

more are flagged for severe chronic absence. The data dashboard is refreshed nightly from Aeries so Attendance Support Teams, MTSS managers, teachers and other staff can have up-to-date information. Demonstrating improved average daily attendance and decreased chronic absence will show that our programs are working to keep students in school, engaged, and learning.

Discipline-related data, including data on suspensions, is also collected in Aeries. When students have an incident requiring disciplinary action, school staff enter the details into the system. Our African American students (especially male African American students) have historically been suspended disproportionately, so a reduction in their out-of-school suspension rates indicate program success towards utilizing alternative methods of resolution that keep those youth in school and learning.

Dropout data is from an annual file verified by the state's CALPADS student database system. CALPADS also verifies whether or not students who have dropped out have re-enrolled in any school, including those outside the district.

Climate data such as students' feelings about their safety (outcome 7) is from the California Healthy Kids Survey (CHKS), administered annually districtwide. One of the survey questions asks students to respond to the statement, "I feel safe in my school" with "strongly agree," "agree," "neither agree nor disagree," "disagree," or "strongly disagree." Students who indicate favorable feelings of safety ("agree" or "strongly agree") will be included in the percent positive figure. We believe steady increases in this measure is a valid indicator that we're creating a safer school climate.

f) Capacity to collect identified outcome measures

OUSD's Department of Research, Assessment and Data (RAD) consists of 13 full-time professionals dedicated to gathering, analyzing, and reporting data that is accurate, transparent and usable by a wide range of stakeholders. Veronica Chew is OUSD's Community Schools data analyst, supporting teams ranging from Health Services to Expanded Learning to Community Partnerships, and including Attendance and Discipline Support Services. She leads the strategic data collection process for those teams and provides analyses and visualizations to promote program success. Christina McClain supports the Behavioral Health Unit (BHU), providing the unit with reports, visualizations, and analyses on Restorative Justice, trauma-informed practices, PBIS, and student referrals for services. She is also an Agency Fellow at the Strategic Data Project at the Center for Education Research Policy at Harvard. Kevin Smith is the point person for (among other areas) Chronic Absence and Early Warning For Dropping Out data. These specialists will work together to identify subgroups for which we will report locally-determined outcome data, including grade level subgroups and data for all subgroups currently used in LCAP reporting: socioeconomically disadvantaged students; English Learners; foster youth; students with disabilities; homeless youth; and racial/ethnic subgroups.

g) Data for subgroups that become significant during grant period

By default we collect data on and report out on a comprehensive list of subgroups, regardless of what our current focus is. Our data analysts and program teams (see below) consistently monitor data for trends, anomalies, and other

information that might suggest a shift in focus. If another population becomes significant during the grant period, we have historical data we can use (including baseline data) without needing any significant changes to our data systems.

h) How data will be used to inform program changes

Ms. Chew and other RAD data analysts will work with the CSSS and Restorative Justice teams to review attendance data (truancy and chronic absence) and discipline data (suspensions). The LCSSP Project Team (see Capacity & Commitment section, below) will meet quarterly to discuss Attendance Support Team changes and review data, including progress toward goals, setbacks, and any emerging patterns or anomalies. They will also discuss schools' progress in training CSMs and supporting their implementation of RJ and other MTSS interventions. The team will review CHKS survey results on safety and other measures annually (as soon as it's available) as well.

The team's regular analysis of data (and other information and observations on progress, school climate, etc.) will inform regular discussions on whether program corrections or enhancements are required to stay on track. The team is committed to meeting project goals and ensuring that students—especially OUSD's most vulnerable students—are benefiting from grant-funded activities, and will complete and submit a revised implementation plan before the start of each school year during the grant period.

LEA Capacity and Commitment

a. OUSD capacity to implement proposed program enhancements

OUSD's Community Schools & Student Services office (CSSS) is the organizational home of the programs and services that will be supported with LCSSP funds. CSSS represents the District's commitment of staff resources to the Community Schools Model, MTSS, Whole School Restorative Justice, and to ensuring that barriers to regular attendance are minimized for all students and adequate support is provided, on a case-by-case basis, to students at risk of dropping out (including victims of violence).

Community Schools (supported in part by funding from the Kaiser Community Fund) has a dedicated CS Leadership Coordinator and 41 CSMs. **Restorative Justice** (supported in part by funding from the San Francisco Foundation) has a full-time coordinator, 4 full-time Program Managers, and 27 site-based RJ Facilitators, including Restorative Justice CSMs (RCMs) at 6 elementary schools. **ADSS** consists of one coordinator and one program manager who provide Attendance and Discipline support, one SARB facilitator, and two network attendance liaisons. One of the program managers coordinates the Success Mentor Program. The District is also supporting a strong attendance focus with software and support at the middle and high school level.

Community School partners also provide resources and supports. Agencies such as East Bay Asian Youth Center (EBAYC) provide CSM and additional resources at at least two sites. Lincoln Child Center is a key behavioral health partner in West Oakland Schools. EBAYC, Bay Area Community Resources, Oakland Leaf, and 11 other agencies serve as after school program operators, serving on COST Teams and

implementing Restorative practices within their programs in alignment with the school day. Community-based agencies such as La Clinica, EBAYC, and Attitudinal Healing Connection support family and community engagement. In partnership with Alameda Health Care Services community based health and behavioral health providers provide school based physical and mental health. Attendance Works and the Oakland Thrives Leadership Council, composed of public and private organizations, are explicitly supporting the District’s initiative to improve attendance, Attendance Works through training and resource development and distribution; OTLC through leveraged resources and partnerships. Please see attached letters of agreement and support.

LEA staff supporting activities and their time base:

The LCSSP Project Team

Current OUSD Staff

Andrea Bustamante (Executive Director of CSSS) - oversight
 Barbara McClung (Director Behavioral Health, LCSSP Project Coordinator) - 25%
 Misha Karigaca (ADSS Coordinator) - 50% FTE
 David Yusem (Restorative Justice Coordinator) - 20%
 Ali Metzler (Community Schools Leadership Coordinator) - 10%
 Veronica Chew (OUSD Community Schools Data Analyst) - 15%
 2 Network Attendance Liaisons - 100% FTE

To Be Hired

Middle School MTSS Manager - 100% FTE
 High School MTSS Manager - 100% FTE
 Attendance Program Manager - 100% FTE
 2 RJ Facilitators - 100% FTE

The LCSSP Project Team (see time base per staff member above) will be headed by Barbara McClung, OUSD’s Behavioral Health Director, who will serve as LCSSP Project Director and lead the implementation of MTSS and WSRJ. Andrea Bustamante, Executive Director of CSSS, will provide executive-level oversight for the team and advocate for resources at the District level. Misha Karigaca, ADSS Coordinator, will serve as the lead for the attendance training and coaching strategy. David Yusem, Restorative Justice Coordinator, will oversee the RJ strategies: training and supporting CSMs who as they implement Whole School Restorative Justice and Welcome Circles. Ali Metzler, Community Schools Leadership Coordinator, will ensure that the RJ and attendance work of CSMs is aligned with the overall Community Schools vision and practices. Veronica Chew, the RAD Data Analyst assigned to CSSS, will support the team by providing regular data updates on attendance by school and subgroup, referrals for discipline, suspensions, and other key indicators.

Two full-time MTSS managers (to be hired), one to support implementation at middle schools and one supporting high schools, will work closely with school site

administrators to develop MTSS plans for each school that aligns resources and services with student needs. MTSS managers will also assist in training teachers and staff on tiered interventions and coach site-based MTSS teams on how to implement their plans with fidelity. An attendance program manager (also to be hired) will support schools with the SART and SARB processes and provide guidance on Attendance Support Team work across the district, and two attendance network liaisons will coach middle and high school networks on implementation of transition programs and tiered attendance supports. We will also hire RJ Facilitators for the two high schools where suspensions are most disproportionate (based on 2019-20 year-end data), in a concerted effort to close that gap.

In addition to this core team, 18 existing middle school and high school CSMs will spend 50% of their time in each year of the grant on LCSSP-funded activities, such as participating in the development of site-specific MTSS plans and being trained in and implementing enhanced RJ and Attendance Team strategies.

b) Value of match

The value of the in-kind staff time for the LCSSP Project Team, as described above, is estimated at \$4,588,516 (in salaries and benefits) over the three-year grant period. This match is derived from the FTEs described above as the core Project Team, plus 50% of the salary of 18 CSMs who will be supporting the work. There is also additional match, for evaluation and Attendance Works, of \$235,000 over the three years. The total match for this project is \$4,825,516 or 242% of the grant request, well above the required 20% for matching funds.

c) Commitment to evidence-based, non-punitive programs and practices designed to keep the LEA's most vulnerable pupils in school

OUSD has a long and deep commitment to evidence-based practices that reduce suspensions and truancy, encourage attendance, and build a positive school climate and school connectedness. Whole School Restorative Justice is perhaps our highest profile and most successful such practice, and our commitment to it is discussed throughout this proposal. RJ as an approach also integrates with other critical evidence-based practices, such as PBIS, that help guide LEAs and schools make the shift from punitive to culturally responsive, positively reinforcing practices.

OUSD launched our African American Male Achievement initiative (AAMA) in 2010 in response to data analysis by the District, the Board of Education, the Urban Strategies Council, and the East Bay Community Foundation. Longitudinal data pointed to a jarring conclusion: past initiatives had done little to transform the experiences, access, or educational attainment of African American male students. AAMA has been hailed in the media as the nation's first district-level office promoting success for black males, and was honored by the White House in 2016. To expand our racial justice work, we founded the OUSD Office of Equity in 2016, and using AAMA as a model launched achievement initiatives for African American Girls and Young Women, Latinx and Indigenous Students, and Asian Pacific Islander Students.

d) Use of CHKS survey results

OUSD uses CHKS survey data at multiple levels. The District contracts with WestEd to include additional questions in CHKS relating to social-emotional learning and Restorative Justice, (e.g. “If I get angry with a friend, I can talk about it and make things better.”) Domains covered by OUSD’s Student CHKS include student engagement, physical and mental health, sense of safety, social emotional development, and academic habits. Parents and staff are also surveyed. The District uses CHKS data from students, parents, and staff to develop our annual School Performance Framework (SPF), a comprehensive system to help schools focus on strengths and areas for targeted improvement. One key measure of the SPF focuses on school connectedness based on responses to selected questions in CHKS. School connectedness, including caring relationships between students and adults, welcoming environment for families, and supportive working conditions for staff, all contribute to student engagement and conditions for learning.

The CSSS office and RAD data analyst further break down the CHKS data by subgroup of respondents (e.g. race/ethnicity, gender, etc.), by school, by school type (e.g. elementary, middle, high), and across years. The data is shared on an interactive site that gives all OUSD staff the opportunity to view and interpret trends of how students overall and subgroups of students are responding to questions across multiple years.

The Behavioral Health office looks at CHKS questions relating to violence, safety, bullying, and equity and fairness in applying rules, and provides coaching to schools with red flags in these areas. CHKS is one of the data sources our behavioral health team uses to drill down and make data-based decisions about priority areas for implementation on a school-by-school basis.

e) Commitment to sending staff to workshops & taking advantage of TA

OUSD has always been strongly committed to professional development and the exchange of knowledge, challenges, and best practices among grantees. For our 2020-2023 LCAP, we made it one of our four top priority goals: “All staff are high quality, providing optimal service to our students, families, and staff.” Proposed actions for the goal are to 1) Recruit, retain, and develop high-quality, diverse teachers; 2) Recruit, retain, and develop strong school and District leaders; and 3) Recruit, retain, and develop high-quality, diverse classified employees.

District budgets consistently include funds for staff members to participate in workshops, and we look forward to sending staff (including the LCSSP Project Coordinator) to regional workshops and taking full advantage of CDE-provided technical assistance. OUSD has worked with state and federal providers of technical assistance on past grant projects, including our current LCSSP grant, and we find it extremely valuable.



Three-Year Project Work Plan

County/District/School Code: 0161259

2020–23 Cohort 4 Grant Application

The project will roll out in stages over three years, as outlined below.

Task	Benchmark	Date Completed	Staffing
Orientation of project with MTSS (LCSSP) Project Director.	Project Director and project team are prepared to oversee and coordinate integrated MTSS strategies	Sept 2020	Project Team: CSSS Executive Director, RJ, CS, and ADSS leads, LCSSP Coordinator
Monthly meetings to review progress, integrate MTSS approaches	Monthly action plan revisions	Monthly starting Aug 2020	Project Team
Recruit and hire new MTSS Managers	MTSS Managers in place at OUSD (one for MS and one for HS)	Aug 2020	Director Behavioral Health
Recruit and hire Attendance Program Manager	Attendance Program Manager in place at OUSD	Aug 2020	ADSS Lead
Training for new and existing case managers in MTSS	Case Managers at participating schools trained in all 3 tiers of MTSS	August 2020	MTSS Managers, RJ Coordinator, ADSS Coord,
Identify school sites for intensive attendance coaching	Highest-need school sites lined up to receive coaching	Aug 2020	ADSS Coordinator
Contract with software developer consultant to develop MTSS planning tool	Developer hired	Sept 2020	Consultant, MTSS team (MTSS Project Director, MTSS Middle School manager, MTSS High School manager)



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Task	Benchmark	Date Completed	Staffing
Attendance Works training to all 6-12 schools, mandatory for sites targeted for intensive coaching?	Leaders at Middle and High schools trained in AW techniques and processes	Sept 2020	ADSS Coordinator, Principals & staff in 6-8 schools, MTSS Proj Dir.
Conduct needs/strengths assessment around attendance issues for targeted MS/HS sites		Aug-Oct 2020	
MTSS planning tool complete	MTSS planning tool ready to use	Dec 2020	
Quarterly data review	Project Team has recommendations for program improvement	Quarterly starting Oct 2020	Project team (now includes LCSSP Coordinator)
Develop a districtwide plan to communicate about MTSS and importance of attendance internally, to funders, to external stakeholders, and community at large	Marketing plan complete and ready for rollout	Jan 2021	Project team plus marketing consultant
Training for sites in MTSS planning, required for schools targeted for intensive coaching	All targeted sites receive training; at least 10 additional sites participate in training for MTSS planning	Jan 2021	
MTSS planning	All sites have MTSS plan as part of SPSA process	May 2021	
Provide Attendance Team coaching to 15 sites w/ chronic absenteeism rate of 15% or higher	Attendance teams have concrete plan for improving their approach	May 2021	ADSS Team,
Training for new and existing case managers and attendance clerks in MTSS	Case Managers and attendance clerks at participating schools trained in all 3 tiers of MTSS	June 2021	RJ Coordinator, CS Leadership Coordinator, ADSS Team



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Task	Benchmark	Date Completed	Staffing
Annual data review	Project team understands key indicators; indicators targeted for improvement	July 2021	Project Team
Annual performance report	Report submitted to CDE	Aug 2021	MTSS Coordinator
Share interim results with stakeholders in OUSD (school sites, parents, district staff, community partners)	Stakeholders receive key Year 1 data and understand impact of activities	Aug 2021	MTSS Coordinator
Adjust implementation plan for Year 2 based on outcome data and stakeholder feedback	Revised implementation plan for Year 2	Aug 2021	MTSS Coordinator
Convening on breaking down silos among student support services	Unified plan exists on supporting MTSS and improving school climate	Sept 2021	Project Team
Roll out Restorative Justice toolkit to first cohort of sites ready to implement RJ	Additional sites are prepared to implement whole school RJ	Sept 2021	RJ Coordinator, LCSSP Coordinator, CS Managers
Plan for training of non-school community members on importance of attendance	Plan completed for rollout	Dec 2021	Project Team
Provide attendance coaching to community organizations, parents,	At least 4 community organizations and at least 100 Parents receive training	Feb 2022	ADSS Team
Training for new case managers in MTSS, refresher training for existing CMs	Case Managers at participating schools trained in all 3 tiers of MTSS	June 2021	RJ Coordinator, CS Leadership Coordinator
Provide Attendance Team coaching to second cohort of sites	Attendance teams have concrete plan for improving their approach	June 2022	ADSS Team
Annual data review	Project team understands key indicators	July 2022	Project Team



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Task	Benchmark	Date Completed	Staffing
Annual performance report	Report submitted to CDE	Aug 2022	LCSSP Coordinator
Share interim results with stakeholders in OUSD	Stakeholders receive key Year 2 data and understand impact of activities	Aug 2022	LCSSP Coordinator
Adjust implementation plan for Year 3 based on outcome data and stakeholder feedback	Revised implementation plan for Year 2	Aug 2022	LCSSP Coordinator
Convening on breaking down silos among student support services	Review accomplishments and set new goals for plan on supporting MTSS and improving school climate	Sept 2022	Project Team
Roll out Restorative Justice toolkit to second cohort of sites	Additional sites are prepared to implement whole school RJ	Sept 2022	RJ Coordinator, LCSSP Coordinator, CS Managers
Third stage marketing materials developed as outlined in marketing plan	Marketing materials with success stories ready for distribution in print and online	Jan 2023	Marketing Consultant, Project Team
Provide Attendance Team coaching to third cohort of sites	Attendance teams have concrete plan for improving their approach	June 2023	ADSS Team
Provide RJ coaching and support to sites	Additional MS and HS sites implement whole school RJ, document practices	June 2023	RJ Coordinator, LCSSP Coordinator, CS Managers
Annual data review	Project team understands key indicators	July 2023	Project Team
Annual performance report	Report submitted to CDE	Aug 2023	LCSSP Coord.
Share final outcomes with stakeholders	Stakeholders receive key data on Year 1-3 and understand impact of project	Aug 2023	LCSSP Coord.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Letters of Commitment

County/District/School Code: 0161259

2020–23 Cohort 4 Grant Application

- Oakland Unified School District Letter of Commitment
- Attendance Works
- Center for Healthy Schools and Communities
- Oakland Thrives Leadership Council



Superintendent's Office

January 29, 2020

California Department of Education
Dr. Pradeep Kotamraju, Director
Career and College Transition Division
1430 N Street, Suite 6408
Sacramento, CA 95814-590

Dear Dr. Kotamraju:

I am writing to affirm the commitment of Oakland Unified School District (OUSD) to provide resources to keep the district's most vulnerable students in school through a comprehensive Multi-Tiered System of Support (MTSS), funded in part by the Learning Communities for School Success Program (LCSSP).

If OUSD receives funding through LCSSP, the District would commit to:

- Continuing our efforts to expand our Full Service Community School model, which currently has 41 schools with dedicated Community School Managers. The Community School Managers receive coaching and professional development from our Community School Leadership Coordinator with a focus on attendance and restorative practices.
- Continuing to provide professional development for teachers, administrators, and staff in promoting consistent attendance and restorative practices throughout the district. Our department of Community Schools Student Services and Attendance and Discipline Support Services will provide coaching and professional learning District-wide to support the implementation of these programs at the secondary levels and will expand our work in elementary schools with the addition of these grant funds.
- Continuing to support systems for consistent attendance in grades 6-12 throughout the district.
- Providing staff and support for
 - Developing comprehensive attendance alert systems
 - Implementing Restorative Practices at middle schools and high schools
 - Implementing a Multi-Tiered System of Support
- Collaborative activities such as planning meetings, community events, and outreach
- Sharing data with OUSD staff and any outside evaluators
- Seeking resources to sustain and enhance our collaborative work beyond the grant period

The estimated in-kind contribution by Oakland Unified School District to the LCSSP initiative includes just over \$1,500,000 in staff salaries to support implementation of the areas listed above.

As our historical and current LCAP goals and data will show, we are strongly committed to identifying and supporting students with risk factors that may lead to school dropout using MTSS in Grades 6-12. We hope that this application for LCSSP funding to augment our attention to student and family supports, social-emotional learning, and focus on attendance, will meet with success.



Superintendent's Office

Sincerely,

Kyla Johnson-Trammell, Ed.D.
Superintendent



Attendance Works

Advancing Student Success By Reducing Chronic Absence

January 29, 2020

Dr. Pradeep Kotamraju, Director
Career and College Transition Division
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-590

Dear Dr. Kotamraju:

I am writing to express our support for and participation in Oakland Unified School District's (OUSD) implementation of Multi-Tiered System of Support (MTSS) and Attendance Practices, using funds from Prop 47 Learning Communities for School Success Program, Cohort 4 as well as matching and leveraged funds from the District and other partners. This letter specifically supports OUSD's application for a Cohort 4 LCSSP grant from the California Department of Education.

Officially established in 2010, Attendance Works' mission is to ensure every school district in the country not only tracks chronic absence data beginning in kindergarten—or earlier—but also partners with families and community agencies to intervene as soon as poor attendance becomes a problem for children or schools. Attendance Works has partnered with OUSD for many years, assisting the district in creating its first chronic absence analysis and reports. Currently, we are working with district leaders in Community Schools and Attendance to strengthen support to school attendance teams that include community schools managers

We plan to continue this work as part of OUSD's districtwide effort to implement Full-Service Community Schools and more fully develop MTSS and Attendance Practices at the 6-12 grade levels throughout the district through work with the Community Schools Managers and the Attendance Network Liaisons.

Thank you for your thoughtful consideration of OUSD's proposal.

Sincerely,

Hedy N. Chang



January 29, 2020

California Department of Education
Dr. Pradeep Kotamraju, Director
Career and College Transition Division
1430 N Street, Suite 6408
Sacramento, CA 95814-590

Dear Dr. Kotamraju:

I am writing to express our support for and participation in Oakland Unified School District's (OUSD) implementation of Multi-Tiered System of Support (MTSS), using funds from Prop 47 Learning Communities for School Success Program, Cohort 4 as well as matching and leveraged funds from the District and other partners. This letter specifically supports OUSD's application for a Cohort 4 LCSSP grant from the California Department of Education.

Alameda County Health Care Services Agency (ACHCSA) is comprised of Behavioral Health Care Services (ACBH), Public Health, and Environmental Health as well as the Office of the Agency Director which encompasses safety-net/indigent care and the Center for Healthy Schools and Communities. ACHCSA has extensive experience in broad-based systems integration and, through its Center for Healthy Schools and Communities is committed to addressing health and education inequities and improving the social-emotional, health and education outcomes of children and youth in the county. The vision of ACHCSA's Center for Healthy Schools and Communities (CHSC), is that all youth in Alameda County graduate from high school healthy and college or career ready.

A strategic goal of CHSC is to actively support school districts in the development of full service community schools, with special focus on schools that serve a high proportion of students of color and low income families, by providing technical assistance and financing to create a continuum of integrated health and wellness services. For more than three decades, ACHCSA has partnered with OUSD to create health and wellness services in schools.

CHSC plans to continue this work as part of OUSD's districtwide effort to implement Full-Service Community Schools (FSCS) and more fully develop MTSS at the 6-12 grade levels throughout the district. Specifically, we will support the delivery of comprehensive health services at these schools by providing funding, oversight, and evaluation to: the school-based health centers in OUSD schools; behavioral health care providers, both CHSC staff and ACBH-contracted CBO providers at all 6-12 grade schools in OUSD; the Healthy Teeth Healthy Family dental care initiative; and the Central Family Resource Center. In addition, ACHCSA, through CHSC, will continue to support the development and rollout of the FSCS Initiative. All efforts are in partnership with OUSD and in direct support of accessible health interventions to improve student attendance and high school matriculation.

Thank you for your thoughtful consideration of OUSD's proposal.

Sincerely,

Lisa Warhuus, PhD
Director of Children and Youth Initiatives

January 29, 2020

California Department of Education
Dr. Pradeep Kotamraju, Director
Career and College Transition Division
1430 N Street, Suite 6408
Sacramento, CA 95814-590

Dear Dr. Kotamraju:

We are writing to express our support for and participation in Oakland Unified School District's (OUSD) implementation of Multi-Tiered System of Support (MTSS) and Attendance Supports, using funds from Prop 47 Learning Communities for School Success Program, Cohort 4 as well as matching and leveraged funds from the District and other partners. This letter specifically supports OUSD's application for a Cohort 4 LCSSP grant from the California Department of Education.

The Oakland Thrives Leadership Council (OTLC) is a collective impact public-private partnership collaboratively led by the City of Oakland, County of Alameda, the Oakland Unified School District, Kaiser Permanente, and a number of other private and nonprofit organizations representing philanthropy, business, community based agencies and faith-based leaders. Our vision is that Oakland's children, families and communities are the healthiest in the nation. Our goal is that we achieve justice and equity in physical and mental health, education, wealth, safety, and housing regardless of race, ethnicity, income, gender, sexuality, disability, geography, and other common predictors of disparity. The OTLC combines and coordinates efforts by securing and leveraging policy, resources and decision making powers to improve outcomes for broadly challenged families, children and youth.

The OTLC coordinates five children-and family-focused Impact Tables - Housing, Safety, Wealth, Health, & Education. Through our Education Impact Table, we have been working with OUSD to find ways that our public, private sector, and nonprofit partners can contribute to the success of students in OUSD schools. Specifically the Education Impact Table focuses on Early Childhood, Early Literacy, College Readiness, and College Completion. All Impact Tables focus on Chronic Absence and the ways in which the Impact Table Focus area can support increasing student attendance in school. The collective work to address chronic absence is taking a tiered approach by addressing awareness and key messaging city wide and at the same time working with specific schools and communities to prototype and scale interventions and programs.

OTLC partners include:

City of Oakland

- Office of the Mayor
- Oakland City Council
- Oakland Police Department
- Department of Human Services

Oakland Housing Authority

Oakland Unified School District
Alameda County

- Health Care Services Agency
- Probation
- Social Services
- First Five

Kaiser Permanente
La Clinica
East Bay Community Foundation
PolicyLink
The Unity Council
East Bay Asian Local Development Corporation
East Bay Asian Youth Center
UCSF Benioff Children's Hospital

We plan to continue this work as part of OUSD's district-wide effort to implement Full-Service Community Schools and more fully develop MTSS at the 6-12 grade levels throughout the district.

Thank you for your thoughtful consideration of OUSD's proposal.

Sincerely,

Oakland Thrives Leadership Council Education Impact Table Chairs



Sondra Aguilera, Chief Academic Officer, OUSD



Mia Bonta, Chief Executive Officer, Oakland Promise



David Silver, Director of Education, Oakland Mayor's Office

Project Budget Summary
Learning Communities for School Success
Program 2020–23 Cohort 4 Grant Application

Applicant/Lead Local Educational Agency

County/District/School Code

Object Code	Line Item	Year 1	Year 2	Year 3	Total
1000	Certificated Salaries				
2000	Classified Salaries				
3000	Benefits				
4200	Books and Other Reference Materials				
4300	Materials and Supplies				
4400	Noncapitalized Equipment				
5200	Travel and Conferences				
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements				
5700	Interprogram Services				
5800–0000	Noninstructional Consultant Services				
5800–1000	Instructional Consultant Services				
7000*	Summary of Direct Costs subject to Indirect Costs				
7000 Year 1	Year 1 Indirect Cost Estimated at _____ %		N/A	N/A	
7000 Year 2	Year 2 Indirect Cost Estimated at _____ %	N/A		N/A	
7000 Year 3	Year 3 Indirect Cost Estimated at _____ %	N/A	N/A		
5100	Subagreements for Services (Amount over \$25,000 per subagreement)				
	Total Budget				

Budget Narrative

County/District/School Code: 0161259

2020–23 Cohort 4 Grant Application

YEAR 1

2000 Classified Salaries

- **MTSS Middle School Manager:** Facilitates planning and site-level coaching on coordinated implementation of MTSS plans for OUSD middle schools. Provides training and technical assistance to site based MTSS teams to develop, implement, and evaluate a multi-tiered model of school wide academic and behavioral supports. 75% FTE in Year 1 to account for hiring during q1 of grant \$101,711 annual salary x 1% FTE covered by the grant request and 0% FTE covered by matching funds x 2% annual cost of living increase. Grant request = \$76,283.25 in Year 1.
- **MTSS High School Manager:** Facilitates planning and site-level coaching on coordinated implementation of MTSS plans for OUSD comprehensive high schools. Provides training and technical assistance to site based MTSS teams to develop, implement, and evaluate a multi-tiered model of school wide academic and behavioral supports. 75% FTE in Year 1 to account for hiring during q1 of grant \$101,711 annual salary x 1% FTE covered by the grant request and 0% FTE covered by matching funds x 2% annual cost of living increase. Grant request = \$76,283.25 in Year 1.
- **Attendance Program Manager:** Provides support to schools with SARB and SART process. Coaches schools on implementing attendance teams and supports work. \$85,000 annual salary x 1% FTE covered by the grant request and 0% FTE covered by matching funds x 2% annual cost of living increase. Grant request = \$85,000 in Year 1.
- **Restorative Justice Facilitators for 2 high schools:** Provides facilitation of restorative practices at all three tiers including Tier I classroom community building, Tier II reparative circles following a conflict or misconduct, and Tier III Re-entry circles for students who have been excluded due to discipline or incarceration. Also provides professional development for teachers and site staff on restorative justice practices including restorative conversations and community building circles. Sites pay 50% match on this position at two high schools. Pro-rated in Year 1 to account for hiring during first quarter of grant \$80,000 annual salary x 100% FTE covered by the grant request and 100% FTE

covered by matching funds x 2% annual cost of living increase. Grant request = \$80,000 in Year 1.

- Data Analyst: Supports data collection systems, develops MTSS needs/resources metrics, works with Gardner Center on evaluation, and supports schools with accessing data to address student achievement, chronic absence, conditions for learning. Match Oakland Opportunity Grant. \$79,380 annual salary x 0.1% FTE covered by the grant request and 5% FTE covered by matching funds x 2% annual cost of living increase. Grant request = \$7,938 in Year 1.
- Training Stipends: Stipends for case managers, teachers, and site staff to attend multi day trainings in June of each grant year to support MTSS and Restorative Practices at their sites. \$500 stipend covered by the grant request and \$0 covered by matching funds . Grant request = \$16,000 for 32 staff members to receive training in Year 1.

3000 – Benefits

- Fringe/Benefits Example:: Including medical, retirement, worker's comp, etc. @ 43% = \$146,846.94 in Year 1.

4300 – Materials and Supplies

- Computers & Printers: Laptops for Core Project Staff \$1250 x 4 in Year 1= \$5,000 in Year 1.
- Attendance Incentives: \$1,000 per school each year for each middle school and high school to provide Tier 1 incentives to classrooms and students for consistent/improved attendance \$1000 x 28 = \$28,000 per year.
- General Supplies: \$1000 per quarter x 4 quarters in Year 1 = \$4,000 in Year 1.
- Posters and flyers re: attendance and other Tier 1 MTSS supports: Create communications materials in multiple languages to highlight the importance of attendance in school. \$1000 x 8 communications pieces in Year 1 = \$8,000 in Year 1.

5200 – Travel and Conferences

- Required grantee conference in Washington, DC and National Community School Conference.
 - Lodging for School Climate Conference: 3 x \$160/night x 10 staff. = \$4,800 per year.
 - Meals/Per Diem @ 40/day Per Diem for conference attendance: 3 x \$40/day x 10 staff. = \$1,200 per year.

- Transportation @ 400/flight Transportation for conference: 1 x \$400/flight x 10 staff. = \$4,000 per year.
- Mileage for required grant meetings in Sacramento: \$200/trip x 2 trips. = \$400 per year.
- Mileage Mileage for OUSD project staff for meetings at school sites, partner sites. (50miles/person/month): 600 x \$0.575/mile x 4 staff. = \$1,380 per year.
- Conference Registration @ 400/person California School Climate conference: \$400/fee x 10 staff. = \$4,000 per year.

5800–0000 Non-instructional Consultant Services

- Evaluation: Contract with the Gardner Center to partner with OUSD's Office of Research, Assessment and Data on project evaluation. Deliverable contract based on completion of annual evaluation reports. \$15,000 per year requested.
- Attendance Works: Attendance Works staff will provide technical assistance and training to build out attendance culture, train and coach school teams in attendance. Deliverable contract based on completion of TA and training activities to be specified in subcontract. \$25,000 in Year 1 requested from grant funds.
- Data platform software development: Contracted individual or firm to develop interactive data platform to help schools develop and implement MTSS. Deliverable contract based on completion of data platform. \$20,000 requested from grant funds in Year 1.
- TA on developing and implementing MTSS plans: TA from consultants at University of Oregon to support OUSD in MTSS planning and rollout. \$140/hour x 250 hours in Year 1= \$35,000 requested from grant funds in Year 1.

7000 – Total Direct Costs

- Total Direct Grant Request: \$644,131.44 in Year 1.

7000 – Year 1 Indirect Cost Rate %

- The overhead costs of administering the grant, including prorated non-direct administrative, accounting, HR, occupancy and other costs. 2019-20 CDE approved rate @ 3.25% of total grant request = \$20,934.27 in Year 1.

Total Budget – Year 1

- Grant Request: \$665,065.71 in Year 1.

In-Kind Funds or Services

1000 Certificated Salaries

- *Coordinator Attendance & Discipline and Student Support: Supervises the attendance & discipline offices of the district. Supports schools with attendance procedures and disciplinary processes. \$116,000 annual salary x 0% FTE covered by the grant request and 50% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$58,000 in Year 1.*

2000 Classified Salaries

- *LCSSP Project Coordinator: Overall coordination, data collection and reporting, documentation, coordinating and facilitating ongoing training, works with Community Schools, Restorative Justice and Attendance teams to increase collaboration and develop MTSS planning template for middle school and high school sites. \$110,000 annual salary x 0% FTE covered by the grant request and 25% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$27,500 in Year 1.*
- *Network Attendance Liaisons: Provides coaching to middle school and high school networks on implementing attendance teams and tiered supports for students \$80,000 annual salary x 0% FTE covered by the grant request and 200% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$160,000 in Year 1.*
- *Community Schools Managers (CSMs) at MS/HS sites: Provides coordination and site-level implementation of FSCS model; working with site leadership, teachers, staff and partners to conduct needs assessment, bring in needed menu of FSCS services and supports. Coordinates literacy partner and other partner activities at school for maximum effectiveness. Helps facilitate Restorative Justice. Works with CSMs at partner elementary schools and high schools to facilitate transitions. Matching 50% FTE of 18 current Community School Managers. \$78,740 annual salary x 0% FTE covered by the grant request and 900% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$708,660 in Year 1.*
- *Restorative Justice Facilitators for 2 high schools: Provides facilitation of restorative practices at all three tiers including Tier I classroom community building, Tier II reparative circles following a conflict or misconduct, and Tier III Re-entry circles for students who have been excluded due to discipline or incarceration. Also provides professional development for teachers and site staff*

on restorative justice practices including restorative conversations and community building circles. Sites pay 50% match on this position at two high schools. Pro-rated in Year 1 to account for hiring during first quarter of grant \$80,000 annual salary x 100% FTE covered by the grant request and 100% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$80,000 in Year 1.

- *Data Analyst: Supports data collection systems, develops MTSS needs/resources metrics, works with Gardner Center on evaluation, and supports schools with accessing data to address student achievement, chronic absence, conditions for learning. Match Oakland Opportunity Grant. \$79,380 annual salary x 0.1% FTE covered by the grant request and 5% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$3,969 in Year 1.*

3000 – Benefits

- *Fringe/Benefits Example:: Including medical, retirement, worker's comp, etc. @ 43% = \$446,395.47 in Year 1.*

5800–0000 Non-instructional Consultant Services

- *Evaluation: Contract with the Gardner Center to partner with OUSD's Office of Research, Assessment and Data on project evaluation. Deliverable contract based on completion of annual evaluation reports. Matching funds = \$75,000 per year.*
- *Attendance Works: Attendance Works staff will provide technical assistance and training to build out attendance culture, train and coach school teams in attendance. Deliverable contract based on completion of TA and training activities to be specified in subcontract. Matching funds = \$10,000 in Year 1.*

Total Matching– Year 1

- *Matching Funds: \$1,569,524.47 in Year 1.*

YEAR 2

2000 Classified Salaries

- MTSS Middle School Manager: Facilitates planning and site-level coaching on coordinated implementation of MTSS plans for OUSD middle schools. Provides training and technical assistance to site based MTSS teams to develop, implement, and evaluate a multi-tiered model of school wide academic and behavioral supports. 75% FTE in Year 1 to account for hiring during q1 of grant \$101,711 annual salary x 1% FTE covered by the grant request and 0% FTE covered by matching funds x 2% annual cost of living increase. Grant request = \$104,762.33 in Year 2.
- MTSS High School Manager: Facilitates planning and site-level coaching on coordinated implementation of MTSS plans for OUSD comprehensive high schools. Provides training and technical assistance to site based MTSS teams to develop, implement, and evaluate a multi-tiered model of school wide academic and behavioral supports. 75% FTE in Year 1 to account for hiring during q1 of grant \$101,711 annual salary x 1% FTE covered by the grant request and 0% FTE covered by matching funds x 2% annual cost of living increase. Grant request = \$104,762.33 in Year 2.
- Attendance Program Manager: Provides support to schools with SARB and SART process. Coaches schools on implementing attendance teams and supports work. \$85,000 annual salary x 1% FTE covered by the grant request and 0% FTE covered by matching funds x 2% annual cost of living increase. Grant request = \$87,550 in Year 2.
- Restorative Justice Facilitators for 2 high schools: Provides facilitation of restorative practices at all three tiers including Tier I classroom community building, Tier II reparative circles following a conflict or misconduct, and Tier III Re-entry circles for students who have been excluded due to discipline or incarceration. Also provides professional development for teachers and site staff on restorative justice practices including restorative conversations and community building circles. Sites pay 50% match on this position at two high schools. Pro-rated in Year 1 to account for hiring during first quarter of grant \$80,000 annual salary x 100% FTE covered by the grant request and 100% FTE covered by matching funds x 2% annual cost of living increase. Grant request = \$82,400 in Year 2.
- Data Analyst: Supports data collection systems, develops MTSS needs/resources metrics, works with Gardner Center on evaluation, and supports schools with accessing data to address student achievement, chronic absence, conditions for learning. Match Oakland Opportunity Grant. \$79,380 annual salary x 0.1% FTE covered by the grant request and 5% FTE covered by

matching funds x 2% annual cost of living increase. Grant request = \$8,176.14 in Year 2.

- Training Stipends: Stipends for case managers, teachers, and site staff to attend multi day trainings in June of each grant year to support MTSS and Restorative Practices at their sites. \$500 stipend covered by the grant request and \$0 covered by matching funds . Grant request = \$16,000 for 32 staff members to receive training in in Year 2.

3000 – Benefits

- Fringe/Benefits Example:: Including medical, retirement, worker’s comp, etc. @ 43% = \$173,569.84 in Year 2.

4300 – Materials and Supplies

- Attendance Incentives: \$1,000 per school each year for each middle school and high school to provide Tier 1 incentives to classrooms and students for consistent/improved attendance \$1000 x 28 = \$28,000 per year.
- General Supplies: \$1000 per quarter x 4 quarters in Year 1, 4 in Year 2, \$500 per quarter in Year 3 = \$2,000 in Year 2 covered by the grant and \$2,000 in Year 2 covered by matching funds
- Posters and flyers re: attendance and other Tier 1 MTSS supports: Create communications materials in multiple languages to highlight the importance of attendance in school. \$1000 x 8 communications pieces in Year 1, 7 pieces in Year 2, 4 pieces in Year 3 = \$7,000 in Year 2.

5200 – Travel and Conferences

- Required grantee conference in Washington, DC and National Community School Conference.
 - Lodging for School Climate Conference: 3 x \$160/night x 10 staff. = \$4,800 per year.
 - Meals/Per Diem @ 40/day Per Diem for conference attendance: 3 x \$40/day x 10 staff. = \$1,200 per year.
 - Transportation @ 400/flight Transportation for conference: 1 x \$400/flight x 10 staff. = \$4,000 per year.
- Mileage for required grant meetings in Sacramento: \$200/trip x 2 trips. = \$400 per year.
- Mileage Mileage for OUSD project staff for meetings at school sites, partner sites. (50miles/person/month): 600 x \$0.575/mile x 4 staff. = \$1,380 per year.

- Conference Registration @ 400/person California School Climate conference: \$400/fee x 10 staff. = \$4,000 per year.

5800–0000 Non-instructional Consultant Services

- Evaluation: Contract with the Gardner Center to partner with OUSD's Office of Research, Assessment and Data on project evaluation. Deliverable contract based on completion of annual evaluation reports. \$15,000 per year requested.

7000 – Total Direct Costs

- Total Direct Grant Request: \$645,000.64 in Year 2.

7000 – Year 2 Indirect Cost Rate %

- The overhead costs of administering the grant, including prorated non-direct administrative, accounting, HR, occupancy and other costs. 2019-20 CDE approved rate @ 3.25% of total grant request = \$20,962 in Year 2.

Total Budget – Year 2

- Grant Request: \$665,963.16 in Year 2.

In-Kind Funds or Services

1000 Certificated Salaries

- *Coordinator Attendance & Discipline and Student Support: Supervises the attendance & discipline offices of the district. Supports schools with attendance procedures and disciplinary processes. \$116,000 annual salary x 0% FTE covered by the grant request and 50% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$59,740 in Year 2.*

2000 Classified Salaries

- *LCSSP Project Coordinator: Overall coordination, data collection and reporting, documentation, coordinating and facilitating ongoing training, works with Community Schools, Restorative Justice and Attendance teams to increase collaboration and develop MTSS planning template for middle school and high school sites. \$110,000 annual salary x 0% FTE covered by the grant request and*

25% FTE covered by matching funds x 2% annual cost of living increase.
Matching funds = \$28,325 in Year 2.

- *Network Attendance Liaisons: Provides coaching to middle school and high school networks on implementing attendance teams and tiered supports for students \$80,000 annual salary x 0% FTE covered by the grant request and 200% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$164,800 in Year 2.*
- *Community Schools Managers (CSMs) at MS/HS sites: Provides coordination and site-level implementation of FSCS model; working with site leadership, teachers, staff and partners to conduct needs assessment, bring in needed menu of FSCS services and supports. Coordinates literacy partner and other partner activities at school for maximum effectiveness. Helps facilitate Restorative Justice. Works with CSMs at partner elementary schools and high schools to facilitate transitions. Matching 50% FTE of 18 current Community School Managers. \$78,740 annual salary x 0% FTE covered by the grant request and 900% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$729,919.80 in Year 2.*
- *Restorative Justice Facilitators for 2 high schools: Provides facilitation of restorative practices at all three tiers including Tier I classroom community building, Tier II reparative circles following a conflict or misconduct, and Tier III Re-entry circles for students who have been excluded due to discipline or incarceration. Also provides professional development for teachers and site staff on restorative justice practices including restorative conversations and community building circles. Sites pay 50% match on this position at two high schools. Pro-rated in Year 1 to account for hiring during first quarter of grant \$80,000 annual salary x 100% FTE covered by the grant request and 100% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$82,400 in Year 2.*
- *Data Analyst: Supports data collection systems, develops MTSS needs/resources metrics, works with Gardner Center on evaluation, and supports schools with accessing data to address student achievement, chronic absence, conditions for learning. Match Oakland Opportunity Grant. \$79,380 annual salary x 0.1% FTE covered by the grant request and 5% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$4,088.07 in Year 2.*

3000 – Benefits

- *Fringe/Benefits Example:: Including medical, retirement, worker's comp, etc. @ 43% = \$459,787.33 in Year 2.*

4300 – Materials and Supplies

- *General Supplies:, \$500 per quarter x 4 quarters in Year 2 = \$2,000 in Year 2*

5800–0000 Non-instructional Consultant Services

- *Evaluation: Contract with the Gardner Center to partner with OUSD's Office of Research, Assessment and Data on project evaluation. Deliverable contract based on completion of annual evaluation reports. Matching funds = \$75,000 per year.*

Total Matching– Year 2

Matching Funds: \$1,606,060.20 in Year 2.

YEAR 3

2000 Classified Salaries

- MTSS Middle School Manager: Facilitates planning and site-level coaching on coordinated implementation of MTSS plans for OUSD middle schools. Provides training and technical assistance to site based MTSS teams to develop, implement, and evaluate a multi-tiered model of school wide academic and behavioral supports. 75% FTE in Year 1 to account for hiring during q1 of grant \$101,711 annual salary x 1% FTE covered by the grant request and 0% FTE covered by matching funds x 2% annual cost of living increase. Grant request = \$107,905.20 in Year 3.
- MTSS High School Manager: Facilitates planning and site-level coaching on coordinated implementation of MTSS plans for OUSD comprehensive high schools. Provides training and technical assistance to site based MTSS teams to develop, implement, and evaluate a multi-tiered model of school wide academic and behavioral supports. 75% FTE in Year 1 to account for hiring during q1 of grant \$101,711 annual salary x 1% FTE covered by the grant request and 0% FTE covered by matching funds x 2% annual cost of living increase. Grant request = \$107,905.20 in Year 3.
- Attendance Program Manager: Provides support to schools with SARB and SART process. Coaches schools on implementing attendance teams and supports work. \$85,000 annual salary x 1% FTE covered by the grant request and 0% FTE covered by matching funds x 2% annual cost of living increase. Grant request = \$90,176.50 in Year 3.
- Restorative Justice Facilitators for 2 high schools: Provides facilitation of restorative practices at all three tiers including Tier I classroom community building, Tier II reparative circles following a conflict or misconduct, and Tier III Re-entry circles for students who have been excluded due to discipline or incarceration. Also provides professional development for teachers and site staff on restorative justice practices including restorative conversations and community building circles. Sites pay 50% match on this position at two high schools. Pro-rated in Year 1 to account for hiring during first quarter of grant \$80,000 annual salary x 100% FTE covered by the grant request and 100% FTE covered by matching funds x 2% annual cost of living increase. Grant request = \$84,872 in Year 3.
- Data Analyst: Supports data collection systems, develops MTSS needs/resources metrics, works with Gardner Center on evaluation, and supports schools with accessing data to address student achievement, chronic absence, conditions for learning. Match Oakland Opportunity Grant. \$79,380 annual salary x 0.1% FTE covered by the grant request and 5% FTE covered by

matching funds x 2% annual cost of living increase. Grant request = \$8,421.42 in Year 3.

- Training Stipends: Stipends for case managers, teachers, and site staff to attend multi day trainings in June of each grant year to support MTSS and Restorative Practices at their sites. \$500 stipend covered by the grant request and \$0 covered by matching funds . Grant request = \$6,000 for 12 staff members to receive training in in Year 3.

3000 – Benefits

- Fringe/Benefits Example:: Including medical, retirement, worker’s comp, etc. @ 43% = \$174,270.54 in Year 3.

4300 – Materials and Supplies

- Attendance Incentives: \$1,000 per school each year for each middle school and high school to provide Tier 1 incentives to classrooms and students for consistent/improved attendance \$1000 x 28 = \$28,000 per year.
- General Supplies: \$1000 per quarter x 4 quarters in Year 1, \$500 per quarter x 4 quarters in Year 2, \$500 per quarter in Year 3 = \$2,000 in Year 3.
- Posters and flyers re: attendance and other Tier 1 MTSS supports: Create communications materials in multiple languages to highlight the importance of attendance in school. \$1000 x 8 communications pieces in Year 1, 8 pieces in Year 2, 4 pieces in Year 3 = \$4,000 in Year 3.

5200 – Travel and Conferences

- Required grantee conference in Washington, DC and National Community School Conference.
 - Lodging for School Climate Conference: 3 x \$160/night x 10 staff. = \$4,800 per year.
 - Meals/Per Diem @ 40/day Per Diem for conference attendance: 3 x \$40/day x 10 staff. = \$1,200 per year.
 - Transportation @ 400/flight Transportation for conference: 1 x \$400/flight x 10 staff. = \$4,000 per year.
- Mileage for required grant meetings in Sacramento: \$200/trip x 2 trips. = \$400 per year.
- Mileage for OUSD project staff for meetings at school sites, partner sites. (50miles/person/month): 600 x \$0.575/mile x 4 staff. = \$1,380 per year.

- Conference Registration @ 400/person California School Climate conference: \$400/fee x 10 staff. = \$4,000 per year.

5800–0000 Non-instructional Consultant Services

- Evaluation: Contract with the Gardner Center to partner with OUSD's Office of Research, Assessment and Data on project evaluation. Deliverable contract based on completion of annual evaluation reports. \$15,000 per year requested.

7000 – Total Direct Costs

- Total Direct Grant Request: \$644,330.86 in Year 3.

7000 – Year 3 Indirect Cost Rate %

- The overhead costs of administering the grant, including prorated non-direct administrative, accounting, HR, occupancy and other costs. 2019-20 CDE approved rate @ 3.25% of total grant request = \$20,940.74 in Year 3.

Total Budget – Year 3

- Grant Request: \$665,271.61 in Year 3.

In-Kind Funds or Services

1000 Certificated Salaries

- *Coordinator Attendance & Discipline and Student Support: Supervises the attendance & discipline offices of the district. Supports schools with attendance procedures and disciplinary processes. \$116,000 annual salary x 0% FTE covered by the grant request and 50% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$61,532.20 in Year 3.*

2000 Classified Salaries

- *LCSSP Project Coordinator: Overall coordination, data collection and reporting, documentation, coordinating and facilitating ongoing training, works with Community Schools, Restorative Justice and Attendance teams to increase collaboration and develop MTSS planning template for middle school and high*

school sites. \$110,000 annual salary x 0% FTE covered by the grant request and 25% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$29,174.75 in Year 3.

- *Network Attendance Liaisons: Provides coaching to middle school and high school networks on implementing attendance teams and tiered supports for students \$80,000 annual salary x 0% FTE covered by the grant request and 200% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$169,744 in Year 3.*
- *Community Schools Managers (CSMs) at MS/HS sites: Provides coordination and site-level implementation of FSCS model; working with site leadership, teachers, staff and partners to conduct needs assessment, bring in needed menu of FSCS services and supports. Coordinates literacy partner and other partner activities at school for maximum effectiveness. Helps facilitate Restorative Justice. Works with CSMs at partner elementary schools and high schools to facilitate transitions. Matching 50% FTE of 18 current Community School Managers. \$78,740 annual salary x 0% FTE covered by the grant request and 900% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$751,817.39 in Year 3.*
- *Restorative Justice Facilitators for 2 high schools: Provides facilitation of restorative practices at all three tiers including Tier I classroom community building, Tier II reparative circles following a conflict or misconduct, and Tier III Re-entry circles for students who have been excluded due to discipline or incarceration. Also provides professional development for teachers and site staff on restorative justice practices including restorative conversations and community building circles. Sites pay 50% match on this position at two high schools. Pro-rated in Year 1 to account for hiring during first quarter of grant \$80,000 annual salary x 100% FTE covered by the grant request and 100% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$84,872 in Year 3.*
- *Data Analyst: Supports data collection systems, develops MTSS needs/resources metrics, works with Gardner Center on evaluation, and supports schools with accessing data to address student achievement, chronic absence, conditions for learning. Match Oakland Opportunity Grant. \$79,380 annual salary x 0.1% FTE covered by the grant request and 5% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$4,210.71 in Year 3.*

3000 – Benefits

- *Fringe/Benefits Example:: Including medical, retirement, worker's comp, etc. @ 43% = \$473,580.95 in Year 3.*

5800–0000 Non-instructional Consultant Services

- *Evaluation: Contract with the Gardner Center to partner with OUSD's Office of Research, Assessment and Data on project evaluation. Deliverable contract based on completion of annual evaluation reports. Matching funds = \$75,000 per year.*

Total Matching– Year 3

- *Matching Funds: 1,649,932.01 in Year 3.*

APPLICATION CHECKLIST
Learning Communities for School Success Program
2020–23 Cohort 4 Grant Application

Applicant Agency: Oakland Unified School District

Applicants shall use and submit this checklist to verify that the Learning Communities for School Success Program Application contains **all** the required information and that the application elements are in the required sequence as listed.

- Original application **and** three copies (total of four copies with original application having authorized signature in **blue ink**)
- All pages are single-sided on 8½- x 11-inch paper
- Application is stapled or binder-clipped only in the upper left-hand corner
- Application Cover Sheet
- School Site Participant Identification Form
- Project Abstract
- Narrative—25-page maximum (30-page maximum for consortium application), 12-point Arial font, one-inch margins, and page numbers required. Enclosed charts and graphs may be no smaller than 10-point font.
- Letter(s) of Agreement or Memorandum of Understanding, if applicable
- Project Budget
 - Budget Summary
 - Budget Justification
 - 20 percent Match - Budget Description
- Application Checklist