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By	



OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

November 13, 2019

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Wesley Jacques, Executive Director, Academics and Instructional Innovation Department
Sun-Chul Kim, Coordinator, Office of Social and Emotional Learning

Subject: Grant Award - NoVo Foundation - Social Emotional Learning

ACTION REQUESTED:

Approval by the Board of Education of a Grant Award for OUSD schools from NoVo Foundation to support a Network by Network model for Districtwide Social and Emotional Learning (SEL) implementation in OUSD schools, for the period of August 1, 2019 through August 1, 2022, pursuant to the terms and conditions thereof, if any.

BACKGROUND:

Grant award for OUSD schools for the 2019-2022 fiscal year 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
19-1842	Yes	Grant	Oakland Unified School District Schools	Grant to support a Network by Network model for Districtwide Social and Emotional Learning (SEL) implementation in OUSD schools.	8/1/2019-8/1/2022	NoVo Foundation	\$450,000.00

DISCUSSION:

The district created a Grant Face sheet process to:

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

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

FISCAL IMPACT:

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

- Grants valued at: \$450,000.00

RECOMMENDATION:

Approval by the Board of Education of a grant award for OUSD schools for fiscal year 2019-2022 pursuant to the terms and conditions thereof, if any.

ATTACHMENTS:

Grant Award Letter

Grant Application: Budget and Proposal



OUSD Grants Management Face Sheet

Title of Grant: NoVo Foundation Grant	Funding Cycle Dates: July 1, 2019 – June 30, 2022
Grant’s Fiscal Agent: (contact’s name, address, phone number, email address) Stephanie Hartka, NoVo Foundation 535 Fifth Avenue, 33rd floor, New York, NY 10017 (212) 808-5400 Email: shartka@novofoundation.org	Grant Amount for Full Funding Cycle: \$450,000.00
Funding Agency: NoVo Foundation 535 Fifth Avenue, 33rd floor New York, NY 10017	Grant Focus: The grant is aimed at leveraging existing Social and Emotional Learning (SEL) systems, frameworks, and resources to develop a network model of SEL implementation—from the Network Superintendent to the principals to the teachers—where SEL becomes a deeply ingrained part of the way students and adults interact both in the classroom and out of it, and helps provide children with equitable, supportive, and welcoming learning environments
List all School(s) or Department(s) to be Served: All OUSD Elementary Schools.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Research and our experience have demonstrated that a systemic approach to SEL implementation yields the greatest positive impact on student achievement—SEL is infused into every part of students’ <i>and</i> adults’ daily lives, from the Network Superintendent to the classroom teacher. The grant provides the opportunity to create, in a phased approach, a network model where SEL is embedded and infused in the professional learning, and leadership and teaching practices across a network of schools.
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.)	Evaluation for impact upon continuous improvement and student achievement will be based on: <ol style="list-style-type: none"> 1. Data from the SEL walk-through tool will measure growth and shifts at each of the five focal schools and non-focal schools. 2. Data from teacher-led collaborative inquiry sessions will inform and support scaling school-site level SEL across Network 2. 3. Data from an SEL Teacher Practice & Reflection Tool will inform and support development of high-quality teacher professional learning. 4. Partnering with OUSD’s RAD and other departments (e.g., Office of Equity, A.I.I., ELLMA), we will examine current assessments that include SEL measures and develop a plan for establishing systems that support continuous improvement at both the network and school-site level. This partnership includes the development and implementation of the SEL Dashboard that brings together relevant existing district data (e.g., chronic absence, suspension rate, school connectedness score) and classroom-level data (e.g.,

	walk-through tool data, evidence-based SEL program implementation data, teacher and student surveys).
Does the grant require any resources from the school(s) or district? If so, describe.	Yes, SEL Coordinator
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. Program expenses, including: <ul style="list-style-type: none"> • Kaiser grant • Collaborative for Academic, Social, and Emotional Learning (CASEL) • Salesforce grant • Mills Teacher Scholars
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.)	Sonny Kim, Coordinator Office of Social and Emotional Learning Oakland Unified School District 1000 Broadway, Suite 440 510.879.3108 sun-chul.kim@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Sun-Chul Kim		10/15/19
Chief Academic Officer	Sondra Aguilera		10/15/19

Grant Office Obtained Approval Signatures:

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

NoVo Foundation

create. change.

July 9, 2019

Wesley Jacques
Executive Director, Academics & Instructional Innovation
Oakland Unified School District
1000 Broadway, Ste. 680
Oakland, California 94607

Grant ID: 19-07997

Dear Wesley:

NoVo Foundation ("NoVo") is pleased to award Oakland Unified School District with a grant in the amount of \$450,000.00 (the "Grant") for the period from August 1, 2019 to August 1, 2022 (the "Grant Period") in response to your Proposal: "Advancing Social and Emotional Learning in Oakland Schools: Network by Network" and accompanying budget dated May 29, 2019 (the "Proposal"). This letter (the "Grant Agreement") summarizes the terms and conditions under which NoVo has awarded this Grant to you.

Tax-Exempt Status. You confirm that under the United States Internal Revenue Code of 1986 (the "Code"), Oakland Unified School District is exempt from federal income tax under section 501(c)(3) of the Code and is not a private foundation within the meaning of section 509(a) of the Code. You also confirm that you are not a Type III supporting organization that is not "functionally integrated" as described in section 4943(c)(5) of the Code. If you have questions about what this means, please contact us. You agree to advise us immediately if there is any change in your organization's exempt status during the term of this grant.

Use of Grant Funds. You agree to use the Grant funds only for the activities and objectives described in your proposal, in furtherance of purposes that are consistent with your organization's tax-exempt status, and in a manner consistent with the terms and conditions of this Grant Agreement. Any funds not so used must be promptly returned to NoVo. You further agree that NoVo's Grant funds will not be used to influence the outcome of any public election or to support or oppose any candidate for public office.

Notification of Key Personnel Changes. Oakland Unified School District will notify NoVo of any change in the staffing of any key position included (in whole or in part) in the budget submitted as part of Oakland Unified School District's Proposal. NoVo retains the right to unilaterally revise the terms and conditions of this Grant Agreement if there is a change in the chief executive officer or other key position.

Communication. The form and manner of any printed or electronic materials (including any press release) acknowledging NoVo for this Grant shall be subject to the prior written approval of NoVo.

NoVo and Oakland Unified School District will agree upon the timing and content of joint public announcement of NoVo's commitment under this Agreement. Oakland Unified School District shall inform Joe Voeller, Director of Communications at jvoeller@novofoundation.org of any media inquiries received related to this Grant, and refer any media representative or other person inquiring about NoVo's support to also contact Joe Voeller.

Anti-Terrorism. You acknowledge that you are familiar with the U.S. Executive Orders and laws that prohibit the provision of resources and support to individuals and organizations associated with terrorism and the terrorist related lists promulgated by the U.S. Government. You will use reasonable efforts to ensure that you do not support or promote violence, terrorist activity or related training, or money laundering.

Reporting. We ask that you provide us with written reports on your organization and its charitable activities, and your progress in fulfilling the Grant's purposes in accordance with the schedule below:

Report Type	Report Due Date
Interim Report	July 1, 2020
Interim Report	July 1, 2021
Final Report	September 1, 2022

Timely provision of these reports is a condition of the Grant and is a pre-requisite for receipt of any further funding from NoVo.

Payment of Grant Funds. As set forth below, we will disburse the first installment of Grant funds to you within 30 days of NoVo's receipt of this Grant Agreement signed by an authorized officer of your organization. Any subsequent installments shall be paid upon NoVo's review of the quality of work done and your progress made to date, as well as the satisfactory completion by you of all the terms and conditions contained in this Grant Agreement. If NoVo is not satisfied or determines that you are not capable of satisfactorily completing the work, NoVo may, in its discretion, withhold payment of future payments or declare the Grant terminated.

Scheduled Payment Date	Payment Amount	Form of Payment	Contingent Upon
August 1, 2019	\$150,000.00	Check	Receipt of Signed Grant Agreement
August 1, 2020	\$150,000.00	Check	Receipt of Interim Report due 7/1/2020
August 1, 2021	\$150,000.00	Check	Receipt of Interim Report due 7/1/2021

**Please note: payment will be mailed out on or around the scheduled payment date.*

Termination. The Foundation may terminate this Grant Agreement immediately by written notice to you if (i) you violate any of the terms and conditions of this Grant Agreement, (ii) you spend or disburse any portion of the Grant funds for purposes other than those permitted under this Grant Agreement, (iii) you cease to be a tax-exempt organization under Code Section 501(c)(3), (iv) NoVo determines that you are not capable of satisfactorily completing the work or (v) for any

other reason in NoVo's discretion. NoVo's determination of any such violation, improper disbursement, change in status or incapacity to complete the work will be final and will be binding and conclusive upon you. Within 30 days of receiving such termination notice from NoVo, you will return any unexpended Grant funds to NoVo.

Entire Agreement; Amendment. This Grant Agreement constitutes our entire agreement and supersedes any prior oral or written agreements or communications between us regarding its subject matter. Except as otherwise provided herein, this Grant Agreement may be amended or modified only by a mutual written agreement of the parties.

Execution of Agreement; Electronic Signatures.

The exchange of copies of this Agreement and of signature pages by facsimile transmission (whether directly from one facsimile device to another by means of a dial-up connection or whether mediated by the worldwide web), by electronic mail in "portable document format" (".pdf") form, or by any other electronic means intended to preserve the original graphic and pictorial appearance of a document, or by combination of such means, shall constitute effective execution and delivery of this Agreement as to the parties and may be used in lieu of the original Agreement for all purposes. Signatures of the parties transmitted by facsimile shall be deemed to be their original signatures for all purposes.

If this letter correctly describes your understanding of the terms of this grant, please sign and return to NoVo. Please also keep a fully executed copy for your records.

On behalf of NoVo, may I extend every good wish for the success of your work.

Sincerely,

DocuSigned by:
Pamela Shifman
A907CAE53C9F471...
Pamela Shifman
Executive Director

Oakland Unified School District agrees to the terms and conditions of this Grant Agreement.

DocuSigned by:
wesley jacques
BACF200F7DD346B...

7/26/2019

Name: Wesley Jacques
Title: Executive Director, Academics & Instructional
Innovation

Date

Aime Eng

11/14/19
Aime Eng
President, Board of Education

Kyla Johnson Trammell

11/14/19
Kyla Johnson Trammell
Secretary, Board of Education

OUSD OFFICE OF SOCIAL AND EMOTIONAL LEARNING

	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22
SEL Coordinator (salary & benefits)	\$165,000	\$165,000	\$165,000
SEL Program Manager (salary & benefits)	\$135,000	\$135,000	\$135,000
Data Analyst (0.1 FTE)	\$15,000	\$15,000	\$15,000
Subtotal	\$315,000	\$315,000	\$315,000
Program Expenses			
Professional Development—Teacher stipends, substitutes,	\$23,000	\$10,500	\$10,500
Mills Teacher Scholars	\$29,000	tbd	tbd
SEL Team Training & Professional Learning Engagements	\$10,000	tbd	tbd
Evidence-based SEL Curriculum & Resources	\$26,000	\$10,000	\$10,000
Miscellaneous (supplies, refreshments, equipment, etc.)	\$2,000	\$2,000	\$2,000
Consultants			
Other—CASEL Partner District Community Membership	\$0	\$12,500	\$12,500
Total Expenses	\$405,000	\$350,000	\$350,000
Budget Sources			
Local District Funds			
Federal Funds			
State Funds			
Other Funding (Foundation grants, Donations, etc.)			
Kaiser Grant	\$200,000	\$200,000	\$200,000
CASEL NoVo Grant			
CASEL Travel Grant	\$10,000	tbd	tbd
Wallace Foundation Grant			
Stuart Foundation			
SEL Innovations Fund Grant			
Salesforce SEL Grant	\$45,000	tbd	tbd
EdFirst TA Grant (SEL Consultant)			
NoVo Grant (2019-2022)	\$150,000	\$150,000	\$150,000
Total Budget Sources	\$405,000	\$350,000	\$350,000

NoVo Grant
NoVo Grant

Please do a final review of your proposal. If you would like to make any changes, click the Back to Record button on the right. Once you are ready to submit, please print a copy of the Letter of Inquiry for your records then submit using the buttons on the right.

Request Type	Project Support
Fiscal Sponsor Organization (if applicable)	
Fiscal Sponsor Contact (if applicable)	
Amount Requested	
Start Date	8/1/2019
End Date	8/1/2022
Multi-Year	Yes
Please provide a title for your proposal.	Advancing Social and Emotional Learning in Oakland Schools: Network by Network
What is the budget of this project? (For project proposals only)	\$405,000.00
Please provide a brief description of the Request.	<p>The request for this proposal is to fund a Network by Network model for districtwide Social and Emotional Learning (SEL) implementation in the Oakland Unified School District. This model is designed to leverage the existing SEL systems and successful frameworks that have been developed over the past seven years with the district's established practice of organizing schools into Networks, each with their own Network Superintendent. Previous efforts to introduce and sustain schoolwide SEL lacked the inclusion, support, or leadership from the Network Superintendent responsible for supervising and coaching principals. This new model creates a new structure for developing the capacity of the Network Superintendent and their support staff to lead, inspire, support and hold accountable SEL implementation in service of equity throughout their schools.</p> <p>The Network by Network approach to SEL implementation will be nested within the ongoing district SEL work: SEL program implementation, SEL in service of equity, SEL teacher inquiry, districtwide SEL practices, and partnering with key district leaders and teams. With support from the NoVo Foundation, this grant will give us the opportunity to launch in one Network to begin, engage in an inquiry cycle and collect data and identify which elements of the model are successful and can be replicated in the other four Networks, and over time, operationalizing the Network SEL implementation model. There is a planning process underway with a strategic partnership between one Network of nineteen K-5 and K-8 schools, the Network Superintendent and her staff, and the SEL Team. With support from the NoVo Foundation, OUSD will be able to implement this model, using the funding for an SEL Program Manager position, who in collaboration with the SEL Coordinator will be supporting the Network SEL model.</p> <p><i>At the heart of the Network by Network SEL implementation model are the bi-monthly principal meetings with the Network Superintendent and Network staff. The SEL Team will be co-planning and co-facilitating these meetings with the Network Superintendent to build the capacity of the principals to become SEL leaders in service of equity at their school sites. In addition to these meetings, the SEL Team will be supporting the Network Superintendent and</i></p>

her staff to develop their own SEL leadership skills. At the end of the grant period, we will have launched and refined a model that includes data collection and analysis as well as modules for ongoing professional learning that will provide system wide change in Oakland schools.

Located in California's most diverse city, the Oakland Unified School District (OUSD) operates 121 schools serving more than 50,077 students in grades K-12 — 36,286 in 87 regular public schools and 13,791 students in 34 district-authorized charter schools. Students of color make up 88% of the student population, with Latinos (42%) and African Americans (24%) comprising the largest groups. One-third of students are English Language Learners, of whom 71% are native Spanish speakers. About 75% of OUSD students are socioeconomically disadvantaged.

Please provide a brief description of your Organizational Mission.

In 2010, OUSD launched a community-informed Strategic Plan that embraced a districtwide vision for Full-Service Community Schools. Today, OUSD continues to build Full Service Community Schools focused on high academic achievement while serving the whole child, disrupting and eliminating inequity, and ensuring that every student gains the skills and knowledge they need to succeed both in and out of the classroom. OUSD is committed to the vision that all students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

How does your work further the mission of the NoVo Foundation?

The NoVo Foundation has taken on the mission to foster a transformation from a world of domination and exploitation to one of collaboration and partnership. Like NoVo, OUSD also believes that "SEL has particular power to unlock a broad range of human capacities — intellectual and emotional — which prepare children to co-create a kinder, more interconnected, and equitable future." OUSD believes that engaging students and adults in the process of SEL is integral to achieving our mission of becoming a Full-Service Community School District. For the past seven years, OUSD has been a national leader in its commitment to SEL. As part of this commitment, OUSD has been a significant participant in CASEL's Collaborating Districts Initiative (CDI). Supported by the NoVo Foundation, the CDI brings districts together to co-develop, support, document, and disseminate best practices in implementation of SEL through intensive coaching and cross-district networking. While OUSD and CASEL have committed to continuing the district's deep engagement in the CDI moving forward, the six years of NoVo support and CDI-funded CASEL consulting ended in June 2018. We look forward to continued partnership with NoVo in scaling the district's many achievements with SEL implementation and broadening and improving this vital work.

As a direct result of our collaboration with the NoVo Foundation, OUSD's SEL Team has accomplished a great deal over the past seven years as highlighted here:

- Built an infrastructure to support and sustain systemic SEL:
 - SEL board policy, equity-centered SEL definition, SEL preK-adult Standards
 - SEL Standards integrated in teacher and leader (school and Central Office) performance frameworks
 - SEL Standards integrated in elementary standards-based report card
 - District-wide implementation of our 3 Signature SEL Practices

- Influenced state and national SEL movement:
 - Participated in CA SEL Commission to draft statewide SEL guiding principles
 - Participated for past five years in statewide Expanded Learning 360°/365 PLC

- With an equity lens since the beginning of the SEL work, OUSD operated on the belief that SEL is in service of equity, as reflected in our board policy, definition, standards, and professional learning.

What is the broad opportunity/problem that your organization works to address and the identified needs of the target population?

SEL plays a critical role in fully realizing OUSD's commitment to the belief that all students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. To date, we have developed and established an infrastructure of policies, practices, and programs to support SEL implementation, but have yet to consistently impact the daily lives of students and teachers.

The Network-by-Network model for districtwide SEL implementation will be designed to address the following challenges:

1. **District SEL Capacity:** As a result of our work over the past seven years, every school in OUSD now includes a measurable SEL component in their school site plan. This requirement has fueled a greater interest to translate awareness of SEL into action at school sites. Entering the 2018-19 school year, the SEL team faced a positive challenge — the number of elementary schools implementing an evidence-based SEL program expanded from four schools to 17 (including four of the five W3 Schools), and the number of middle schools increased by two. We anticipate the total number of schools to increase in the coming three years.
2. **Student Academic, Social, and Emotional Development:** We know now that our previous district wide SEL implementation models (school-by-school and SEL Learning Hub Schools) have not resulted in widespread improvements in the learning experiences for all students and teachers across the organization. While we have increased the number of teachers implementing our SEL curriculum, we have yet to create school sites that fully embrace SEL for all students and adults in the long term. While SEL implementation has broadened the understanding and emerging practices of SEL, and SEL has been a sustained focus area in the district for the past seven years, SEL has yet to be sustained at the classroom level, where we can provide impactful student experiences throughout the system over time.
3. **SEL and Equity:** While we have developed an equity-centered definition of SEL, our professional learning and support practices for teachers and leaders have not yet resulted in a district-wide understanding of SEL as a tool to disrupt and address systemic inequity. With one of the most diverse districts in the state, this is a critical opportunity moving forward for SEL.

Additionally, at the system level, an ongoing challenge to creating a positive culture and climate for all students and adults is the impact of the ongoing fiscal crisis on morale. Further elimination of positions — within the central office and at school sites, elimination/reduction of programs and resources, continued reorganization of the central office, school closures, and the recent experience of a teachers strike — have added another layer of stress to a climate of uncertainty and in some cases a sense of disempowerment.

Accountability and a common understanding of SEL across all levels of our district also continues to be a challenge. The entrenched silos, the lack of alignment and coherence across multiple initiatives, and the high degree of autonomy at the school level are key factors contributing to low accountability in a high-quality implementation of an evidence-based SEL program. For the SEL Team, the challenge continues to position the SEL work in the most strategic location within a fluid and uncertain context.

One of the key learnings of the past seven years is that in a district where the school is often the "unit of change," no large scale change can succeed without the support and partnership of the Network Superintendents. They are the gatekeepers who are responsible for operationalizing the district's vision and goals including those around SEL. Network Superintendents distill the multiple and competing district priorities into manageable focus areas that principals are held accountable for. Network Superintendents function as inspirational coaches, team leaders, accountability officers, and agents of change management. We have learned that to truly impact systemwide needs, SEL

needs to be implemented with strategies that support a collaborative, team approach — engaging all stakeholders — network leadership, principals, and school-site leadership teams.

Our theory of organizational change has emerged from our collective practice with students, families, teachers, leaders, and the community. *We know that since learning is social and emotional, we have to shift our organizational systems, practices, and policies to support the SEL changes and impact we want to see in our classrooms.*

Our theory of change identifies the following actions as integral to long-term and system-wide impact:

- As adults across the system strengthen their SEL skills and competencies, they will create positive change in our organizational practices and culture;
- The adults in turn create inclusive, caring environments where relationships thrive and our students are prepared with the skills needed to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success;
- As a result, all of our students will graduate not only ready for college, career, and community but also to be fully engaged citizens of a diverse democracy.

We have developed a plan aimed at building sustainable leadership capacity in SEL across a network that takes into account the challenges we have encountered and will result in consistent SEL implementation at school sites within a network that can then be replicated across the other networks in our district. We expect this plan to result in the following outcomes during the grant period:

1. **District SEL Capacity:** The Network Superintendent, school site principals, and Instructional Leadership Teams will develop the leadership capacity to bring SEL to scale. SEL will be integrated with the network's and school sites' plan and goals. Leaders within the network will take ownership and responsibility for schoolwide SEL implementation.
2. **Student Academic, Social, and Emotional Development:** Implementation of a schoolwide SEL plan — whole child, whole school, whole day — will be evident at 4-5 focal elementary schools by Year 3, as demonstrated by principals and their Instructional Leadership Teams' ownership and commitment to SEL.
3. **SEL and Equity:** Professional learning and support practices focused on the implementation of SEL in service of equity will result in leaders and teachers at each of the 19 schools in the network developing the mindset, skills, and practices to address and implement SEL in ways that are culturally and linguistically responsive to the needs of all students and adults.

What are the results or outcomes that the organization is working to achieve over the course of the grant? In particular, the impact your organization (and project, if applicable) intends to have and how it specifically addresses the opportunity/problem identified.

What are the specific actions that will be taken to achieve your stated goals?

In order to build SEL with an equity lens, build sustainable leadership capacity in SEL across the district, and develop schoolwide impact in focal schools, we will launch the Network by Network SEL model this year in a phased approach. With support from the NoVo Foundation, during Year One of the grant period, we will begin work in Network II and expand our model to include additional Network(s) beginning in Year 3. The Network by Network SEL model will be implemented employing the following activities and actions over the next three years:

1. The SEL Team will engage in a formal partnership with the Network II Superintendent to provide:
 - Coaching for the Network Superintendent to lead with an SEL/equity stance.
 - Partnership on the design and facilitation of principal professional learning that builds principals' SEL in service of equity leadership

capacity and leading for academic success.

- Partnership on the design of principal professional learning communities focused on collaborative, principal-led inquiry that affirms and promotes their identity and agency to lead with an equity stance.
- Co-construction of a comprehensive Walkthrough Tool inclusive of SEL/equity indicators as well as an SEL-infused debrief protocol, including professional learning for the Network Superintendent and principals on utilizing the tool for growth and success.

1. The SEL team, in collaboration with the Network II Superintendent, supports 4-5 Focal Schools:

- A cohort of four to five focal schools will be identified to be supported in the development of a schoolwide SEL implementation vision and plan by the end of Year 1:
 - Providing an SEL and equity framework that affirms, supports, and promotes teachers' and students' identity and agency.
 - Teacher participation in Teacher the SEL Inquiry Group on academic and SEL integration.
 - Development of SEL partnership with school sites' after-school program.
- The SEL Team engages in a process of continuous reflection and planning to identify systems, structures, practices, and strategies that effectively support schoolwide SEL implementation.

1. Leaders at the network and school site level engage in a process of continuous improvement:

- Develop an SEL Continuous Improvement Plan, including the SEL Dashboard to support data analysis, reflection, and planning at the network and school site level. An inquiry-based approach will drive the dashboard's development: What is the information and data that will show evidence of progress towards reaching our goal?
- Partner with the Network II Superintendent and the Offices of Equity and Organizational Effectiveness & Culture to identify indicators for measuring progress in the use of equitable practices by leaders and teachers.
- Develop and communicate a financially feasible long-term sustainability model based on what we learn in the Network by Network model of SEL implementation.
- By the end of Year 2, the SEL team will present to the District an SEL Sustainability Plan, leveraging the three-year Network by Network model of SEL implementation.

Please describe how you will measure the effectiveness of your activities. Briefly outline the focus of the evaluations and the process for documenting general or project-based implementation and outcomes.

At the Network/District Level, we will measure growth and shifts in leadership practice and network-wide SEL implementation as follows:

- Administering an SEL Leadership Survey, co-constructed with the Network Superintendent and school-site principals, the SEL team will capture and document leaders' SEL growth and practice.
- Collecting and analyzing evaluation and feedback from SEL professional learning engagements.
- Collecting data from principal-led collaborative inquiry sessions with Mills Teacher Scholars, we will determine

how the data can inform and support scaling network- and site-level SEL leadership practices.

- Partnering with OUSD’s Research, Assessment & Data (RAD) and other departments, we will examine current assessments that include SEL measures and develop a plan for establishing systems that support continuous improvement at both the network and school-site level.
- Developing and implementing the SEL Dashboard, we will build a tool that will provide access to key district climate and culture data (e.g., attendance rate, suspension rate, school connectedness score, California Healthy Kids Survey SEL data), data from our walk-through tool, and data from evidence-based SEL program implementation.

At the School and Classroom Level, we will measure school-wide SEL implementation and growth and shifts in teacher practice:

- Collecting, analyzing, and reflecting on data from the SEL school walk-through tool, we will measure growth and shifts at each focal school.
- Collecting data from teacher-led collaborative inquiry sessions with Mills Teacher Scholars, we will determine how the data can inform and support scaling school-site level SEL.
Administering an SEL Teacher Practice Survey, we will focus on implementation of an evidence-based SEL program (Caring School Community) and/or the Three Signature SEL Practices.
-

List other sources that you are soliciting for funding and the status of each.

Please see attached budget.

For your most recent fiscal year's operating budget, include a list of foundations, corporations, and other supporters including those you are soliciting for funding and the status of each.

Please see attached budget.

Please upload your organization's operating budget for the current fiscal year.

Sr. Number	File Name	Attachment Description (Optional)	Created Date
No Attachments			

Please upload your organization's operating budget for the prior fiscal year.

Sr. Number	File Name	Attachment Description (Optional)	Created Date
No Attachments			

Please upload your project's operating budget (project support requests ONLY).

Sr. Number	File Name	Attachment Description (Optional)	Created Date
No Attachments			

Please upload two recent financial statements, audited if available.

Sr. Number	File Name	Attachment Description (Optional)	Created Date
No Attachments			

Who are the key personnel in the organization including the Board of Directors/Trustees and their affiliations?

Please see attached for key organizational leadership and OUSD Board.

For the project grant, who is/are the individual(s) who will lead the project and, if applicable, a list of project advisory board members with names and affiliations?

Sun-chul (Sonny) Kim is the lead for this project and serves in the role of SEL Coordinator and the

SEL Program Manager is Aijeron Simmons.

Please see the attached for the Advisory Board and organizational structure.

What forms of diversity (e.g. gender, racial, cultural, religious) do you think are important for strengthening the quality of the work proposed, and why? Does your organization's staff and governance reflect this diversity?

Importance of Diversity in Our District

OUSD celebrates Oakland's diversity, and we continue to strive towards the ultimate goal of providing each child what they need to reach their full potential. Nearly 90% of our students are people of color and qualify for free and reduced lunch services. Yet fewer than half of OUSD teachers are people of color, new teachers in Oakland are most likely to be white, and our teacher attrition rates are among the highest in the country.

Utilizing the value and strength of our district's diversity in staff and leadership to positively impact the social, emotional, and academic development and growth of all students cannot be fully realized unless the issues of equity are addressed. Across our district, these challenges are most evident in our classrooms where there is a disparity between the racial and ethnic composition of our students and that of their teachers. Complementing OUSD's work to recruit and retain new teachers who will

effectively serve all Oakland families, OUSD's SEL Network by Network model will identify and make visible leadership and instructional practices that support high-quality professional learning that promotes an asset-based, culturally and linguistically responsive approach to leading and teaching, that addresses implicit bias and beliefs, while affirming teacher identity and agency.

We believe that all students and adults deserve to be educated in inclusive, safe, and supportive learning environments that affirm their identity with respect to race, culture, heritage, exceptional needs, gender and sexual orientation. OUSD's Network by Network model rests on the belief that SEL can serve as a lever to interrupt the inequities and inequitable systems, practices, and policies that prevent students from finding joy in their academic experience and graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

The Network to Network model aims to use SEL as a lever to improve the academic, social, and emotional outcomes of all students. We recognize that in addition to race, ethnicity, and socioeconomic status, other forms of social inequities and oppression and how these different forms of oppression intersect, must be recognized, addressed, and interrupted. In Year one, Network II will serve as a microcosm of our district, and will provide an opportunity to examine and address shifting systems, practices, and policies to improve the academic outcomes of our historically underserved and under-resourced students — our Black and Brown students — as well as those students who are identified based on immigrant status, language needs, gender, sexual orientation, and special needs. The success of our Network by Network model will be measured by the effectiveness of the systems, structures, policies, and practices to address and provide to all students and adults what they need in order to reach their full potential.

Contact
[Sonny Kim](#)
[Wesley Jacques](#)
[Ruth DuBose](#)

Role(s)
Reporting Contact
Agreement Signatory
Payment Contact

First Name	Last Name	Email	Status	Role
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Please verify or update the information we have on file for your organization.

Organization Name Oakland Unified School District

Primary Address Street 1000 Broadway, Ste. 680

EIN 94-6000385

Primary Address City Oakland

Organization Phone (510) 434-7750

Primary Address State/Province California

Website <https://www.ousd.org/>

Primary Address Zip/Postal Code 94607

Organization Budget

Primary Address Country United States

Brief Org Bio

Located in California’s most diverse city, the Oakland Unified School District (OUSD) operates 122 schools serving over 50,077 students in grades K-12—36,286 in 87 regular public schools and 13,791 students in 34 district-authorized charter schools. Students of color make up approximately 88% of the student population, with Latinos (42%) and African Americans (24%) comprising the largest groups. One-third of our students are English Language Learners, of whom 71% are native Spanish speakers. 73% of OUSD students are socioeconomically disadvantaged. In 2010, OUSD launched a community-informed Strategic Plan that embraced a districtwide vision for Full-Service Community Schools. Today, OUSD continues to build Full Service Community Schools focused on high academic achievement while serving the whole child, disrupting and eliminating inequity, and ensuring that every student gains the skills and knowledge they need to succeed both in and out of the classroom. OUSD is committed to the belief that all students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Please verify or update the contact information we have on file for you. If you are unable to update incorrect information, please email us at novograntsadminteam@novofoundation.org so we can update your records.

Salutation

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Sonny

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Title

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