


File ID Number	17-1287
Introduction Date	6/28/2017
Enactment Number	170950
Enactment Date	6/29/17
By	



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

June 28, 2017

To: Board of Education
 From: Devin Dillon, Interim Superintendent
 Subject: District Submitting Grant Proposal - California Department of Education - California Learning Communities for School Success Program - Community Schools and Student Services Department

ACTION REQUESTED:

Approval by the Board of Education of District application to the California Department of Education for support in planning funds to implement supports at the elementary level that will increase attendance, provide a restorative school culture, and implement Community Schools, for 2017-2020 School Year, and 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 proposal for OUSD schools for the 2016-2017 fiscal year were 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
17-1287	Yes	Grant	Oakland Unified School District Schools	To implement support at the elementary level that will increase attendance, provide a restorative school culture, and implement Community Schools.	June 1, 2017 - June 30, 2020	California Department of Education	\$2,000,000.00

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 \$2,000,000.00

RECOMMENDATION:

Approval by the Board of Education of District application grant proposal for OUSD schools for fiscal year 2017-2020, to the California Department of Education, California Learning Communities for School Success Program, and 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:

Grant Application, California Department of Education

Attachment B - Application Cover Sheet

Attachment C - Local Education Agency/School Site Participant Identification

Attachment D - Project Abstract

Narrative

Project Budget and Justification

Letters of Support and Agreement

Program Assurances

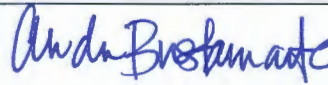

Application Checklist

OUSD Grants Management Face Sheet

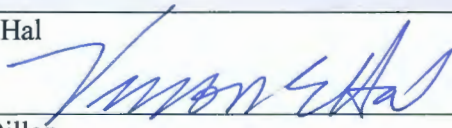
Title of Grant: California Learning Communities for School Success Program	Funding Cycle Dates: June 1, 2017 – June 30, 2020
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Brian Uslan Coordinated School Health and Safety Office California Department of Education 1430 N Street, Suite 6408 Sacramento, CA 95814-5901 916-323-2183 buslan@cde.ca.gov	Grant Amount for Full Funding Cycle: \$2,000,000.00
Funding Agency: California Department of Education 1430 N Street, Suite 6408 Sacramento, CA 95814-5901	Grant Focus: To implement supports at the elementary level that increase attendance, provide a restorative school culture, and implement Community Schools.
List all School(s) or Department(s) to be Served: All Oakland Unified Schools	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant is to support schools to create the conditions for student learning so that students are able to increase their academic success. The grant will increase student attendance, provide additional wrap around supports, and create restorative cultures.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.59% 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 will focus on the number of students attending school more often as measured by increased attendance and decreased discipline referrals.
Does the grant require any resources from the school(s) or district? If so, describe.	District staff time to support coordination and implementation of the grant.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.59% 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.)	Andrea Bustamante, Executive Director Community Schools and Student Services Department 1000 Broadway, Suite 150 Oakland, CA 94607 (510) 879-2901 Andrea.Bustamante@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Andrea Bustamante		5/24/17
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera		5/25/17

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Interim Superintendent	Devin Dillon		

California Department of Education
California Learning Communities for School Success Program
2017–2020 Grant Application

APPLICATION COVER SHEET


Applicant/Lead Local Educational Agency: Oakland Unified School District		County/District Code: 01-61259	
Mailing Address: 1000 Broadway, Suite 680		County: Alameda	
City: Oakland		ZIP Code: 94607-4099	
Contact Person: Andrea Bustamante		Telephone: 510-879-2901 Ext.	
Title: Executive Director		Fax: 510-879-4605	
Program Office: Community Schools Partnerships		E-Mail Address: andrea.bustamante@ousd.org	
Check one of the following:			
SINGLE LEA		CONSORTIUM OF LEAs	
<input type="checkbox"/> All schools in the LEA For programs providing funds to all schools in the LEA, Attachment C is not required.	<input checked="" type="checkbox"/> Limited number of schools in the LEA Applicant must complete Attachment C.	<input type="checkbox"/> All schools in each consortium LEA Applicant must complete Attachment C.	<input type="checkbox"/> Limited number of schools in some or all consortium LEA Applicant must complete Attachment C.
Total 2016-17 student enrollment to be served by this application: 27,630 Enrollment will be determined by the 2016-17 CBEDS reported enrollment on Attachment C.		Funding requested for entire funding term of three years: \$2,000,000 See Section II, C. Funding Levels for minimum/maximum funding level limits.	
Certification: <i>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 2016-17 CBEDS reported enrollment listed on the following page(s) for the participating schools is correct to the best of my knowledge.</i>			
Superintendent, Charter Director, or Designee Signature (in blue ink) 		Date	
Type or Print Name Devin Dillon		Title Superintendent	

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California Department of Education
California Learning Communities for School Success Program
2017–2020 Grant Application

LOCAL EDUCATIONAL AGENCY (LEA)/SCHOOL SITE PARTICIPANT IDENTIFICATION

Applicants must provide an accurate list of participating school sites and the number of enrolled students (2016-17 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 LEA.

Applicant/Lead Local Educational Agency: Oakland Unified School District		County/District Code: 01-61259		
SINGLE LEA		CONSORTIUM OF LEAs		
<input type="checkbox"/> All schools in the LEA For programs providing funds to all schools in the LEA, Attachment C is not required.		<input checked="" type="checkbox"/> Limited number of schools in the LEA Applicant must complete Attachment C.		<input type="checkbox"/> All schools in each consortium LEA Applicant must complete Attachment C.
				<input type="checkbox"/> Limited number of schools in some or all consortium LEA Applicant must complete Attachment C.
LEA Name	School Name	CDS Code	Check if all schools in the district are participating	Total 2016-17 CBEDS Enrollment
Oakland Unified School District	ACORN WOODLAND ELEMENTARY SCHOOL	1612596002273	<input type="checkbox"/>	298
Oakland Unified School District	ALLENDALE ELEMENTARY SCHOOL	1612596001630	<input type="checkbox"/>	373
Oakland Unified School District	ALLIANCE ACADEMY	1612590112771	<input type="checkbox"/>	328
Oakland Unified School District	BELLA VISTA ELEMENTARY SCHOOL	1612596001655	<input type="checkbox"/>	458
Oakland Unified School District	BRET HARTE MIDDLE SCHOOL	1612596056998	<input type="checkbox"/>	503
Oakland Unified School District	BRIDGES ACADEMY	1612596002075	<input type="checkbox"/>	436
Oakland Unified School District	BROOKFIELD ELEMENTARY SCHOOL	1612596001663	<input type="checkbox"/>	322
Oakland Unified School District	BURCKHALTER ELEMENTARY SCHOOL	1612596001689	<input type="checkbox"/>	246
Oakland Unified School District	CARL B. MUNCK ELEMENTARY SCHOOL	1612596001697	<input type="checkbox"/>	239
Oakland Unified School District	CHABOT ELEMENTARY SCHOOL	1612596001648	<input type="checkbox"/>	562
Oakland Unified School District	CLAREMONT MIDDLE SCHOOL	1612596057004	<input type="checkbox"/>	446
Subtotal enrollment for above LEAs:				4,211
Subtotal enrollment for LEAs listed on additional page(s):				23,419
Total enrollment for all participating LEAs in this grant application: (Transfer this total to Application Cover Sheet/Attachment B):				27,630

LEA/SCHOOL SITE PARTICIPANT IDENTIFICATION

Additional Participating LEAs/School Sites (Duplicate as needed)

LEA Name	School Name	CDS Code	Check if all schools in the district are participating	Total 2016-17 CBEDS Enrollment
Oakland Unified School District	CLEVELAND ELEMENTARY SCHOOL	1612596001739	<input type="checkbox"/>	412
Oakland Unified School District	COLISEUM COLLEGE PREP ACADEMY	1612590112797	<input type="checkbox"/>	475
Oakland Unified School District	COMMUNITY UNITED ELEMENTARY SCHOOL	1612590115204	<input type="checkbox"/>	388
Oakland Unified School District	CROCKER HIGHLANDS ELEMENTARY SCHOOL	1612596001754	<input type="checkbox"/>	459
Oakland Unified School District	EAST OAKLAND PRIDE ELEMENTARY SCHOOL	1612590115600	<input type="checkbox"/>	362
Oakland Unified School District	EDNA BREWER MIDDLE SCHOOL	1612596057061	<input type="checkbox"/>	809
Oakland Unified School District	ELMHURST COMMUNITY PREP SCHOOL	1612590112789	<input type="checkbox"/>	382
Oakland Unified School District	EMERSON ELEMENTARY SCHOOL	1612596001812	<input type="checkbox"/>	321
Oakland Unified School District	ENCOMPASS ACADEMY	1612590102988	<input type="checkbox"/>	316
Oakland Unified School District	ESPERANZA ELEMENTARY SCHOOL	1612596002190	<input type="checkbox"/>	337
Oakland Unified School District	FRANKLIN ELEMENTARY SCHOOL	1612596001820	<input type="checkbox"/>	716
Oakland Unified School District	FRED T. KOREMATSU DISCOVERY ACADEMY	1612590112813	<input type="checkbox"/>	391
Oakland Unified School District	FREMONT HIGH SCHOOL	1612590125716	<input type="checkbox"/>	765
Oakland Unified School District	FRICK MIDDLE SCHOOL	1612596057020	<input type="checkbox"/>	228
Oakland Unified School District	FRUITVALE ELEMENTARY SCHOOL	1612596001838	<input type="checkbox"/>	373
Oakland Unified School District	FUTURES ELEMENTARY SCHOOL	1612590115576	<input type="checkbox"/>	296
Oakland Unified School District	GARFIELD ELEMENTARY SCHOOL	1612596001846	<input type="checkbox"/>	603
Oakland Unified School District	GLENVIEW ELEMENTARY SCHOOL	1612596001853	<input type="checkbox"/>	439
Oakland Unified School District	GLOBAL FAMILY SCHOOL	1612590115584	<input type="checkbox"/>	451
Oakland Unified School District	GRASS VALLEY ELEMENTARY SCHOOL	1612596001879	<input type="checkbox"/>	260
Oakland Unified School District	GREENLEAF ELEMENTARY SCHOOL	1612590115618	<input type="checkbox"/>	602
Oakland Unified School District	HILLCREST ELEMENTARY SCHOOL	1612596001911	<input type="checkbox"/>	377
Subtotal enrollment for above LEAs: (Transfer the sum of this page to previous page, C-1)				9,762

LEA/SCHOOL SITE PARTICIPANT IDENTIFICATION

Additional Participating LEAs/School Sites (Duplicate as needed)

LEA Name	School Name	CDS Code	Check if all schools in the district are participating	Total 2016-17 CBEDS Enrollment
Oakland Unified School District	HOOVER ELEMENTARY SCHOOL	1612596057046	<input type="checkbox"/>	282
Oakland Unified School District	HORACE MANN ELEMENTARY SCHOOL	1612596001929	<input type="checkbox"/>	377
Oakland Unified School District	HOWARD ELEMENTARY SCHOOL	1612596001713	<input type="checkbox"/>	214
Oakland Unified School District	INTERNATIONAL COMMUNITY ELEMENTARY SCHOOL	1612596118616	<input type="checkbox"/>	301
Oakland Unified School District	JOAQUIN MILLER ELEMENTARY SCHOOL	1612596001945	<input type="checkbox"/>	434
Oakland Unified School District	KAISER ELEMENTARY SCHOOL	1612596001895	<input type="checkbox"/>	269
Oakland Unified School District	LA ESCUELITA ELEMENTARY SCHOOL	1612596096523	<input type="checkbox"/>	404
Oakland Unified School District	LAFAYETTE ELEMENTARY SCHOOL	1612596001978	<input type="checkbox"/>	161
Oakland Unified School District	LAUREL ELEMENTARY SCHOOL	1612596001994	<input type="checkbox"/>	518
Oakland Unified School District	LINCOLN ELEMENTARY SCHOOL	1612596002018	<input type="checkbox"/>	739
Oakland Unified School District	MADISON PARK ACADEMY PRIMARY	1612596002182	<input type="checkbox"/>	290
Oakland Unified School District	MANZANITA COMMUNITY SCHOOL	1612596002042	<input type="checkbox"/>	433
Oakland Unified School District	MANZANITA SEED	1612590110247	<input type="checkbox"/>	431
Oakland Unified School District	MARKHAM ELEMENTARY SCHOOL	1612596002059	<input type="checkbox"/>	363
Oakland Unified School District	MARTIN LUTHER KING, JR. ELEMENTARY SCHOOL	1612596072235	<input type="checkbox"/>	304
Oakland Unified School District	MELROSE LEADERSHIP ACADEMY	1612596118640	<input type="checkbox"/>	505
Oakland Unified School District	MONTCLAIR ELEMENTARY	1612596002083	<input type="checkbox"/>	643
Oakland Unified School District	MONTERA MIDDLE SCHOOL	1612596057079	<input type="checkbox"/>	780
Oakland Unified School District	NEW HIGHLAND ACADEMY	1612596001903	<input type="checkbox"/>	354
Oakland Unified School District	PARKER ELEMENTARY SCHOOL	1612596002091	<input type="checkbox"/>	289
Oakland Unified School District	PERALTA ELEMENTARY SCHOOL	1612596002109	<input type="checkbox"/>	319
Oakland Unified School District	PIEDMONT AVENUE ELEMENTARY SCHOOL	1612596002117	<input type="checkbox"/>	329
Subtotal enrollment for above LEAs: (Transfer the sum of this page to previous page, C-1)				8,739

LEA/SCHOOL SITE PARTICIPANT IDENTIFICATION

Additional Participating LEAs/School Sites (Duplicate as needed)

LEA Name	School Name	CDS Code	Check if all schools in the district are participating	Total 2016-17 CBEDS Enrollment
Oakland Unified School District	PLACE @ PRESCOTT	1612596002125	<input type="checkbox"/>	207
Oakland Unified School District	REACH ACADEMY	1612590110239	<input type="checkbox"/>	385
Oakland Unified School District	REDWOOD HEIGHTS ELEMENTARY SCHOOL	1612596002141	<input type="checkbox"/>	352
Oakland Unified School District	RISE COMMUNITY SCHOOL	1612590110262	<input type="checkbox"/>	259
Oakland Unified School District	ROOSEVELT MIDDLE SCHOOL	1612596057087	<input type="checkbox"/>	524
Oakland Unified School District	ROOTS INTERNATIONAL ACADEMY	1612590112805	<input type="checkbox"/>	326
Oakland Unified School District	SANKOFA ACADEMY	1612590110254	<input type="checkbox"/>	320
Oakland Unified School District	SEQUOIA ELEMENTARY SCHOOL	1612596002174	<input type="checkbox"/>	435
Oakland Unified School District	SOJOURNER TRUTH INDEPENDENT STUDY	1612596114011	<input type="checkbox"/>	129
Oakland Unified School District	THINK COLLEGE NOW ELEMENTARY SCHOOL	1612590100792	<input type="checkbox"/>	306
Oakland Unified School District	THORNHILL ELEMENTARY SCHOOL	1612596002216	<input type="checkbox"/>	392
Oakland Unified School District	UNITED FOR SUCCESS	1612590112763	<input type="checkbox"/>	349
Oakland Unified School District	URBAN PROMISE ACADEMY	1612596118657	<input type="checkbox"/>	370
Oakland Unified School District	WEST OAKLAND MIDDLE SCHOOL	1612590115626	<input type="checkbox"/>	180
Oakland Unified School District	WESTLAKE MIDDLE SCHOOL	1612596057095	<input type="checkbox"/>	384
			<input type="checkbox"/>	
			<input type="checkbox"/>	
			<input type="checkbox"/>	
			<input type="checkbox"/>	
			<input type="checkbox"/>	
			<input type="checkbox"/>	
			<input type="checkbox"/>	
Subtotal enrollment for above LEAs: (Transfer the sum of this page to previous page, C-1)				4,918

California Department of Education
California Learning Communities for School Success Program
2017–2020 Grant Application

PROJECT ABSTRACT

Applicant/Lead Local Educational Agency: Oakland Unified School District		County/District Code: 01-61259	
Contact Person: Andrea Bustamante		Telephone: 510-879-2901 Ext.	
Title: Executive Director		E-Mail Address: andrea.bustamante@ousd.org	
<input checked="" type="checkbox"/> Single Agency Application		<input type="checkbox"/> Consortium Application (List LEA members of the consortium below.)	
Consortium LEA Member	County/District Code	Consortium LEA Member	County/District Code

Short Description of Grant Activity:

OUSD proposes to focus three tiers of resources on strengthening our existing initiatives around Restorative Justice (RJ) and Attendance & Discipline Support Services (ADSS) at the elementary and middle school levels. This process will include:

- Enhancing the role of Community School Managers at the elementary and middle school level and providing them training and support to play a more active role in RJ and ADSS efforts;
- Developing an integrated toolkit for Peer Restorative Justice (Peer RJ) at the elementary level, focusing on student-led process for trauma-informed playground conflict resolution, and creating a safe space for students for conflict resolution; and
- Providing coordinated support for Attendance and Discipline Teams for all elementary and middle schools, focusing on elementary and middle schools in the Elevation Network (16 schools demonstrating an especially high achievement gap), as well as Networks 3 and 4, which include 15 elementary and middle schools in East and West Oakland, where chronic absenteeism is most acute.

Priority populations to be served: Low-income students, African American students, African American male students, students in Special Education, students who are chronically absent, students at risk of escalating disciplinary problems; students with low engagement in school, students who have been suspended for 3 days or more.

Addressing goal of reducing truancy and supporting students who are at risk of dropping out or are victims of crime: *Expanding and deepening Restorative Practices at the elementary school level* will help to create a school climate that makes it easier to identify and resolve barriers to student engagement and achievement, which in turn can have a positive effect on discipline, suspensions, truancy, and overall attendance issues. School-based restorative justice offers a more equitable and respectful alternative for dealing with disciplinary infractions, and is also a proactive strategy to create a culture of connectivity where all members of the school community feel valued and thrive. RJ has been shown to reduce suspensions at OUSD schools. Establishing Peer RJ at elementary schools will benefit all students with improved classroom and playground climate, and create a core of upper-grade youth leaders trained in facilitating conflict resolution with restorative practice. 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. **Strengthening elementary school Attendance Teams** will help elementary school students and their families establish stronger habits of attendance starting in kindergarten and Transition to Kindergarten (TK), which in turn will help students develop the academic skills to attain the critical milestone of reading at grade level by third grade.

This application will specifically address the needs of the following priority population(s):
(Check all that apply)

- Kindergarten-3rd Grade
 Middle School
 High School
 African American
 American Indian or Alaska Native
 Asian
 Filipino
 Hispanic or Latino
 Native Hawaiian/Pacific Islander
 Homeless
 Foster
 English Language
 Socioeconomically Disadvantaged
 Rural Population

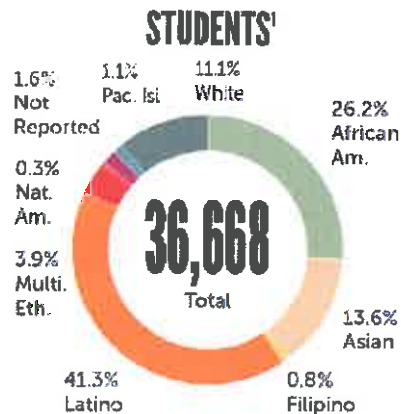
List the applicant's collaborative partners and the activity to which the partner will contribute.

Partner Name	Collaborative Activity
Attendance Works	Training in Attendance Team best practices for elementary and middle school sites, providing materials and resources.
Oakland Natives Give Back	Providing cash incentives for school sites and individual students to improve attendance.
Oakland Rotary	Providing support for attendance in Transitional Kindergarten and Kindergarten through its KinderPrep program

NARRATIVE

1. LOCAL EDUCATIONAL AGENCY NEEDS ASSESSMENT

a. Overview of LEA. Oakland Unified School District (OUSD) is a large urban school district serving the city of Oakland (population 406,253). OUSD's 86 district-operated schools include 48 elementary schools, 14 middle schools, 6 K-8 schools, 3 grades 6-12 schools, 7 comprehensive high schools, 7 alternative high schools, and one independent study high school. Of the 36,668 students in district-run schools, 89% are non-white (see graphic at right) (OUSD data). Over 4,700 students (12.8%) are receiving Special Education services in 2016-17, and 73% of students receive Free/Reduced-Price Meals (FRPM). Among African-American and Latino students, this percentage rises to 80.9% and 85.8%, respectively. Oakland, once a haven of affordability in the Bay Area, has seen average rents rise to \$2,330/month for one bedroom apartments and \$3,120 for two bedroom apartments, a 64% increase over the last six years.¹



Latinos make up a growing proportion of students in OUSD schools, with Latino enrollment in district-run schools growing from 29% to 41% from 2000 to 2015. African American enrollment has declined from 48% to 29% over the same period.

English Learner students are 31% of the overall student population, and 50% of students speak a language other than English at home. While Spanish is the most prevalent home language (34%), significant numbers also speak Cantonese, Arabic, and Vietnamese. Our students and their families speak 53 native languages. Many students are from recent immigrant families. OUSD serves 2,220 newcomer students in 14 schools with newcomer programs, and over 1,000 refugee students, asylee students, and unaccompanied minors. Currently, 1,081 OUSD students are experiencing homelessness, 2.9% of all students, and 635 are foster youth (1.7% of our students, far exceeding the statewide average of 1.1%).

High housing costs force many families into unstable or substandard housing situations, which stress students and disrupt their ability to be prepared for school. In the 2013-14 California Healthy Kids Survey (CHKS), 22% of 5th graders reported moving two or more times in the past year, while a further 23% had moved once. Over 10% of OUSD high school CHKS respondents reported living in a situation other than in a home with one or more parents or guardian, e.g. a relative's home, a home shared with multiple families, or other living arrangement. Many OUSD families are challenged in supporting their students' academic and social-emotional success in school. Over 28% of parents in our district did not graduate from high school; 25% did not go to school beyond high school. Only 15% of parents have a college degree. (CDE DataQuest)

OUSD is a school-choice district, so students are not required to attend their neighbor-

¹ <https://www.rentjungle.com/average-rent-in-oakland-rent-trends/> (accessed 4/17/17)

hood school. While 44.3% of students attend a neighborhood school, the average student travels 2.6 miles to and from school each day. Many neighborhoods, particularly West and East Oakland, are plagued by high rates of violent crime, drug dealing, prostitution/human trafficking, and blight, making the journey to and from school a daily ordeal. While 76% of 5th graders reported feeling safe at school most or all of the time, only 61% said the same about safety outside of school. The district's 2015-16 Strategic Regional Analysis states: "Place matters. Schools located in neighborhoods with the highest level of stress factors are heavily concentrated in the West and East Regions."

Oakland's violent crime rate regularly places it in the top 10 most violent cities in America, and most of the city's violent crime occurs in West and East Oakland: regions with the highest concentration of children enrolled in OUSD schools. Nearly 60% of African American and American Indian/Alaskan Native boys report that they have had friends or family members die by violence (CHKS). There were 223 juvenile felony arrests in Oakland in 2015 (KidsData.org), and over 1,500 Oakland youth on probation. 2015 also saw 3,448 calls to police about domestic violence in our city (OpenJustice.doj.ca.gov).

OUSD has made notable improvements in the areas of standardized test scores, reducing out-of-school suspensions, and rolling out Restorative Justice and social-emotional learning initiatives over the past decade. However, many students and their families in the district struggle with the interrelated effects of poverty, language proficiency, low parental education levels, trauma, housing instability, and neighborhood crime and violence on educational attainment. OUSD students' average academic achievement still lags behind the averages for the county and state (see Table 1).

	OUSD	Alameda County	CA
ELA	30%	55%	49%
Math	25%	46%	37%
Science	35%	61%	55%

neighborhood crime and violence on educational attainment. OUSD students' average academic achievement still lags behind the averages for the county and state (see Table 1).

While OUSD'S 2015-16 overall average daily attendance rate was 95.44%, 11.1% of students are chronically absent (missing at least 10% of school days) districtwide. However, year-to-date for 2016-17, the districtwide rate is 12.2%. See Table 2 for more data, especially the alarming chronic absenteeism rates among African American students.

The District truancy rate stands at 30.2%. In 2015-16, 4.3% of students had one or more out of school suspensions (down from 7.3% in 2011-12); however, this rate was 10.8% among African-American males (down from 17.6% in 2011-12). The 2015-16 in-school suspension rate was 0.2%

The 2016 Truancy Report issued by the Office of the Attorney General correlates this missed classroom time with dropping out later in school. *[...]three-quarters of all students who were chronically absent in kindergarten and first grade did not meet the California state standards in third grade for math and English language arts (ELA)[...] a fifteen-percentage point difference compared to students who were not chronically absent in kindergarten and first grade [...]*.² OUSD's four-year cohort dropout rate for 2014-15 was 24.1% for all students, 27.7% for Latino students, and

² In School + On Track 2016 accessed at <https://oag.ca.gov/truancy/2016>

26.5% for African American students. The overall rate is over twice the state average and a source of grave concern for the district.

Subgroup	Chronic absence
All grades	11.1%
Elementary	11.2%
Middle	11.5%
Kindergarten	14.8%
Grade 1	12.2%
Af. Am., all grades	18.2%
Af.Am. males, all grades	17.6%
Low Income	13.2%
Students with disabilities	19.1%

To address these issues, OUSD has made a commitment to becoming a Full Service Community District, with 34 schools having Community School Managers (CSMs) as of the 2016-17 school year. Community Schools leverage community partnerships and resources so that our campuses become hubs of support and opportunity for students, families, and community members. Through this approach, our schools become better equipped to break down barriers to achievement and tap into the

unique talents and gifts of every student, teacher, and staff member in our district. Community schools now serve 16,463 of the nearly 37,000 OUSD students in district-run schools.

b. Schools to be served through LCSSP funding. OUSD proposes a project that will serve all the elementary and middle schools in the District, with particular focus on elementary schools. The project will serve 46 elementary schools and 14 middle schools, with 27,630 total students. The rationale for our approach is as follows:

Subgroup	FRPM	ELL
All grades	74.2%	31%
Elementary	71.4%	36%
Middle	79.2%	21%
Af. Am. (elem)	82.7%	
Af. Am. (mid)	82.9%	
Latino (elem)	85.0%	
Latino (mi)	88.9%	

First, OUSD's creation of a Full Service Community District has so far focused on high schools and middle schools. Of our 34 sites with Community Schools Managers, 10 are high schools and 12 are middle schools. Interventions such as schoolwide Restorative Justice have likewise been concentrated on the upper grades. Our goal now is to bolster interventions at the elementary level, particularly in grades K-3, that can foster strong school connectedness, positive habits of mind, and family support for consistent attendance early in students' school careers.

Subgroup	% Proficient or above, 2015-16 CAASPP		
	ELA	Math	Science
All grades	30.0%	25.0%	35.0%
Elementary	31.2%	29.1%	40.2%
Middle	28.7%	20.2%	33.0%

Grade level	Truancy	Suspension		# Disciplinary referrals	Chronic absence
		In School	Out of School		
All grades	57%	0.2%	4.3%	19,924	11.1%
Elementary	37%	1.6%	1.7%	5,345	11.2%
Middle	75%	0.8%	10.0%	7,804	11.5%

Second, our elementary school sites, with smaller enrollments than middle and high schools, have not had the staff resources to help coordinate, implement and sustain vital ongoing initiatives such as Restorative Justice, coordinated Attendance Teams and social-emotional learning. LCSSP funding would support bringing key staff on board to support elementary schools with these key initiatives.

Table 6. Parent Education Levels				
Grade level	Not HS grad	HS grad	Some college	BA or higher
All grades	28%	25%	19%	15%
Elementary	22.2%	22.2%	19.5%	37.8%
Middle	27.7%	23.3%	21.1%	27.8%

Third, we are seeing alarming disparities in risk factors for students of color, particularly boys, in OUSD’s early grades. New data from the Urban Strategies Council on students from grades Transitional Kindergarten (TK)-3 shows that, compared to white boys, boys of color much are more likely to visit the ER for asthma; be less prepared for school; be enrolled in Special Education; not be meeting targets for literacy development in TK and 3rd grade; be suspended in the early grades, and to have friends or family members die by violence. Latino boys had the lowest rates of preschool participation and pre-literacy skill development before kindergarten. There were 192 homeless African-American students in OUSD, 42 Latinos, and 18 of all other ethnicities combined. (Urban Strategies presentation, March 2017)

As these data show, our elementary school students are far from immune from the stressors contributing to low academic achievement, chronic absence, and eventual dropout, and we need to focus additional resources on integrated supports for the younger grades.

c. OUSD’s LCAP 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 is echoed in the District’s statement of priorities: *“Priority 3: Quality Community Schools: Every student deserves the right to attend a quality community school in their neighborhood. The Community Schools work in Oakland is some of the most compelling work in the country. By targeting our focus, we will build schools that all Bay Area students are proud to attend.”*

OUSD’s LCAP calls out many risk factors for dropping out in its Goal 5.

“Goal 5: Students are Engaged in School Every Day” includes the following action areas that address truancy, chronic absenteeism, and supporting students who are victims of crime and harm;

Action Area A5.1 School Culture & Climate (Safe & Supportive Schools) incorporates a host of activities including the Positive Behavior and Support System, Restorative Justice Program, Mental Health services, Social Emotional Learning programs; the work of the Office of Community School Student Services (CSSS) Attendance & Discipline Support Services (ADSS) Team, the CSSS Behavioral Health Office, Family En-

agement and Supports, and support for Attendance tracking software and data support around Restorative Justice and its impacts on school.

Action Area A5.4, Root Causes of Absence also calls out activities and services provided by CSSS Restorative Justice, Behavioral Health, Attendance and Discipline Support Services, and Student, Family, and Community Engagement, in addition to social-emotional learning, training for school police and School Safety Officers, trauma-informed training for teachers and other staff, and the expansion of the work of the Office of African-American Male Achievement (now the Office of Equity) that is addressing questions of race in concert with RJ, SEL, and PBIS. CSSS has also created a Discipline Matrix and school culture handbook, and clear guidelines and training for disciplinary measures to address different levels of behavioral infractions.

At the District level, OUSD is making substantial investments in programs and services that cut across LCAP goals and promote regular attendance, school engagement, positive school climate, and ensuring that at-risk students do not fall behind in credits. The 2016-19 LCAP includes these investments.

The Office of Equity, made possible through Supplemental & Concentration dollars and private grants, supports work toward closing achievement gaps for low-income, English language learner, and foster children in OUSD. The Office of Equity includes funding for key initiatives such as African American Female Initiative, Latino Men and Boys, Asian Pacific Islander work, and work with the National Equity Project. The Office of Equity will also oversee OUSD's nationally-acclaimed African American Male Achievement department and targeted support for this group of students.

Social-Emotional Learning. Supporting students with social-emotional learning is a key part of the Full-Service Community School model. OUSD is a member of CASEL (Collaborative for Academic Social-Emotional Learning) and a national leader in this field. OUSD has developed standards for Social-Emotional Learning for use with students and adults and will invest in a curriculum to support Social-Emotional learning across our schools.

Restorative Justice (RJ) is another district initiative to support students' social-emotional health. RJ has been shown to reduce out of school suspensions and to support students to peacefully resolve conflicts while building a safe and inclusive community.

The District is also expanding **Schoolwide Positive Behavior Interventions and Supports (PBIS)** to support students in making healthy choices in school, behaving well, and staying engaged. PBIS includes a family involvement component and has also been proven to reduce suspension rates. OUSD will continue to invest deeply in these research-based best practices that support the needs of the whole child.

The District's **Summer Learning** targets sites with the greatest percentage of youth who are low-income, English language learner, and/or Foster youth. Investments focus on academics and social-emotional support, enrichment opportunities, and credit recovery.

2. PROPOSED GRANT ACTIVITIES

a. Plan to address needs of targeted students. OUSD's Community School Model was developed as a districtwide strategy to achieve equitable outcomes for students. In order to intervene early to eliminate disproportionality in chronic absence, discipline, and dropout, OUSD has identified three primary strategies to address identified gaps in the Community School Model at the elementary level:

Figure 1. OUSD
Community Schools
Model



Coordination: *Enhancing the role and capacity of Community School Managers* to ensure that restorative practices and efforts to address chronic absence are well-coordinated with other community school programs and integrated into the fabric of the school.

School Culture and Climate: Build out Tier I restorative practices aimed at creating a

whole-school restorative culture and peer RJ to improve student engagement and safety

School Readiness and Transitions: Focus on attendance for chronically absent students, particularly at the Kindergarten level.

These strategies build on and enhance existing district- and school-level interventions, and are based on both research evidence and local data. **Figure 1**, above, illustrates OUSD’s Community School Model, which includes all these strategies:

1. Enhancing the role of Community School Managers and School Culture/Climate. The enhanced role would include

Restorative Justice (RJ) coordination functions as well as site support for attendance initiatives. As of 2016-17, 35 OUSD schools are implementing whole school RJ, but only 9 of them are at the elementary level. Combining the Community Schools Manager role with support for RJ will help the District expand the Community School model in support of our Mission and expand the extremely valuable and effective RJ practices at the elementary level.

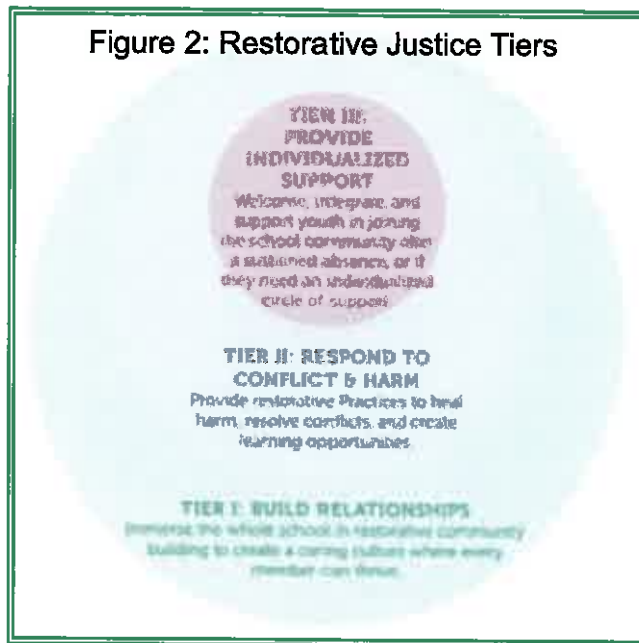
RJ enhances and complements other promising and evidence-based programs such as Positive Behavior Interventions and Supports (PBIS), Caring School Community, Responsive Classroom, Second Step, and others. RJ builds a school community’s social emotional intelligence, relationships (social capital), and capacity to address challenges together (human 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 appear, before they escalate into a bigger issue.

Summary of Implementation approach (details in Work Plan, section c):

The District is continuing to expand the numbers of schools with Community School Managers (CS Managers). LCSSP funding would enable us to bring in additional CS Managers, two in 2017-18 and one in 2018-19. We will determine which school sites would most benefit from this resource during our planning period, based on a CS application process showing commitment to the RJ and Attendance team work, and geographic distribution. Grant funding would also support focused training for grant-funded and district-funded CS Managers from the District RJ team in Tiers I-III of Restorative Justice within the Multi-Tier System of Supports (MTSS) model (see Figure 2).

The RJ team will also support CS Managers at the elementary and middle school level to facilitate and support RJ processes at a whole-school level. Training will support CS Managers in creating/enhancing a restorative school culture; engaging parents and

Figure 2: Restorative Justice Tiers



families in school climate and discipline issues; coordinating RJ practices with a holistic approach to attendance and preventing absences; and engaging students in restorative practices through the Peer RJ program. The District Team will support CS Managers to work with participating site teams to integrate RJ with Positive Behavioral Supports, African American Male Achievement, and Social Emotional Learning.

Teachers and/or non-instructional staff at selected sites will receive training and stipends for working with CS Managers on quality implementation of RJ practices.

2. School Culture and Climate: Develop an *integrated toolkit for Peer Restorative Justice* (Peer RJ) at the elementary level, focusing on a student-led process for trauma-informed playground conflict resolution, and creating a safe space for students around conflict resolution. This toolkit will complement and accompany a district-developed attendance toolkit "Every Day Counts," which provides ready-made materials that administrators, staff, teachers, and community partners can use for outreach to families as well as tools that schools can use to assess their own attendance practices and guide improvement. Trained Peer RJ leaders will go on to work in RJ practices at their middle schools during the grant.

Summary of Implementation approach (details in Work Plan, section c)

The OUSD RJ team has created a comprehensive toolkit for the district as a whole ("Restorative Justice Implementation: A Whole School Approach). However, the team and sites have agreed on a need for a toolkit that is specific to the elementary school level and addresses the developmental levels of children in grades K-5. In the first quarter of the grant, the RJ team would convene RJ Program Managers and Coordinators, CS Managers, and school site leaders to adapt existing materials and develop new modules as needed for peer RJ in elementary schools. This process would also involve explicitly calling out the link between RJ, attendance issues, and the Community School model in the new and adapted materials. In the fall of Year 1, the team would test the materials in the field at selected schools and adapt them based on site feedback. The final materials would be rolled out across participating elementary schools starting in the second half of Year 1, so that by Year 3, this model can then be replicated to every elementary school in the district.

This strategy also includes support for enhancing the RJ district-wide database, which captures information on all three tiers of practice:

- Tier I: Community building circles. We capture date, topic, and # of people involved.
- Tier II: RJ processes related to harm/conflict. One on one restorative conversations, student level data on participants in mediation, or harm circles.
- Tier III: student level data on welcome circles for re-entry after incarceration, suspension, expulsion; re-set circles or circles of support and accountability (COSA).

Enhancements to the RJ database will allow users to assign a Tier I circle to Teacher/Classroom/Period via an auto-completer. They would then be presented with a list of students currently assigned so that they could quickly select those in attendance at the Tier I circle. This feature would include integration with OUSD's AERIES system to populate the teacher, classrooms, and student assignments.

3. School Readiness and Transitions. Provide coordinated support for **Attendance and Discipline Teams** for high-need elementary schools, focusing on elementary and middle schools in the Elevation Network (16 schools demonstrating an especially high achievement gap), as well as Networks 3 and 4, which serve West and East Oakland schools, where the concentration of schools with chronic absence problems is highest. School Attendance Teams are a foundation of the District's approach to raising attendance for all students. Attendance Teams look at the circumstances of individual students who are chronically absent and ensure their needs are met using all available resources. They also monitor what is happening overall for all students and student sub-groups at a school site and devise solutions in concert with school staff, families, and community partners.

Summary of Implementation Approach (details in Work Plan)

In Year 1, we will focus intensive resources on 15 elementary and middle schools in East and West Oakland, where chronic absenteeism is most acute. Attendance and Discipline Support Services will start the project by inviting principals, staff, and teachers from all 18 of the target schools to attend training provided by Attendance Works in best practices for positive attendance support, using data, creating and sustaining effective Attendance Teams, and engaging families in improving attendance. The training will also be provided to all Community School Managers at the elementary school level. There will be cross-training for the District's central RJ team, Behavioral Health support team, and Community school staff, so that all these staff members have the same understanding of how attendance and discipline, RJ, and Community Schools strategies interrelate with their specialties, speak the same language around attendance, RJ, and community schools, and learn how to use the ADSS team's supports and resources, including the Every Day Counts Toolkit and A2A attendance software. During this phase, the ADSS team will also ensure that new principals and site leaders around the district have the "Every Day Counts" attendance toolkits and are prepared to use them.

Starting in Fall 2017, the ADSS team will work with the three targeted networks of schools, the RJ team, and the CS team to provide coaching and support to cohorts of schools and their Attendance Teams around the ways in which restorative practices, attendance focus, and community school implementation all support and reinforce each other.

A key element of this phase will be supporting **high-quality implementation of "welcome circles"** for students returning to school after a prolonged health related absence, suspension, or a disciplinary process that did not end in expulsion; or for students entering a school mid-year. Welcome circles help surface underlying causes of the student's absence; give participants an opportunity to communicate about their perception of harm related to the absence or its precursors, and communicate about mending harm and being received back into the community. Besides the student, participants include the Site Administrator, Parent/Guardian, Facilitator, Case Manager, school-based mental health counselor, and others as appropriate, including Community School partners. Welcome circles have been well established at OUSD middle schools and high schools, but elementary schools need additional support and coaching to prepare for and facili-

tate the circles effectively, to develop essential follow-up plans for supporting students, and to ensure that those plans are carried out. This strategy is interwoven with Strategy 1 above, as we envision the CS Manager holding a large part of this work in many sites.

Another key piece of our attendance strategy is supporting effective Attendance Teams at the elementary level. Working closely with the CS Managers, the ADSS team will facilitate a process of thinking creatively about how to accomplish the ongoing work of an Attendance Team. As OUSD elementary sites have fewer administrative supports such as Assistant Principals or counselors, carving out time for Attendance Team work has been a challenge. Effective Attendance Teams review data regularly and monitor attendance patterns by grade, subgroups, and classrooms; work with parents about the importance of attendance; reach out to students and families about chronic absence and helps develop solutions; work with community partners to find resources that can remove barriers to attending school; develop meaningful and equitable incentives for improving attendance, and develop individual learning plans for high-risk students that address attendance. Community partners will be active in this strategy. Oakland Natives Give Back provide cash incentives for schools and students focusing on improved attendance, and Oakland Rotary supports early grade attendance with its KinderPrep Program that includes materials, family outreach, and support with reading. (See attached letters of agreement for details.)

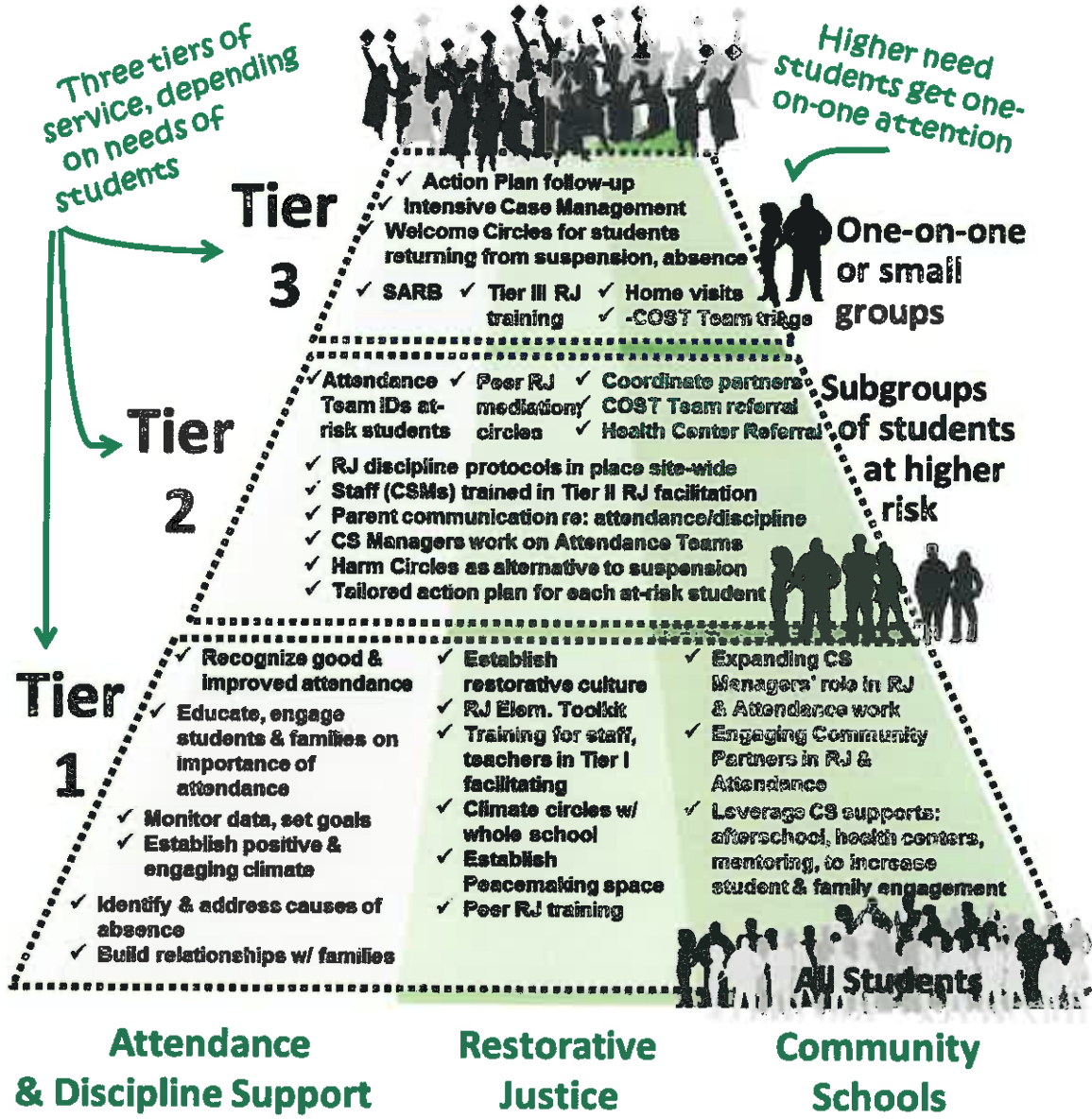
OUSD will train Principals, Community School Managers, or site designees to be chair of Attendance Teams utilizing OUSD's Every Day Counts Attendance Toolkit starting in Summer 2017 and continuing throughout 2017-18 (see workplan). This project will support a total of 30 schools over the grant period in creating an MTSS Attendance Plan to address Tier 1-3 needs and create unique interventions, systematize data review procedures, and increase fidelity of implementing the A2A Attendance system. OUSD encourages Attendance Teams to meet weekly and to include a diverse team of stakeholders to address attendance issues.

Success Mentors is a program that matches volunteer mentors with students (currently 12 mentors and 75 students districtwide) to implement and sustain healthy campus attendance campaigns, serve as a caring adult, and provide students and families with appropriate intervention resources. Five schools will add the Success Mentors program during the grant period, supported by ADSS training and coaching.

A **Social Worker** to be hired through this grant at the district level will provide additional supports to the attendance and discipline work.

Non-instructional staff at targeted schools will receive **stipends** to support their work with Attendance Teams.

Figure 3 illustrates the interrelated tiers of our intervention.



Evidence Base for Strategies

Restorative Justice: 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.”³ 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

³ Restorative Justice in U.S. Schools: A Research Review (2016), WestEd

schools not implementing the program experienced an increase of 62.3% during the same period.⁴ 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. OUSD is deeply committed to expanding our RJ practices throughout the district, and over 100,000 (duplicated) students have participated in facilitated RJ processes since August 2015.

Community Schools: The District’s approach to RJ and attendance is founded on and integrated with our Community Schools framework. Stanford’s Gardner Center is conducting an ongoing study of OUSD Community Schools, and cites multiple studies supporting the efficacy of the CS model overall: “A growing body of research suggests that community schools, or elements of community schools, can play a role in supporting improved student outcomes (Blank, Melaville, & Shah, 2003; Anderson-Moore, & Emig, 2014; Biag & Castrechini, 2014; Durham & Connolly, 2016).” About OUSD’s own CS approach, the Gardner report says: “OUSD community school staff are expanding programs, services, and supports for students and families, and responding to the deep inequalities in the community. School staff are building trusting relationships and sharing leadership across a broader range of stakeholders, and fostering human and organizational capacities needed for meaningful collaboration.” Community partners support schools in implementing RJ and attendance promotion strategies across the spectrum of involvement: participating in RJ circles in their roles as COST team members or after school program staff; working on student and family engagement in concert with school staff to support school-day attendance; implementing Restorative Practices during after school programs; and disseminating information about the importance of attendance to families. Sheldon’s 2010 study of family, school and community partnerships found that schools implementing such partnerships had higher attendance and improving rates of attendance than those that did not.⁵

Attendance initiatives: 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 kindergarten and first grade students, and develop possible solutions.⁶ Attendance Works is a national expert on attendance issues and solutions and a long-term OUSD partner. The brief also recommends best practices that are part of the work of OUSD’s Attendance and Discipline Support Office, such as:

⁴ Jain, S., Bassey, H., Brown, M., & Kalra, P. (2014). Restorative justice implementation and impacts in Oakland schools

⁵ Sheldon, S. B. (2007). Improving student attendance with school, family, and community partnerships.

⁶ Preventing Missed Opportunity: Taking Collective Action to Confront Chronic Absence, (2016,) Attendance Works and Everyone Graduates Center

- 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.

Other research confirms 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.⁷

b. Addressing student needs. The strategies listed above will address the overlapping needs of students in the following ways:

Expanding and deepening Restorative Practices at the elementary school level will help to create a school climate that makes it easier to identify and resolve barriers to student engagement and achievement, which in turn can have a positive effect on discipline, suspensions, truancy, and overall attendance issues. School-based restorative justice offers a more equitable and respectful alternative for dealing with disciplinary infractions, and is also a proactive strategy to create a culture of connectivity where all members of the school community feel valued and thrive. RJ has been shown to reduce suspensions at OUSD schools.

Establishing Peer RJ at elementary schools will benefit all students with improved classroom and playground climate, and create a core of upper-grade youth leaders trained in facilitating conflict resolution with restorative practice. 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. This element of social-emotional learning can also liberate students and staff from preconceptions about how different student subgroups achieve and behave. Students will benefit from restorative circles that acknowledge harm, give voice to the victim, and seek healing from conflict.

At the middle and high school level with OUSD, RJ has been shown to keep students in school (56% decline in dropout rate in RJ high schools vs. 17% decline in non-RJ schools), reduce chronic absenteeism, and boost grade-level reading (proficiency levels doubled among 9th graders in RJ schools). We anticipate that instituting quality RJ practices at the elementary school level will similarly support improved attendance and academic achievement.

Strengthening elementary school Attendance Teams is a strategy that we believe will help elementary school students and their families establish stronger habits of attendance starting in kindergarten and Transition to Kindergarten (TK), which in turn will help students develop the academic skills to attain the critical milestone of reading at

⁷ Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement.

grade level by third grade. School Attendance teams meet student needs by examining the full picture of what is happening in a student’s life, especially for those with more severe attendance problems, and creating holistic solutions.

Establishing quality Welcome Circles will help to meet the needs of students and parents who need to reconnect with and be welcomed back to the school community after a prolonged absence or one involving trauma.

Fortifying our Community Schools model through tighter integration with Restorative Justice and Attendance and Discipline Support Services will help students by building more consistent, cohesive approaches to school climate, discipline, communication, and student and family engagement. As our central office staff and school sites internalize the ways in which these initiatives reinforce each other, we will see schools finding more effective ways to support our most vulnerable students by bringing to bear health and wellness services, youth leadership, community partnerships, and partnership with the district Office of Equity.

Meeting neighborhood needs: While only 44% of OUSD students attend a neighborhood school, this percentage is higher in East Oakland which is more geographically isolated from other schools of choice in the district. In fact, 69% of all students who live in the District’s East Region also attend schools in the East Region. In West Oakland, 49% of students living in the region also attend there. These schools also serve high percentages of low-income students and Latino and African American students. Most of the schools targeted for Attendance Team support are in the East and West regions. 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 disruptive incidents at school would be paralleled by a reduction in neighborhood-based victimization of youth by other youth. Parents and community members will also experience the benefits of restorative practices, helping to create a more positive community climate. Reducing the risk factors for dropping out will help neighborhoods by increasing the numbers of youth staying in school, staying engaged in pro-social activities and avoiding the circumstances and decisions that lead to unemployment, poverty, high-risk behaviors, crime, and incarceration.

c. Project work plan

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

Table 7. Workplan Task	Benchmark	Date Completed	Staffing
Recruit and hire LCSSP Project Director.	Project Director in place to oversee and coordinate integrated RJ, CS, Attendance strategies	Aug 2017	Project Team: CSSS Executive Director, RJ, CS, and ADSS leads
Identify CS Expansion sites	2 new school sites identified and ready to implement	July/August 2017	CSSS Executive Director, CS Leadership Coordinator

Table 7. Workplan Task	Benchmark	Date Completed	Staffing
Recruit and hire new CS Managers	CS Managers in place at 2 new school sites	Aug 2017	CS Leadership Coordinator
Training for new and existing CS Managers in RJ Tiers I-III	CS Managers at participating elementary schools trained in all 3 tiers of whole school RJ and able to facilitate restorative practices & welcome circles	August 2017	RJ Coordinator, CS Leadership Coordinator
Ensure Every Day Counts toolkit distributed to new school leaders	All elementary school OUSD principals have EDC toolkit	Aug 2017	ADSS Coordinator
Convene RJ managers and specialists to work on elementary RJ toolkit	RJ Office receives field-level input on needs, content for elementary toolkit	Aug 2017	RJ Program Coordinator, RJ Managers and specialists
Contract with database consultant to enhance RJ database	RJ database allows easier selection & assignment of students to RJ circles	Aug 2017	RJ Coordinator, database consultant, RJ staff
Identify school sites for intensive attendance coaching	Highest-need school sites lined up to receive coaching	Aug 2017	ADSS Coordinator
Recruit Success Mentors to support Attendance Teams	2017-18 cohort of Success Mentors prepared to serve	Aug 2017	ADSS Success Mentor Manager
Monthly meetings to review progress, integrate CS, RJ, and attendance approaches	Monthly action plan revisions	Monthly starting Aug 2017	Project Team
Attendance Works training to all schools, mandatory for targeted schools & elementary schools with CS Mgrs.	Leaders in Networks 3,4, and Elevation are trained in AW best practices	Sept 2017	ADSS Coordinator, Principals & staff in Networks 3,4, Elevation., LCSSP Coord.
Quarterly data review	Project Team has recommendations for program improvement	Quarterly starting Oct 2017	Project team (now includes, LCSSP Coordinator)
Draft RJ elementary toolkit	Toolkit draft in place ready for field testing	Dec 2017	RJ Coord., RJ Managers

Table 7. Workplan Task	Benchmark	Date Completed	Staffing
Contract with Instructional Design consultant to help produce toolkit	Toolkit is designed, laid out and produced in a professional, usable format	Jan 2018	RJ Coord, Consultant
Test RJ toolkit at selected sites	RJ Office receives feedback on draft toolkit	May 2018	RJ Coord, RJ Managers, site principals, CS Mgrs.
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 2018	ADSS Team
Revise RJ elementary toolkit	Toolkit revised and ready for rollout	Aug 2018	RJ team, Consultant
Roll out RJ toolkit to first cohort of sites with coaching and training	Elem. sites are prepared to implement whole school RJ	Sept 2018	RJ Coordinator, LCSSP Coordinator
Annual data review	Project team understands key indicators	July 2018	Project Team
Recruit, hire, train up to 3 additional CS Managers through grants and District funding	Additional sites have CS Manager support	July 2018	CS Leadership Coordinator
Annual performance report	Report submitted to CDE	Aug 2018	LCSSP 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 2018	LCSSP Coordinator
Adjust implementation plan for Year 2 based on outcome data and stakeholder feedback	Revised implementation plan for Year 2	Aug 2018	LCSSP Coordinator
Recruit Success Mentors to support Attendance Teams	2018-19 cohort of Success Mentors prepared to serve	Aug 2018	ADSS Success Mentor Manager

Table 7. Workplan Task	Benchmark	Date Completed	Staffing
Roll out RJ toolkit to second cohort of sites	Additional elementary sites are prepared to implement whole school RJ	Sept 2018	RJ Coordinator, LCSSP Coordinator, CS Managers
RJ sites implement whole school RJ	RJ practices are in place and documented	June 2019	RJ Coord, LCSSP Coord., CS Mgrs.
Provide Attendance Team coaching to second cohort of sites	Attendance teams have concrete plan for improving their approach	June 2019	ADSS Team
Annual data review	Project team understands key indicators	July 2019	Project Team
Annual performance report	Report submitted to CDE	Aug 2019	LCSSP Coordinator
Share interim results with stakeholders in OUSD	Stakeholders receive key Year 2 data and understand impact of activities	Aug 2019	LCSSP Coordinator
Adjust implementation plan for Year 3 based on outcome data and stakeholder feedback	Revised implementation plan for Year 2	Aug 2019	LCSSP Coordinator
Recruit Success Mentors to support Attendance Teams	2019-20 cohort of Success Mentors prepared to serve	Aug 2019	ADSS Success Mentor Manger
Roll out RJ toolkit to third cohort of sites	Additional elem. sites are prepared to implement whole school RJ	Sept 2019	RJ Coordinator, LCSSP Coordinator, CS Managers
Provide Attendance Team coaching to third cohort of sites	Attendance teams have concrete plan for improving their approach	June 2020	ADSS Team
Provide RJ coaching and support to sites	Additional elem. sites implement whole school RJ, document practices	June 2020	RJ Coordinator, LCSSP Coordinator, CS Managers
Annual data review	Project team understands key indicators	July 2020	Project Team
Annual performance report	Report submitted to CDE	Aug 2020	LCSSP Coord.
Share final outcomes with stakeholders	Stakeholders receive key data on Year 1-3 and understand impact of project	Aug 2020	LCSSP Coord.

3. ALIGNMENT WITH LCAP

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

By directly supporting LCAP Goal 5: “Students Are Engaged in School Every Day,” this project also supports LCAP Goal 2, “Students Are Proficient in State Standards,” Goal 3, “Students Are Reading at or Above Grade Level,” Goal 4, “English Learners are Reaching English Fluency,” and Goal 6, “Parents and Families Are Engaged in School Activities.”

The LCAP calls out Social Emotional Learning (SEL) specifically in Goal 2 and Goal 4, and as noted, Restorative Justice is an integral part of the District’s SEL initiative. Family engagement (Goal 6) is critical to increasing attendance rates and reducing chronic absence. However, Goal 5 is the LCAP home for most of the programs and services related to this project, as illustrated in Table 8.

Table 8. OUSD LCAP Goal 5 Selected Strategies to Address Truancy, Chronic Absenteeism, Suspensions, and Dropout Risk
Goal 5: Students are Engaged in School Every Day
Action Area A5.1 School Culture & Climate (Safe & Supportive Schools). <i>Programs and services to be complemented by LCSSP funds</i>
<ul style="list-style-type: none"> ● The Office of Community School Student Services (CSSS) seeks to expand and enhance student learning through real-world opportunities, address barriers by creating healthy, safe schools, and work in partnership with Oakland families and community. This office manages the Positive Behavior and Support System, Restorative Justice Program, Mental Health services, Social Emotional Learning, as well as summer and after school programs. These programs target our low income, English Learners, and Foster Youth students. ● The Behavioral Health office provides 1 Restorative Justice Program Coordinator and 4 Restorative Justice Program Managers who support 31 site-based Restorative Justice Facilitators. This team implements and supports programs in schools. The Attendance & Discipline Support Services (ADSS) Team provides support to all K-12 sites and families engaged in the Disciplinary Hearing Panel and SART/SARB processes, targeting students with disproportionate rates of discipline and chronic absence, including African American male, Pacific Islander, Native American, and Foster Youth students disproportionately impacted by trauma and violence. ● Behavioral Health also provides 3 Positive Behavior Support System Coaches, Coaches for PBIS implementation, and programs for violence prevention and services to homeless students. ● CSSS has 2 FTE and 2 part time case managers working with Foster Youth to improve academic & behavioral outcomes.
Action Area A5.4 Root Causes of Chronic Absences

- Behavioral Health supports Restorative Justice.
- PBIS implementation is enhanced by creating restorative culture in schools.
- CSSS provides transportation support for OUSD students with special needs.
- ADSS helps sites use data to identify students at risk for chronic absence and provides coaching support to Attendance Teams.

b. How LCSSP grant will complement and enhance existing programs, actions, or services in the OUSD LCAP.

The LCSSP grant will complement and enhance programs and services identified in the LCAP in multiple overlapping ways, all building on the District's Community School Model. For example, Restorative Justice supports and is a key element of Social-Emotional Learning (SEL), providing skill building for students and adults at the school, creating a culture where the emotional needs and perspectives of others are heard and respected. Restorative Justice also 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.

CSSS RJ, SEL, and PBIS programs will be enhanced by LCSSP funding to enhance RJ through supporting Community Schools Managers, hiring additional CS Managers, and creating and implementing the RJ elementary toolkit. The existing RJ team will contribute to grant-funded RJ expansion and toolkit development.

The work of the ADSS team, targeting students with disproportionate rates of disciplinary action and chronic absence, will be enhanced by LCSSP funding to establish and/or strengthen site-based Attendance Teams at the elementary level. This work ties in with the Community Schools Model focus on community engagement (through Success Mentors) and family engagement, on school transition and readiness, and on youth leadership (through Peer RJ).

CSSS work to support students experiencing homelessness and foster youth will be enhanced by the grant-funded focus on attendance and RJ. Site-based attendance work and restorative practices will help address the specific needs of Foster Youth and homeless youth, whether for transportation support, family economic support, additional classroom/behavioral support, or a combination of services and supports provided by schools and community partners.

4. MEASUREMENT OF OUTCOMES

a. Expected Annual Measurable Outcomes in LCAP that OUSD will use to determine LCSSP impact.

Annual Measurable Outcomes, Goal 5:	Baseline 2015-16	2017-18 Targets	2018-19	2019-20
1. Increase the number of schools with 96% or higher average daily attendance. (# of school)	32 schools	34	35	37
2. Reduce the rate of students missing 10% or more of school days by 0.5 % points annually (also includes targets for Native American, African American, Pacific Islander, Special Ed., Foster Youth)	11.1%	10.6%	10.1%	9.6 %
3. Reduce the chronic absence rate for Native American, African American, Pacific Islander, and Foster Youth students by 1 percentage point annually.				
Native American	22.9%	21.9%	20.9%	19.9 %
African American	18.7%	17.7%	16.7%	15.7 %
Pacific Islander	13.7%	18.6%	18.1%	17.6 %
Foster Youth	21.7%	20.7%	19.7%	18.7 %
4. Reduce the out-of-school suspension rate by 1 percentage point annually				
All	3.9%	2.9%	1.9%	0.9 %
African American	7.2%	6.2%	5.2%	4.2 %
African American Male	9.3%	8.3%	7.3%	6.3 %
5. Reduce the number of Grade 7 and 8 middle school dropouts. (# of students)	27	26	25	24
6. Increase the % of students who feel safe at school by 2 percentage points annually				
All Grade 5 students	46%	48%	50%	52%
All Middle School students	57.3%	59.3%	61.3%	63.3 %

During the first year of LCFF (2014-15), the District held a series of community en-

gements to come up with a small set of overarching Goal Areas that would encompass the 26 indicators and 8 Priority Areas required by the state. Through engagement with parents, students, and community based organizations, we came up with 6 Goal Areas, and treated chronic absence and discipline as indicators of Student Engagement rather than of attendance or student behaviors. We also framed Student Engagement indicators as critical to measuring positive school climate and culture, and as key conditions for learning. We could not expect to improve equitable academic outcomes for students if we did not pay attention to Student Engagement and School Climate and Culture. We also set more accelerated improvement targets for students with the highest and most disproportionate suspensions and chronic absence.

b. Identify any additional local measures the LEA will use to determine LCSSP impact. As this project is serving elementary schools, we will be measuring LCSSP impact by looking at attendance, absenteeism, etc. for the elementary level and attempting to meet the percentage points and/or numerical targeted listed above. E.g. “Reduce the chronic absence rate for Native American, African American, Pacific Islander, and Foster Youth students by 1 % point annually” for K-5 students. We will analyze this data at the site level as well as aggregating the data to show all students served by the grant.

We will also be gathering data on the following local metrics:

Table 9. Local Measures	Base	Year 1	Year 2	Year 3
# of Attendance Team meetings at school sites	Not currently tracked, establish baseline	45	60	70
# of students mentored by Success Mentors	75	125	175	200
# of students with more than one suspension over the course of the grant vs. the three years prior to grant; K-8	925	832	749	674
# of COST referrals for services	253	300	300	300
# of COST Teams that met OUSD COST Fidelity Rubric of 3 or 4 * Elevation Network	3/8	6/8	7/8	8/8
# of Welcome Circles at elementary sites	40	50	60	70
# of elementary schools participating in OUSD RJ Initiative	7	9	10	12

These targets were determined through consultation among the Project Team and RAD Data Analysts, looking at areas of focus for the grant project and identified gaps in the Community School Model.

c. 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 is re-

sponsible for leading the strategic data collection process for those teams and providing 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, positive behavioral interventions and supports (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 data work in Chronic Absence and Early Warning For Dropping Out, among other areas. 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

d. Describe how both interim and final grant program outcome data will be used to identify and implement changes in programs and practices. Ms. Chew and other RAD data analysts will work with the CSSS teams and Restorative Justice team to review the following data on a quarterly basis:

- Attendance data for all elementary schools, for all students and targeted subgroups
- Attendance data for schools in the Elevation Network and Networks 3 and 4, for all students and for targeted subgroups
- Suspension data for all elementary schools and schools in the Elevation Network and Networks 3 and 4, for all students and for targeted subgroups
- Numbers of elementary schools implementing whole-school Restorative Justice
- Number of elementary schools implementing peer Restorative Justice

The project team includes Andrea Bustamante, Executive Director of CSSS, Ms. Chew, Theresa Clincy, ADSS Coordinator, David Yusem, Restorative Justice Coordinator, and Ali Metzler, Community Schools Leadership Coordinator, as well as LCSSP Project Coordinator, to be hired. This team will meet quarterly to review data on: which elementary schools have implemented changes to their Attendance Teams, and any changes in absence and attendance rates; and the progress of schools in training and supporting CS Managers to implement and support Restorative practices at their schools, and any changes in rates of suspension and disciplinary referrals.

The team will conduct an annual review of California Healthy Kids Data on school safety, academic performance in grades 3-5, Chronic Absence longitudinal data, and data on suspension and discipline. The team will use quarterly data to implement ongoing corrections and enhancements to the program, and annual data to inform a revised implementation plan before the start of each school year during the grant period.

5. LEA CAPACITY AND COMMITMENT

a. OUSD capacity to implement proposed program enhancements. *Policies, resources, supports, and commitment to proposed activities:* 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, to building a culture of whole-school Restorative practices, and to ensuring that barriers to regular attendance

are minimized for all students, particularly the most vulnerable.

Community Schools has a dedicated CS Leadership Coordinator and 34 CS managers, supported in part by \$10 million in grant funding from the San Francisco Foundation, Kaiser Community Fund, and federal Community Schools Expansion funding. **Restorative Justice** has a full-time coordinator, 4 full-time Program Managers, and 31 site based RJ Facilitators mostly working with the middle and high school levels. A small cohort of elementary schools has begun to pilot RJ work as differentiated from secondary. We can build on the lessons learned to create, design, and launch an informed elementary model that will become a national model.

OUSD's **ADSS team** consists of one Coordinator, two Program Managers who provide Attendance and Discipline support, one SARB facilitator, and two site-based attendance case managers. 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 Alternatives in Action (AIA), East Bay Asian Youth Center (EBAYC), and Bay Area Community Resources (BACR) provide CS Managers at four sites. Lincoln Child Center is a key behavioral health partner in West Oakland Schools. EBAYC, AIA, BACR, 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. Attendance Works, Oakland Natives Give Back (ONGB), and Oakland Rotary are all explicitly supporting the District's initiative to improve attendance: Attendance Works through training and resource development and distribution; ONGB through providing incentives to students for improving attendance, and Oakland Rotary through its KinderPrep program. Please see attached letters of agreement and support.

LEA staff supporting activities and their time base: The leadership team for this project is headed by Andrea Bustamante, Executive Director of CSSS (15% FTE), who will provide executive-level oversight for the team, advocate for resources at the District level, and coordinate the work of the team leaders for each strategy. Theresa Clincy, ADSS Coordinator (15% FTE), will serve as the lead for the attendance training and coaching strategy. David Yusem, Restorative Justice Coordinator (20% FTE), will oversee the RJ strategies: training and supporting CS Managers in quality RJ implementation and Welcome Circles, directing the development of the elementary RJ toolkit, and overseeing the rollout of the toolkit with support to sites who are using it. Ali Metzler, Community Schools Leadership Coordinator (10% FTE), will ensure that the RJ and attendance work of CS Managers is aligned with the overall CS vision and practices. Veronica Chew (15%), 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.

In addition to this core team, 13 existing Community School Managers will spend 20% of their time in each year of the grant being trained in and implementing enhanced RJ and Attendance Team strategies at their school sites, and three new CS Managers will be

100% dedicated to this project. Eight Restorative Justice specialists will spend 5% of their time supporting the development of the elementary RJ toolkit. Principals at elementary schools will spend 2-5% of their time on Attendance Team work, and site clerks will spend approximately 20% of their time on this work each year.

LCSSP funds will enable us to hire a full-time Program Manager, who will serve as Project Coordinator and work with the RJ, ADSS, and CS teams on a daily basis to ensure integrated implementation of all three strategies.

b. Describe and identify the value of the funds and resources serving as the required 20 percent program match. The value of the in-kind staff time for the leadership team, as described above, is estimated at \$2,344,314 over the grant period, including salaries and benefits. This match is derived from the FTEs described above for the core Project Team, CS Managers, RJ Managers, RJ specialists, principals and site clerks. There is also additional match from materials of \$15,000 over the three years. OUSD's total match for this project is \$2,359,314, or 115% of the grant request, well above the required 20% program match.

c. OUSD's commitment to support 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. Restorative Justice is perhaps our highest profile and most successful such practice. In 2005, OUSD piloted the Whole School Restorative Justice (WSRJ) program at Cole Middle School, with about 75 total students. By 2012-2013, eight schools had WSRJ, growing to 24 schools in 2013-14. In the current school year, we have 35 schools implementing WSRJ: 9 elementary schools, 16 middle schools, and 10 high schools. Almost all District middle and high schools have a peer RJ program, with a few burgeoning elementary programs. Since early 2015, 100,000 students (not unduplicated) have participated in RJ processes convened by RJ Facilitators. This number does not include RJ processes held by teachers, Site Administrators or other students.

RJ as an approach also integrates with other critical initiatives, such as ***Positive Behavioral Interventions and Supports (PBIS)***, a nationally recognized framework for shifting school culture from punitive to culturally responsive and positively reinforcing. Students and staff collaborate to create school-wide positive behavioral expectations which are culturally informed and positively reinforced throughout the school day. Minor and major disciplinary infractions are clearly specified as well as associated interventions designed to teach, re-teach, and reinforce the skills needed to meet positive expectations.

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. The AAMA has been honored by the White House (2016) and highlighted in news media as the nation's first district-level office promoting success for black males. The AAMA is now being joined in a new Office of Equity by targeted initiatives for African American Girls and Young Women Achieve-

ment, and Latino, Latina and Indigenous Student Achievement and Asian Pacific Islander Student Achievement (launching in 2017-18).

d. OUSD 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 which allows all OUSD staff to interpret trends of how selected groups of students are responding to certain questions across multiple years.

The Restorative Justice office looks at CHKS questions relating to violence, safety, bullying, understanding of behavioral norms and fairness in applying rules, and provides coaching to schools with red flags in any of these areas. The RJ office focuses on building a foundation of community at a school so that when difficult conversations need to happen, they happen within the context of that foundation. The RJ program emphasizes dialogue on issues of harm, race, gender, implicit bias, and other topics crucial to a robust system. RJ is profoundly relational and everything done at a school arises from this foundation. The RJ program uses data we collect through our RJ app and other sources like CHKS to drill down and make data based decisions on priority areas for implementation on a school by school basis. OUSD staff have access to an RJ dashboard for each participating RJ site. Principals and culture and climate teams can use this data along with an information form and the RJ fidelity tool to measure effectiveness.

e. OUSD's commitment to sending staff to workshops, use of TA. OUSD is strongly committed to professional development and to the exchange of knowledge, challenges, and best practices among grantees. The District has budgeted funds for three staff members to participate in regional workshops twice per year. OUSD has worked with state and federal providers of technical assistance in past grant projects, and has found great value in this process. For example, the OUSD RJ program has engaged with leaders in the field of RJ and with our community partners and brought them to Oakland to train our staff. All RJ staff have attended and some have presented at National Association of Community Schools and Restorative Justice conference. We affirm our commitment that the LCSSP Project Coordinator and OUSD staff will attend regional workshops and make use of TA provided by CDE and any partners.

California Department of Education
 California Learning Communities for School Success Program
 2017-2020 Grant Application

PROJECT BUDGET

Applicant/Lead Local Educational Agency: Oakland Unified School District		County/District Code: 01-61259			
BUDGET SUMMARY GRANT REQUEST					
Object Code	Line Item	Year 1	Year 2	Year 3	Total
1000	Certificated Salaries	\$86,000	\$16,320	\$16,646	\$118,966
2000	Classified Salaries	\$306,060	\$397,502	\$402,675	\$1,106,237
3000	Benefits	\$165,083	\$187,461	\$189,933	\$542,477
4200	Books and Other Reference Materials	\$0	\$0	\$0	\$0
4300	Materials and Supplies	\$19,639	\$17,542	\$18,711	\$55,893
4400	Noncapitalized Equipment	\$0	\$0	\$0	\$0
5200	Travel and Conferences	\$26,432	\$11,432	\$3,932	\$41,796
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements	\$0	\$0	\$0	\$0
5700	Interprogram Services	\$0	\$0	\$0	\$0
5800-0000	Noninstructional Consultant Services	\$28,750	\$0	\$0	\$28,750
5800-1000	Instructional Consultant Services	\$0	\$0	\$0	\$0
		TOTAL DIRECT COSTS			
	Year 1 Indirect Costs Estimated at 5.59%	\$631,964	\$630,257	\$631,898	\$1,894,119
7000	Year 2 Indirect Costs Estimated at 5.59%	\$35,327			
	Year 3 Indirect Costs Estimated at 5.59%		\$35,231		
				\$35,323	
5100	Subagreements for Services (Amounts over \$25,000 per subagreement)	\$0	\$0	\$0	\$0
TOTAL BUDGET		\$667,291	\$665,489	\$667,221	\$2,000,000

BUDGET SUMMARY MATCHING FUNDS

Object Code	Line Item	Year 1	Year 2	Year 3	Total
1000	Certificated Salaries	\$76,986	\$183,918	\$214,956	\$475,860
2000	Classified Salaries	\$522,680	\$492,636	\$498,303	\$1,513,619
3000	Benefits	\$262,181	\$278,569	\$289,945	\$830,695
4200	Books and Other Reference Materials	\$0	\$0	\$0	\$0
4300	Materials and Supplies	\$5,000	\$5,000	\$5,000	\$15,000
4400	Noncapitalized Equipment	\$0	\$0	\$0	\$0
5200	Travel and Conferences	\$0	\$0	\$0	\$0
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements	\$0	\$0	\$0	\$0
5700	Interprogram Services	\$0	\$0	\$0	\$0
5800-0000	Noninstructional Consultant Services	\$0	\$0	\$0	\$0
5800-1000	Instructional Consultant Services	\$0	\$0	\$0	\$0
	TOTAL DIRECT COSTS	\$866,847	\$960,123	\$1,008,204	\$2,835,174
7000	Year 1 Indirect Costs Estimated at 5.59%	\$0			
	Year 2 Indirect Costs Estimated at 5.59%		\$0		\$0
	Year 3 Indirect Costs Estimated at 5.59%			\$0	\$0
5100	Subagreements for Services (Amounts over \$25,000 per subagreement)	\$0	\$0	\$0	\$0
	TOTAL BUDGET	\$866,847	\$960,123	\$1,008,204	\$2,835,174

BUDGET JUSTIFICATION

Object Code	Line Item Detail	Year 1	Year 2	Year 3	Total
1000	Grant Request				
	Teacher Stipends for RJ — Teacher Stipends for RJ support at elementary schools. <i>8 teachers x 100 hours year x \$20/hour</i>	\$16,000	\$16,320	\$16,646	\$48,966
	Social Worker — Provide attendance case management and outreach to follow up and support students referred to SARB. <i>100% FTE x \$70,000 annual salary</i>	\$70,000			\$70,000
1000	Matching Funds				
	Social Worker — Provide attendance case management and outreach to follow up and support students referred to SARB. <i>100% FTE x \$70,000 annual salary</i>		\$71,400	\$72,828	\$144,228
	Principals' time — For increasing number of principals each year: In Year 1, we anticipate 16 schools receiving intensive attendance coaching, and 10 schools receiving coaching and support in integrating RJ, in ways that will involve principals' time. This number will go up to 38 in Year 2 and 48 in Year 3. <i>3% x 98,700 x 26 x 38 x 48</i>	\$76,986	\$112,518	\$142,128	\$331,632
2000	Grant Request				
	Project Coordinator — Central Office support for Attendance Team coordination & coaching, alignment with restorative practices training, target to schools with highest chronic absence rates. <i>100% FTE x \$92,000 annual salary</i>	\$92,000	\$93,840	\$93,840	\$279,680
	Community Schools Manager — Focusing intentionally on Restorative Justice and attendance work at their sites. Adding 1 in Year 2 for 3 total FTE. <i>200% FTE x \$84,530 annual salary, 300% FTE in Y2 and Y3</i>	\$169,060	\$258,662	\$263,835	\$691,557
	Non-Instructional Staff stipends for Attendance Team work — Stipends to support staff at elementary schools who participate in Attendance Team - family outreach, data review, analyzing causes of attendance issues. Increasing each year of the grant period as more elementary schools get targeted support in attendance/discipline issues in a Community Schools and Restorative Justice context. <i>20 staff x 100 hours/year x \$20.00 hour</i>	\$40,000	\$40,000	\$40,000	\$120,000
	Training costs for RJ support people at elem schools — \$200 day training costs per teacher trained to support Whole School Restorative Justice. <i>\$1,000 x 5 stipended teachers per year</i>	\$5,000	\$5,000	\$5,000	\$15,000
2000	Matching Funds				

BUDGET JUSTIFICATION

Object Code	Line Item Detail	Year 1	Year 2	Year 3	Total
	RAD Data Analyst time — 2 Data Analysts at 15% FTE each, collecting and analyzing data related to Attendance Teams, disciplinary and SARBs and flagging schools and subgroups that could benefit from extra coaching and intervention; working with Restorative Justice team to analyze implementation and impact, providing reports. Match. 30% FTE x \$84,000 annual salary	25200	\$25,704	\$26,218	\$77,122
	OUSD Executive Director of CSSS Office — Oversees program, supports and supervises team leads, responsible for grant outcomes. Acts as liaison with OUSD executive-level leadership. 15% FTE x \$120,000 annual salary	\$18,000	\$18,360	\$18,727	\$55,087
	OUSD Community Schools Leadership — Supervises and supports Community School Managers, serves on Project Team, designs integration steps for Community Schools, RJ, and ADSS. 10% x \$110,000 annual salary	\$11,000	\$11,220	\$11,444	\$33,664
	OUSD Restorative Justice Coordinator — 20% in Y1, 15% in Y2 and Y3? Manages the creation of the RJ Toolkit, supports the implementation of the Welcome Circles, designs integration steps for Community Schools, RJ, and ADSS. 20% FTE x \$110,000 annual salary	\$22,000	\$16,830	\$17,167	\$55,997
	Coordinator, Attendance and Discipline Support Services — Manages the expansion of attendance supports at schools, partners with network superintendents, and supervises the attendance program managers, designs integration steps for Community Schools, RJ, and ADSS. 15% FTE x \$110,000 annual salary	\$16,500	\$16,830	\$17,167	\$50,497
	Program Manager, Attendance & Discipline — Facilitates Attendance Team work at additional elementary or middle school sites utilizing the toolkit, provides coaching for schools that need support making Attendance Teams more effective. 20% FTE x 95,000 annual salary	\$19,000	\$19,380	\$19,768	\$58,148
	Community Schools Managers — 12 CS Managers at 20% each to work on RJ implementation and Attendance Team support in targeted schools. 240% FTE x \$68,000 annual salary	\$163,200	\$166,464	\$169,793	\$499,457
	Restorative Justice Specialists — 7 RJ specialists at 2.5% each in Y1 for toolkit development. 35% FTE x \$62,000 annual salary	\$21,700	\$0	\$0	\$21,700
	Restorative Justice Program Managers — 1 RJ manager at 20% for toolkit development assistance and to provide coaching, feedback, mentoring, and direct service when needed. 20% x \$84,000 annual salary	\$16,800	\$8,568	\$8,739	\$34,107
	School clerks' time for Attendance Team work — Attendance team work is a vital part of the clerks' time. We are assuming that attendance clerks at	\$209,280	\$209,280	\$209,280	\$627,840

BUDGET JUSTIFICATION

Object Code	Line Item Detail	Year 1	Year 2	Year 3	Total
	all 48 elementary schools will spend at least 10% of their time on Attendance Team issues. 10% x \$43,600 average annual salary x 48 elementary schools				
3000	Grant Request				
	Instructional Benefits— @28.25%	\$24,295	\$4,610	\$4,703	\$33,608
	Non-Instructional Staff Benefits— @46.00%	\$140,788	\$182,851	\$185,231	\$508,869
3000	Matching Funds				
	Instructional Benefits— @28.25%	\$21,749	\$51,957	\$60,725	\$134,430
	Non-Instructional Staff Benefits— @46.00%	\$240,433	\$226,613	\$229,219	\$696,265
4200	None				
4300	Grant Request				
	Office supplies for program staff.— Allocation to each site for office supplies and materials to be used by project staff and COSTs. Matched by school sites. \$117/site	\$3,039	\$4,442	\$5,611	\$13,093
	Outreach materials for attendance promotion.— Printing and materials for attendance boards and student recognition materials (certificates, stickers, etc.). \$200 x 48 sites	\$9,600	\$9,600	\$9,600	\$28,800
	Materials for toolkits— printing and materials for RJ and Attendance toolkits \$14 x 500 copies in Y1, 250 each in Y2 and Y3.	\$7,000	\$3,500	\$3,500	\$14,000
4300	Matching Funds				
	Office supplies for program staff.— Allocation to each site for office supplies and materials to be used by project staff and COSTs. Matched by school sites.	\$3,000	\$3,000	\$3,000	\$9,000
	Outreach materials for attendance promotion.— Printing and materials for attendance boards and student recognition materials (certificates, stickers, etc.)	\$2,000	\$2,000	\$2,000	\$6,000
4400	None				
5200	Grant Request				

BUDGET JUSTIFICATION

Object Code	Line Item Detail	Year 1	Year 2	Year 3	Total
	Attendance at CDE TA Workshops — 2 staff x \$150 for hotel + \$50/day x 2 days per diem + 200 miles @ \$0.54/mile x 2 persons, everything twice a year.	\$1,432	\$1,432	\$1,432	\$4,296
	Student transportation assistance — Support for student bus/BART passes. \$50/monthly pass x 500 year 1, 200 year 2, and 50 year 3	\$25,000	\$10,000	\$2,500	\$37,500
5200	None				
5600	None				
5700	None				
5800-0000	Grant Request				
	Database consultant Critical Juncture — to enhance RJ database and make it more usable for site-level teams to develop an Attendance Team Tracker to track students referred to teams, support identified, and point person. \$75/hour x 117 hours	\$8,750	\$0	\$0	\$8,750
	Instructional Design consultant — to support RJ toolkit development - designing materials, layout, overseeing production. \$100/hour x 200 hours	\$20,000	\$0	\$0	\$20,000
5800-1000	None				
5100	None				



May 10, 2017

Tom Herman, Administrator
Coordinated School Health and Safety Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901

Dear Mr. Herman,

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 network of student and family supports, funded in part by the California Learning Communities for School Success Program (CLCSSP).

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

- Continuing our efforts to expand our Full Service Community School model, which currently has 34 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 social-emotional learning and restorative practices throughout the district. Our department of Community Schools Student 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 to support attendance in all schools K-12.
- Providing staff and support for
 - Developing comprehensive attendance alert systems
 - Creating an elementary-level Restorative Practices toolkit
 - Expanding Community School Managers at Elementary Schools
 - Case management support to students referred to SARB
- 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 CLCSSP initiative includes:

- \$ 2,739,747 in program staff time
- \$80,427 in administrative staff time
- \$15,000 in overhead and indirect costs

For a total estimated in-kind contribution of \$2,835,174



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 a Community Schools TK-12 approach. We hope that this application for CLCSP funding to augment our attention to student and family supports, social-emotional learning, and focus on attendance, will meet with success.

Sincerely,

Devin Dillon
Interim Superintendent



May 10, 2017

Tom Herman, Administrator
Coordinated School Health and Safety Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901

519 17th St. Suite 210
Oakland, CA 94612
(o) 510.225.6420

info@oaklandnatives.org

Or:

**4096 Piedmont Avenue
#268 Oakland, CA
94611**

www.oaklandnatives.org

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oaklandnativesgiveback

Dear Mr. Herman,

I am writing to affirm the commitment of Oakland Natives Give Back non-profit 501c3 to partner with Oakland Unified School District (OUSD) in its efforts to keep the district's most vulnerable students in school through a comprehensive network of student and family supports, funded in part by the California Learning Communities for School Success Program (CLCSSP).

Oakland Natives Give Back mission is to promote school attendance and youth development in pursuit of a future in which 100% of Oakland students graduate from high school. Oakland Natives Give Back has a long-standing relationship with OUSD, having worked with the district to raise awareness about the importance of daily attendance and better attendance at the district-wide and school-site level through innovative attendance programs. In partnership with OUSD, Oakland Natives Give Back has implemented the following programs:

Every Day Counts Attendance Initiative: OUSD District Wide Attendance Challenge and Select Schools Attendance Challenge

Our school attendance challenges serve as grassroots attendance-awareness campaigns. During the District Wide Attendance Challenge, ONGB awards \$500 to 20 of the OUSD students with nearly perfect attendance for a month long period. During the Select School Attendance Challenge, ONGB selects five elementary schools with higher-than-average absenteeism to receive funding for school-wide programming focused on improving attendance. To date, 4,698 students have registered for our District Wide Attendance Challenge and our Select School Attendance Challenge.

Bonta \$100,000 Attendance Challenge

Our Bonta Attendance Challenge is an intensive chronic absence reduction program focused on dramatically changing the rate of attendance at a single school site. During the Bonta Attendance Challenge, ONGB awards one school \$50,000 to enact a comprehensive school-wide attendance improvement plan, one school \$30,000, and one \$20,000.

The Higher Learning Increased Attendance Program

The Higher Learning Increased Attendance Program has the dual aim of improving attendance and increasing college enrollment among students in participating high schools. All OUSD high school students enrolled in the two schools with the most improved attendance during the 2016-2017 school year will have access to a college recruitment fair and a free private concert.

If OUSD receives funding through CLCSSP, Oakland Natives Give Back commit to:

- * The Continuum of our programs and services including the District Wide and select school attendance challenges
 - * Serving as the lead CBO via our OUSD MOU focused on the reduction of truancy and chronic absenteeism within Oakland public schools
 - * Providing staff and support for 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

We strongly align with OUSD's efforts to identify and support students with risk factors for later school dropout, using a Community Schools approach, and we hope that this application for funding will meet with success.

Sincerely,

Dr. Nyelska T. Dewitt,

Co-Founder & Executive Director

Nakeyma Randle,

Director of Programs & Strategic Partnerships

Rotary KinderPrep



Leveling the field for Oakland's Children

Oakland Rotary KinderPrep
1736 Franklin St. #200
Oakland, CA 94612

Tom Herman, Administrator
Coordinated School Health and Safety Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901

Dear Mr. Herman,

KinderPrep, a project of the Oakland Rotary Club, partners with 44 schools in OUSD to provide support to transitional kindergarten (TK) students, teachers and classrooms. Our efforts include money for classroom supplies, field trips, classroom volunteers, language appropriate books in student's homes as well as several innovative projects to address student needs and to improve the educational experience. We have had a five year relationship with OUSD working closely with them to align our efforts to the teacher's, school's and District's needs.

One of KinderPrep's innovative programs is our attendance improvement project. Beginning in the 2016-17 year we have worked with four schools and OUSD to try to improve attendance, especially in the earliest grades. In the face of what we understand was a general increase in chronic absence during this school year, three of the schools Rotary KinderPrep supported showed a decrease (improvement) in this measure. Given this positive data, Rotary KinderPrep is currently working with OUSD and other partners to develop a plan to scale up our attendance project from 4 to 8 or more schools.

We therefore strongly support the District's application to you for a grant to improve the attendance of vulnerable students through a comprehensive network of student and family supports.

If their application is successful KinderPrep commits to collaborating with OUSD to try to enhance the impact of such a grant.

Sincerely,

Peter M Sherris MD MPH
Chair, Oakland Rotary KinderPrep



May 7, 2017

Tom Herman, Administrator
Coordinated School Health and Safety Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901

Dear Mr. Herman,

It is my pleasure to offer this **Letter of Support** for Oakland Unified School District's proposal for funding through the Learning Communities for School Success program (LCSSP).

Attendance Works is a national and state initiative that promotes better policy and practice around school attendance. We promote tracking chronic absence data for each student beginning in kindergarten, or ideally earlier, and partnering with families and community agencies to intervene when poor attendance is a problem for students or schools.

Even before I founded Attendance Works in 2010, we partnered with OUSD to reduce absenteeism. Over the years, OUSD has been our innovation partner in creating and testing tools such as data reports, public messaging materials and toolkits (such as the Oakland Principals toolkit or the Early Success Mentor toolkit) to address chronic absence.

We have also worked closely with OUSD in supporting the development of school attendance teams, an essential strategy at the school level. Through our combined efforts, we have seen several teams make measurable progress in getting more students to school and on track to success in school. With funding from the LCSSP grant, OUSD can take the attendance team strategy to scale for all elementary and middle schools in the district.

We fully support OUSD in their efforts to improve attendance and reduce chronic absenteeism.

Sincerely,

Hedy Chang
Executive Director
Attendance Works


ATTENDANCE WORKS

200 Granville Way
San Francisco, CA 94127
www.attendanceworks.org

LEARNING COMMUNITIES FOR SCHOOL SUCCESS PROGRAM ASSURANCES

The applicant LEA agrees to:

- Expend grant funds based on the approved program grant application or written permission received from the CDE prior to implementing changes to the approved program application.
- Participate in all monitoring and evaluation activities provided by the CDE staff or designated representative.
- Participate in technical assistance provided by the CDE or designated representative as a component of the grant.
- Submit all required deliverables and reports by the designated due date.

Superintendent, Charter Director, or Designee Signature (in blue ink)  ⇒	Date
Type or Print Name Devin Dillon	Title Superintendent

California Department of Education
California Learning Communities for School Success Program
2017–2020 Grant Application

Applicant Agency: Oakland Unified School District

APPLICATION CHECKLIST

Applicants are encouraged to use this checklist to verify that the LCSSP Application contains all required information and the application elements are in the required sequence as listed.

- Original application and four copies (original has authorized signature in **blue ink**)
- Each page is single-sided and 8½- by 11-inch paper
- Application stapled or binder-clipped only in the upper left-hand corner
- Application Cover Sheet (Attachment B)
- LEA/School Site Participant Identification page(s) (Attachment C)
- One Page Abstract (Attachment D)
- 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
- Project Budget (Attachment E)
 - Budget Summary
 - Budget Justification
- Application Checklist (Attachment F)