

File ID Number	17-2302
Introduction Date	12/13/17
Enactment Number	17-1753
Enactment Date	12/13/17
By	



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

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

December 13, 2017

To: Board of Education  
From: Kyla Johnson-Trammel, Superintendent  
Subject: **District Submitting Grant Proposal**

**ACTION REQUESTED:**

Approval by the Board of Education of District's grant application to Rockefeller Philanthropy Advisors, New York, NY, seeking \$25,000.00 to support ongoing work for Social Emotional Learning seamlessly integrated into the academic experience of all students in classrooms and school, for the period August 15, 2017 through August 14, 2018 and, if granted, in whole or in part, acceptance of same pursuant to terms and conditions thereof, and to submit amendments thereto, for the grant year, if any.

**BACKGROUND:**

Grant proposal for OUSD schools for the 2017-2018 fiscal year was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
17-2302	Yes	Grant Proposal	Oakland Unified School District Social Emotional Learning (SEL)	To support ongoing work for SEL seamlessly integrated into the academic experience of all students in classrooms and school.	August 15, 2017 through August 14, 2018	Rockefeller Philanthropy Advisors	\$25,000.00

**DISCUSSION:**

The district created a Grant Face sheet process to:

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

OUSD 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

**RECOMMENDATION:**

Approval by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal years 2017-2018 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 year, if any.

**ATTACHMENTS:**

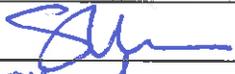
- Grant Face Sheet
- Grant Award Letter
- Grant Application
- Copy of Check #54683

## OUSD Grants Management Face Sheet

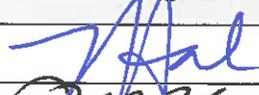
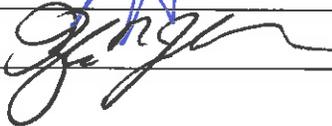
<b>Title of Grant:</b> Social Emotional Learning Fund	<b>Funding Cycle Dates:</b> August 15, 2017 to August 14, 2018
<b>Grant's Fiscal Agent:</b> Oakland Unified School District	<b>Grant Amount for Full Funding Cycle:</b> \$25,000
<b>Funding Agency:</b> Rockefeller Philanthropy Advisors	<b>Grant Focus:</b> Social Emotional Learning Projects
<b>List all School(s) or Department(s) to be Served:</b> Social Emotional Learning Department	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Funding for SEL (Social Emotional Learning) Projects as outlined in the proposal application.
How will this grant be evaluated for impact upon student achievement?	NA
Does the grant require any resources from the school(s) or district? If so, describe.	OUSD staff
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	NA
Will the proposed program take students out of the classroom for any portion of the school day?	NA
Who is the contact managing and assuring grant compliance?	Sun-Chul Kim OUSD Academic SEL Program Manager 1000 Broadway Suite 150 Oakland CA 946 07

**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
SEL Program Manager	Sun-Chul Kim		10/1/2017
Department Head	Wesley Jacques		10/1/2017

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Kyla Johnson-Trammel		

July 27, 2017

Sonny Kim  
OUSD Academic SEL Program Manager  
Oakland Unified School District  
1000 Broadway, Suite 150  
Oakland, CA 94607

Dear Sonny Kim,

It is a pleasure to inform you that the Social and Emotional Learning (SEL) Fund, a sponsored project of Rockefeller Philanthropy Advisors, Inc. (RPA), has approved a grant in the amount of \$25,000 to Oakland Unified School District (Grantee).

The following terms and conditions apply to this Grant Agreement:

**1. Use of Grant Funds**

- Funding obtained under this agreement may not be used for any purpose other than for the Social and Emotional Learning project described in the grantee's application

**2. Grant Period**

- The grant will have duration of August 15, 2017 to August 14, 2018.

**3. Grant Payment Schedule**

- Payment will be dispersed upon receipt of signed grant agreement.

**4. Reporting**

- Grantee is required to submit a year-end financial report on their expenditure of funds.
- A Reporting template will be provided to the Grantee
- Reports can be submitted by email to Joe Anderson at Education First ([janderson@education-first.com](mailto:janderson@education-first.com)).
- Required reports are due on or before the following dates:

Type of Report	Due Date
Narrative & Financial Report	September 15, 2018

- Grantee agrees that it will permit RPA and/or its authorized representatives to monitor and evaluate the project funded by this grant through communications, including site visits, and the review of records, as appropriate.

**5. Grantee Tax-Exempt Status**

- As a condition to the receipt of the grant funds announced in the Award Letter, the undersigned organization certifies that it is either a charitable or governmental entity in accordance with the U.S. Department of the Treasury, Internal Revenue Service Code.

**6. Termination of Grant**

- If Grantee fails to follow any of the terms and conditions of this Grant, RPA will terminate this agreement and further, Grantee shall refund any unexpended funds to Grantor and will not be entitled to any further Grant funds.

Sincerely,



Jane Levikow  
Vice President, Sponsored Projects & Funds  
Rockefeller Philanthropy Advisors

**CERTIFICATION:**

Accepted and Agreed by the following individual, certified to be a responsible officer of the named grantee organization.

<u>Sonny Kim</u>	<u>SEL Program Manager</u>
NAME ( <i>Print</i> )	TITLE
<u></u>	<u>August 8, 2017</u>
SIGNATURE	DATE

# 2017 Application for District Innovation in Social and Emotional Learning (SEL) Awards

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 [mali.google.com/mail/u/0/](mailto:mali.google.com/mail/u/0/)

## Part I: Applicant Information

Sonny Kim

[sun-chul.kim@ousd.org](mailto:sun-chul.kim@ousd.org)

[sun-chul.kim@ousd.org](mailto:sun-chul.kim@ousd.org)

[510-604-9291](tel:510-604-9291)

Andrea Bustamante, Executive Director of Community Schools

## Part II: District Details

We will give priority to projects that:  Address a specific student SEL need  Serve students within a high-needs school  Are student-focused  Are able to be implemented during the 2017-18 school year  Deepen or continue existing work with proven impact  Are original and innovative  Are sustainable  Demonstrate superintendent and/or other leader support

Oakland Unified School District

1000 Broadway, Ste. 150

Oakland, California

94607

### **Part III: Project Details**

We will give priority to projects that:  Address a specific student SEL need  Serve students within a high-needs school  Are student-focused  Are able to be implemented during the 2017-18 school year  Deepen or continue existing work with proven impact  Are original and innovative  Are sustainable  Demonstrate superintendent and/or other leader support

This project seeks to help solve the challenge of how to integrate social and emotional learning with academic teaching and learning in both the middle school and elementary context. This project builds on three years of a successful model of teacher leaders at district SEL Learning Hub Schools using collaborative SEL Teacher Inquiry as a method to build adult SEL competencies while simultaneously improving student academic outcomes by integrating SEL with the instructional core (teacher + student + content). This project will expand support for teacher leaders engaging in collaborative academic SEL inquiry to include all of the teachers at Lincoln Elementary School (currently an SEL Learning Hub School) and Bret Harte Middle School (becoming an SEL Learning Hub School in 2017-18). At the heart of this project is supporting the original mission of the Professional Learning Community (PLC) to become a thriving adult learning space that results in improved student outcomes academically and socially. The inclusion of both an SEL lens and SEL data in the PLC inquiry process, the coaching from Mills Teacher Scholars, the alignment with the district's academic, social and emotional learning vision and goals are all critical elements of this project's success. The additional funding from the Teacher Innovation Award will enable the district to establish whole school academic SEL teacher inquiry in two of its SEL Learning Hub schools as a model for both elementary and middle schools. This project is a collaboration between the district's central office, each sites' leadership team and Mills Teacher Scholars.

The goals of the OUSD SEL Vertical Alignment project are to: 1) Strengthen the integration and alignment of academic and social and emotional learning in all classrooms at each school site. 2) Build adult SEL competencies that are foundational to teaching student SEL skills and competencies. 3) Develop a model for integrating academic and social and emotional learning into the PLCs structure throughout the district.

Everyone – students and adults – benefits from integrating Social and Emotional Learning (SEL) into the school and work day. OUSD aims to seamlessly integrate SEL into the academic experience as a strategy for achieving equality, mutual respect, collaboration, civic participation, high academic achievement, and joy in learning in our classrooms and schools. Since 2011, OUSD has been a member of the Collaborative for Academic Social and Emotional Learning (CASEL) Collaborating Districts Initiative (CDI). Participation in the CDI has been instrumental in developing a district-wide infrastructure to support systemic implementation of SEL – board adoption of an SEL

The major activities for the SEL Vertical Alignment Project include: • Facilitating monthly inquiry sessions for staff during the Bret Harte and Lincoln PLC time that focus on academic/SEL instructional integration. • Monthly team meetings with Mills Teacher Scholars, OUSD SEL Department and OUSD Personalized Professional Learning. • Quarterly coaching sessions with principals from focal sites on creating the conditions that support adult learning. • Quarterly teacher leader network sessions at Mills College for Bret Harte and Lincoln teacher leaders. • Participation in presenting the results of the SEL teacher inquiry work at a cross-district Forum at Mills College.

This work builds on an innovative design that has been developed over the past three years through a partnership between OUSD's Office of SEL, Mills Teacher Scholars, and the Center for the Collaborative Classroom. Through this work, we have seen first hand the effectiveness of the Mills Teacher Scholars teacher inquiry model as a method to simultaneously build adult SEL skills, strengthen their understanding of the student SEL skills necessary for academic success, shift teaching practices that result in improved student outcomes and create adult and student learning communities. Since 2014-15, the SEL Teacher Inquiry model for PLCs has been implemented with teacher leaders in five district elementary schools, with promising results. Through this Vertical SEL Alignment project, we propose to: • expand the academic SEL Teacher Inquiry model from teacher leaders to all classroom teachers at both an elementary and middle school, • carefully document and share this whole school teacher inquiry model with the Office of Teaching and Learning and the Personalized Professional Learning Office in order to more fully integrate SEL with academics through the redesign of the district's PLC model, • Engage teachers in creating an academic growth mindset that inspires and motivates them to engage in a reflective practice with colleagues in their PLCs.

To measure the outcomes of the project pre/post survey data will be collected. Additionally, Mills Teacher Scholars will evaluate effectiveness of teacher inquiry on teachers at focal schools using the Teacher Inquiry Spectrum tool. Teacher survey data collected will measure for: • enhanced collaborative learning experience • increased confidence in their ability to implement SEL competencies • deeper understanding of the intersection of SEL Standards and academic content learning. • teacher self-perception on growth in SEL competency development Principals at focal sites report increased alignment in instructional strategies across grades driven by highly collaborative culture.

There is currently in place a district system and structure for utilizing the SEL Learning Hub schools' experiences to help shape professional learning, teacher inquiry, and instructional practices that integrate academics and SEL. What is learned from the innovations and practices at the SEL Learning Hub schools informs the design of SEL professional learning across the district. Through the partnership between the Department of Academic Social and Emotional Learning's Office of Teaching and Learning, Office of Personalized Professional Learning, Office of SEL, and our external partner Mills Teacher Scholars the SEL Learning Hubs provide OUSD with data that informs how schools integrate SEL and academics. OUSD is a member of CASEL's Collaborating District's Initiative and the CORE Waiver Districts in California and actively shares its SEL practices and learning with colleagues in both organizations.

Wesley Jacques Executive Director of Personalized Professional Learning, OUSD. Supports the implementation of the PLC support work for OUSD elementary coaches. Sonny Kim Sonny Kim, OUSD Academic SEL Program Manager. Supports implementation of SEL teacher inquiry, building leadership capacity and working with principals and teachers. Daniela Mantilla Director of Programs, Mills Teacher Scholars. Facilitates SEL teacher inquiry in OUSD. Carrie Wilson Executive Director, Mills Teacher Scholars of Mills College School of Education. Oversees teacher inquiry work at focal sites and designs and co-facilitates the coaches network. Ivana Huffman Principal, Lincoln Elementary. Lead partner in teacher inquiry work at the school site. Bianca D'Allessandro Principal, Bret Harte Middle School. Lead partner in teacher inquiry work at the school site

August 2017-June 2018

\$25,000

Teacher leader stipends to attend Teacher Leader Network at Mills College: \$3600 Contract cost for implementation and documentation of SEL teacher inquiry work at school sites with Mills Teacher Scholars of Mills College: \$21,400

Our SEL Office has seen this SEL Teacher Inquiry method successfully support the integration of academics and SEL instruction for students in OUSD and we want to scale the work within the district. This grant would allow us to skillfully scale a design that has proven effective in our district for integrating academic SEL instruction. This participant's experience articulates the rich outcomes of the work that we have witnessed: "It has allowed me to look at all areas of the day through an SEL lens; thinking about how SEL and academics intersect. I have a deeper understanding of the core competencies, how to explicitly teach them to my students and ways to highlight those skills throughout the day and across subjects." "I am more aware of my students SEL competencies or lack thereof. I have been able to modify or differentiate work for specific students based on SEL information I have observed and gathered over the year."

board policy, development of preK-adult SEL Standards, and integration of the standards into the district's system of performance frameworks for students, teachers, principals, and schools. In the past three years, our focus has been on SEL implementation at the school level through a SEL Learning Hub School model. These SEL Learning Hubs serve as innovation sites for realizing the district's vision for academic, social and emotional learning.

Student SEL needs that will be addressed are those that engage students in critical thinking and the skills needed to be successful in the academic press and rigor of the Common Core: the awareness of their strengths and challenges as learners, the ability to set and achieve academic and personal goals, the ability to work successfully with diverse peers, the ability to establish constructive relationships that support learning for all, and the ability to make responsible decisions that benefit self and others. In order for students to successfully integrate SEL with academics, teachers must be able to model and practice academic social and emotional learning. The teacher inquiry work will focus on the adult SEL competencies to support effective professional partner and group work with colleagues at school sites. Through collaborative inquiry and the process of collecting formative data, teachers will develop an understanding of how their students can develop SEL skills and competencies.

The opportunity that we are most excited about with this grant is the work's ability to support instructional shifts in the classroom that allow for the integration of academic and SEL instruction. Whereas the instructional shifts that enhance student learning is the end goal, we know that addressing the quality of the teachers' collaboration will ultimately lead to greater teacher satisfaction and teacher retention, which will also support our student learning goals. Through this project the whole school site is engaged in learning together: principals, teacher leaders and teachers are engaged in the hard and important work of improving practice.

The project will directly impact 1,150 students at the two focal schools, Lincoln Elementary and Bret Harte Middle School and the model developed through the documentation of this project is designed to influence the experience of the more than 50,000 students across OUSD schools.

In order for students to successfully integrate SEL with academics, teachers must be able to model and practice academic social and emotional learning. In this project OUSD will partner with Mills Teacher Scholars to take a whole-school approach to building the SEL skills and competencies required for collaborative learning. Through principal coaching support and participation in the PLC, the school principal will build their capacity to create the conditions to support teacher learning. Through participation in the Teacher Leader Network, the teacher leaders at each school will build their adult coaching skills and strengthen their ability to facilitate their colleagues' learning beyond the intensive support of the Mills Teacher Scholars team, investigating the elements of powerful, data-based adult learning conversations and supporting a developmental approach to adult learning. The teacher inquiry work will support the school staff as a whole to focus on the adult SEL competencies to support effective professional partner and group work with colleagues at school sites. Teachers will develop the skills to make sound, evidence-based instructional decisions, as they learn how to gather and analyze classroom data that reveal how students are thinking and what is getting in the way of their success. This close, ongoing, examination into the process of student learning will allow teachers to better understand how their students are developing SEL skills and competencies. Through this project students will experience enhanced academic and social and emotional learning opportunities, building their SEL skills to support their learning.

**OFFICE OF SOCIAL AND EMOTIONAL LEARNING**

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JULY 17, 2017

**OUSD Project Description**

OUSD will partner with Mills Teacher Scholars and two OUSD school sites to build the SEL skills and competencies required for effective adult collaborative learning. Teachers will model and practice academic social and emotional learning through engaging in collaborative teacher inquiry focused on student learning. Teachers will develop the skills to make sound, evidence-based instructional decisions, as they learn how to gather and analyze classroom data that reveal how students are thinking and what SEL competencies students need to be successful in their instructional routines.



July 26, 2017

Kelly James  
Education First  
P.O. Box 22871  
Seattle, Washington, 98122-0871

Dear Ms. James,

On behalf of the Oakland Unified School District, I want to thank Education First, the NoVo Foundation and Rockefeller Philanthropy for selecting our project as a recipient of the 2017 NoVo SEL Innovation Fund Award. This funding will support our ongoing work towards realizing our vision of social and emotional learning (SEL) seamlessly integrated into the academic experience of all students in our classrooms and schools – an experience that promotes and sustains equity, mutual respect, collaboration, civic participation, high academic achievement and joy in learning.

Our three-year partnership with Mills Teacher Scholars has been instrumental in addressing the challenge of integrating SEL with academic teaching and learning. Through the Mills Teacher Scholars' model of teacher-led collaborative inquiry, teachers build their SEL skills and competencies required for effective adult collaborative learning focused on student learning, while exploring and analyzing instructional shifts in the classroom that allow for the integration of academic and SEL instruction. The additional funding from the SEL Innovation Award will enable us to establish whole school academic SEL teacher inquiry at two of our SEL Learning Hub schools. Our work at these two schools will focus on strengthening the integration and alignment of academic and social and emotional learning in all classrooms to improve student academic outcomes, building adult SEL skills and competencies that are foundational to teaching student SEL skills and competencies, and developing a model for integrating academic and social and emotional learning into the professional learning communities (PLC) structure throughout the district.

Thank you again for the award. We look forward to sharing our learning and practices with you and nationally with other districts and SEL practitioners.

Sincerely,

Kyla Johnson-Trammell  
Superintendent

54683

8/23/2017

To: Oakland Unified School District  
Vendor ID: 13399  
Tax ID #:

**ROCKEFELLER PHILANTHROPY ADVISORS**

INVOICE NUMBER	DATE	DESCRIPTION	AMOUNT	DISCOUNT	NET AMOUNT
G-17-4766-1	8/24/2017	For the Social and Emotional Learning project described in t Totals:	\$25,000.00 \$25,000.00	\$0.00 \$0.00	\$25,000.00 \$25,000.00

**ROCKEFELLER PHILANTHROPY ADVISORS**

6 WEST 48<sup>TH</sup> ST, 10<sup>TH</sup> FL  
NEW YORK, NY 10036

JPMORGAN CHASE BANK  
1-2/210



54683

CHECK DATE: 8/23/2017

CHECK NO. 54683

CHECK AMOUNT

PAY \*\*Twenty five thousand and 00/100 Dollars\*\*

\$\*\* 25,000.00

TO THE  
ORDER  
OF

Oakland Unified School District  
1000 Broadway, Suite 150  
Oakland, CA 94607

Amounts in Excess of \$25,000.00 Require Two Signatures  
VOID AFTER 120 DAYS

AUTHORIZED SIGNATURE

⑆054683⑆ ⑆0210000210⑆

⑆246336⑆ 21⑆