

File ID Number	12-0355
Introduction Date	1/25/12
Enactment Number	12-0142
Enactment Date	1-25-12
By	



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

To: Board of Education

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

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

ACTION REQUESTED:

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

BACKGROUND:

Grant proposals for OUSD schools for the 2011-2014 fiscal years were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
12-0355	Yes	Grant	District for Oakland High School	This grant will fund improvement of school climate and safety, and enable a greater focus on academic instruction and student achievement	October 1, 2011 through September 30, 2014	California Department of Education	\$450,000.00

DISCUSSION

The District created a Grant Face Sheet process to:

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

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

FISCAL IMPACT:

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

- Grants valued at: \$450,000.00



RECOMMENDATION:

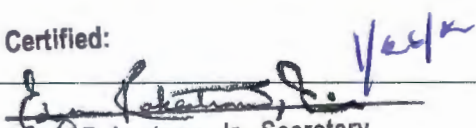
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Attachments:

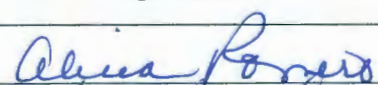
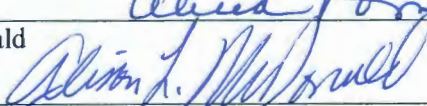
Grant Face Sheet; Grant Award Notifications – Safe and Supportive Schools – Oakland High School

OUSD Grants Management Face Sheet

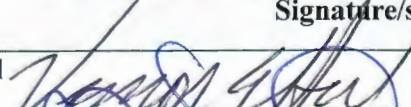
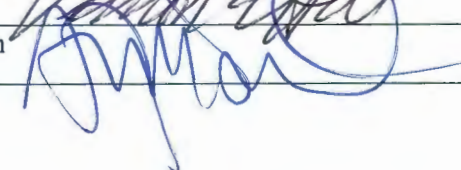
Title of Grant: Safe and Supportive Schools (S3)	Funding Cycle Dates: October 1, 2011- September 30, 2014
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Shalonn Woodard, 1430 N. Street Sacramento, CA 95814. 916.319.0800 swoodard@cde.gov	Grant Amount for Full Funding Cycle: \$150,000 annually 2011-2014
Funding Agency: California Department Of Education	Grant Focus: Safe and Supportive Schools
List all School(s) or Department(s) to be Served: Oakland High School	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	By improving school climate and safety, the grant will enable a greater focus on academic instruction and student achievement.
How will this grant be evaluated for impact upon student achievement?	The grant has a build in evaluation component which will be conducted by West Ed with the support of OUSD RAD. This is covered by the indirect rate for OUSD.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes, a site-based steering committee composed of students, parents, teachers, and staff, as well as District coaching support. Coaching support is provided at no charge by the FSCP Department, Behavioral Health Unit.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 4.25% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	OUSD funded grant from CDE. Certified:  Edgar Rakestraw, Jr., Secretary Board of Education
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Barbara McClung, Coordinator for Behavioral Health, 495 Jones Ave. Oakland CA 94603. Family, Schools, and Community Partnerships Department. 415.533.3709 Barbara.McClung@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

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

Grant Office Obtained Approval Signatures:

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

Legislative File

File ID Number: 12-0355
Introduction: 1-25-12
Enactment Number: 12-0142 B
Enactment Date: 1-25-12



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

October 03, 2011

Alicia Romero, Principal
Oakland High School
1023 MacArthur Boulevard
Oakland, CA 94610

Dear Principal Romero:

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

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

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

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

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

Sincerely,

Tom Herman, Administrator
Coordinated School Health and Safety Office

TH:mg

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

OAKLAND HIGH SCHOOL: SAFE AND SUPPORTIVE SCHOOLS WORK PLAN

PRIORITY NEEDS

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

SUPPORTS AND ENGAGEMENT SUB-DOMAINS

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

During the summer of 2011, as part of the process for preparing this application, the principal convened some of the members of the proposed Intervention Team. In this meeting, communication and consistency among staff and between administration and faculty emerged as a major barrier to a positive school climate. This notion is supported by the startling finding from the CHKS results that only 7% of OHS teachers agree that the school is an inviting and supportive place to learn. This compares poorly with the statewide finding of 46%.

Though many OHS students indicated that there were high expectations for them to meet, fewer identified that they had a strong relationship with a caring adult at the school or opportunities for meaningful participation, especially as compared to their experiences in the broader community. Further nearly a third (29%) of ninth graders disagreed or strongly disagreed that 1) teachers treat students fairly and 2) that they feel safe at school. Further 40% of 9th graders expressed skepticism that there would be a teacher or adult that would notice if they were not there and 44% were doubtful that someone really cared about them. Perceptions of fairness were also mixed with students in both grades split evenly between whether or not students are treated fairly when they break the rules.

Both ninth and eleventh graders suggested that they had few opportunities for meaningful engagement within their school. Less than 20% of students in either grade are very involved in activities at the school and less than 15% (in either grade) strongly believe that they do things that make a difference at the school. In terms of class participation and decision making, 75% of both ninth and eleventh graders responded that it was "not at all true" or only "a little true" when presented with the statement "I help decide things like class rules or activities."

Focusing on high expectations and caring relationships and building opportunities for meaningful participation is also anticipated to have an overall positive impact on school climate and increasing perceptions of school connectedness which are quite low. The CHKS results also revealed that OHS ranks in the 9th percentile for student connectedness. Only 27% and 29% of 9th and 11th graders respectively report that they feel connected to the school, compared to 43% state-wide. As expressed by the S3 team in planning sessions, "By raising teachers' expectations, and providing more opportunities for meaningful student participation, we expect to see a rise in the number of students who perceive a caring, safe school environment and feel more connected to their school community."

VIOLENCE VICTIMIZATION AND SUBSTANCE USE SUB-DOMAINS

- ✓ Harassment and Bullying

✓ Low Physical and Emotional Violence Perpetration

In the 2010-11 school year the level of violence and aggression at the school was notable. School administrators collected 2 guns, one BB gun that resembled a firearm, and 4 knives exceeding 4 inches. During this same time period, marijuana was found in the possession of 25 students. There were 228 suspensions equaling 661 days of missed instruction due to disciplinary reasons. Twenty-nine percent (29%) of these suspensions resulted from violence, and 47% resulted from other behavioral problems (e.g. defiance). Males in general comprised 75% of the suspensions (but 50% of the school), with a full 50% of suspensions being African American male students (who are only 17% of the school). African Americans in general were overrepresented among the suspensions (68%), although they are 33% of total student body.

In the DUAP planning sessions S3 team members emphasized the importance of addressing harassment, bullying, and violence. According to Principal Romero, many parents and staff have expressed concerns regarding harassment and safety for students on and off campus. In the past year 19% of 9th graders and 15% of 11th graders have been in a physical fight. Among the three students present in the planning session there was strong accord that harassment and bullying need to be addressed.

Violence and aggression appear to be common on school grounds. While few students admitted to ever carrying a weapon on school grounds, nearly a third had seen someone carrying a weapon and 10% of 9th graders had been threatened or injured with a weapon and only 14% of 9th graders and 13% of 11th graders feel very safe at school. Verbal harassment is also fairly common. 25% of ninth graders and 30% of 11th graders reported multiple incidents of having rude sexual jokes, gestures, or comments made to them. Girls also appear to be more impacted than boys, with significantly lower feelings of safety than boys within both age categories.

S3 TEAM WORK PLAN DEVELOPMENT MEETINGS

- November 8, Pre-DUAP prep meeting, review initial submission and develop current strategies list
- November 16, First DUAP meeting, review data, determine focus areas
- November 29, Second DUAP meeting, refine objectives
- December 2, Third DUAP meeting, determine strategies and activities

Oakland High's S-3 Intervention Team first convened during summer 2011 to prepare the Evidence of Readiness statement. The team met two times in fall 2011: first in September to review the Evidence of Readiness Statement and to recruit additional team members and again in early November to prepare for the Data Use Action Planning (DUAP) workshops. During each of these initial meetings S3 team members were asked to consider core challenges faced by the school and the opportunity afforded by the S3 grant.

The S-3 team, with support from technical assistance coaches at West Ed, met three times in late November and early December to refine the objectives and strategies of the work plan. The first meeting was guided by the data review framework presented by West Ed and allowed the S3 team an opportunity to think critically through the school wide challenges identified in the survey data. During this discussion the S3 team identified core needs suggested both by the data and reinforced by student, teacher, and parent comments. Based on this discussion the S3 team selected the four sub-domains. A second meeting, held on November 29 was convened to refine the desired objectives to be achieved in addressing each sub-domain area. The final meeting, held December 2, was used to refine the strategies proposed to meet the core objectives and to brainstorm the primary activities that would be used to implement the strategies.

OUTCOMES AND OBJECTIVES

GOALS & OBJECTIVES

Under Supports and Engagement, the S3 Intervention Team will be working to 1) develop a permanent system of continuous feedback and accountability for student participation, and 2) elevate the ways that faculty express high expectations so that they can create an open platform for student ideas, questions or challenges to facilitate individualized student success. Under Violence, Victimization and Substance Use, the OHS S3 Intervention Team will focus its efforts on professional development and alternative dispute resolution systems to 1) reduce incidents of bullying and harassment and create a climate of student unity, and 2) develop more effective prevention and intervention strategies for school fighting and violence. All four of these goals align with statewide S3 Goals 1 and 4 in that they will improve the climate and safety of the school while building sustainable capacity that promotes better conditions for learning. The goals around Supports and Engagement are being developed in conjunction with schoolwide academic improvement plans, which also include systematic use of data to inform programmatic and individual intervention, ensuring that the project will help advance statewide S3 Goals 2 and 3.

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

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

OUTCOMES

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

Domain: Sub-Domain	Local OHS S3 Outcomes	Corresponding Statewide S3 Outcomes
Supports & Engagement:		
Opportunities for Meaningful Participation	OHS will measure a 10% increase in the number of students who report feeling connected to school	5.
Opportunities for Meaningful Participation	OHS will measure a 10% increase in the number of parents who agree that OHS welcomes contributions and input	7.
High Expectations and Caring Relationships	OHS will measure a 10% increase in the number of teachers who agree that their school is a supportive and inviting place for students to learn	6.
Violence, Victimization & Substance Use:		
Harassment & Bullying	OHS will measure a decrease in the number of students who report personal harassment or bullying on school property in the final funded school year	2.
Physical & Emotional Violence Perpetration	OHS will measure a decrease in the number of suspensions for violent incidents without physical injury	4.
ALL 4 Sub-Domains	OHS will measure overall improvement in the SCI by the final funded school year	1.

STRATEGIES

The specific strategies and programs selected include Positive Behavior Intervention and Support (PBIS), Philosophical Chairs, Motivational Interviewing (MI), and No Bully Solution Teams.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

At OHS wide-spread staff and faculty training in PBIS will provide the framework for S3 implementation. PBIS is a prevention-oriented framework that emphasizes a positive and safe school climate to maximize success for all students. Although PBIS has no specific restrictions on the use of consequence-based strategies designed to reduce serious problem behavior, its focus is positive and preventive strategies, which is precisely what the S3 Intervention Team identified as OHS needs. PBIS helps school personnel identify the most positive approach to addressing even the most severe problem behaviors, and will be used as a school-wide strategy to address all four sub-domains. The implementation of PBIS will mark a schoolwide commitment to improving school climate. Because it is a school-wide approach, PBIS is expected to have an impact on the general student population, and because it provides a lens through which the school develops more effective responses to disruptive behavior, it is anticipated to have a powerful impact upon the at-risk population. PBIS is strengths-based, refocusing school personnel on youths' assets rather than deficits, so it will provide opportunities to enact the principles of youth development. According to the PBIS model, voices and perspectives of family and community members are involved directly in school improvement processes through participation on leadership teams, practice implementation, and outcome evaluations at the school, district, and state levels, so it also has built-in parent and community involvement components.

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

PHILOSOPHICAL CHAIRS

Philosophical Chairs is a pedagogical approach wherein students adopt and argue positions on a controversial topic (Seech, Z. 1984. "Philosophical Chairs: A Format for Classroom Discussion," *Teaching Philosophy* 7:1, January). The S3 Intervention Team selected Philosophical Chairs as a strategy to elevate expectations and increase youth engagement and participation. Philosophical Chairs is an integrated part of the widely-acclaimed Advancement Via Individual Determination (AVID) model, and is an approach that can give students who are less receptive to didactic teaching an opportunity for more active engagement with learning and with school. It can be used in science, social studies, English and foreign language instruction, and is designed to be a strategy for the general population. Among the benefits to this approach is that students gain skills in **oral presentation and critical thinking** (Scheurman, G. 1996. Philosophical chairs: A technique to elicit prior knowledge and beliefs. *Newsletter for Educational Psychologist*. 20(1). 12-13), while also having opportunities for **peer learning and empowerment**. It is an application of several

youth development principles within the classroom Research has shown that the kind of debate and reflection available in Philosophical Chairs enables students to think more critically and analytically and to consider their peers' viewpoints more seriously (Lundeberg, M. and Scheurman, G. 1997. Looking twice means seeing more: Developing pedagogical knowledge through case analysis. *Teaching and Teacher Education*, Volume 13, Issue 8, 1997, Pages 783-797).

MOTIVATIONAL INTERVIEWING

For each year of the grant, the S3 plan calls for training in Motivational Interviewing (MI) to be offered to parents, case managers and counselors (community-based partners), and a minimum of 10 teachers. This strategy is designed to enhance school-wide capacity for addressing undesirable student behavior in a way that engages rather than alienates students. The S3 Team selected this evidence-based practice (EBP) to equip more school personnel and school-community members with a technique that has been shown to engage disengaged individuals. MI will be used both with both the general population and at risk students to encourage improved engagement, promote school-based caring relationships, and improve likelihood that students will be able to meet high expectations. Two counselors, who will be funded to work through the summer, will be trained in MI and will work with the most at-risk students on an individual basis. The SAMHSA National Registry of Evidence Based Practices recognizes MI as EBP and lists MI outcomes areas as: Alcohol, Crime/delinquency, Drugs, Family/relationships, Social functioning, Trauma/injuries, Treatment/recovery, demonstrating its close fit with the OHS at-risk population. Because parents and community-based partners will be included in the trainings, this strategy represents a method of deepening parent and community involvement.

NO BULLY SOLUTION TEAM

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

schools which subscribe to a zero-tolerance policy tend to experience higher levels of student aggression.

The S3 Team, therefore, will implement an alternative anti-bullying approach, the No Bully Solution Team. No Bully is an approach to increasing awareness of and effective responses to bullying school-wide, and Solution Team is an emerging best practice for intervening when school bullying occurs. In Solution Team the bully, one or more of his or her peers, and some positive youth leaders come together in a series of structured meetings facilitated by a trained Solution Coach (usually a teacher or counselor). The youth are encouraged to draw on their empathy and then empowered to devise a solution that would ameliorate the target's situation. A recent doctoral study tracked the outcomes Solution Team interventions and found that Solution Team **resolved 80% of bullying incidents** for periods of three months or longer (Steiger, Alyssa D. 2010. Solution team: A program evaluation of an anti-bullying intervention. Dissertation. California Institute of Integral Studies. San Francisco). All school personnel will be trained in No Bully, and specific individuals will self-select for an additional full day to train as Solution Coaches. Because the strategy is so different from conventional approaches to misbehavior, its adoption will represent a school-wide commitment to improving school climate, and affect both the general population and at-risk students.

STRATEGIC APPROACHES

There are five CDE research-based strategies to which OHS's selected strategies correspond: Student Assistance Program, Early Intervention and Counseling, Conflict Resolution and Mediation, Youth Development, and Family and Community Collaboration. The school, in relationship with its Wellness Center, uses a Student Assistance Program model for identifying students at risk of peril in terms of their health, academic success, personal success, family relationships, mental health and substance use/abuse. Consistent with the SAP model, and as a part of S3 implementation, when a student is identified by OHS staff or faculty as exhibiting a health risk behaviors, a school performance problem, or an issue requiring additional social/emotional support, he or she will be referred to the Wellness Center's multidisciplinary team who will further assess student needs and either provide or refer to the appropriate intervention or services. Currently, some of the most at-risk students effectively hide from or actively push away adults in the school that could connect them with needed services. By equipping a larger number of faculty and staff who have regular contact with students with training in Motivational Interviewing, the S3 program will widely distribute adults with the tools they need to engage them in a meaningful manner, thereby enhancing OHS's ability to enact Early Intervention and Counseling. OHS's S3 strategy for addressing physical and emotional violence and perpetration uses a Conflict Resolution/Mediation approach which is led by students who sit on the Student Court. Because this approach empowers youth as decision-makers and offers opportunities for leadership, it is also a Youth Development strategy. Through S3 OHS will also reach out to parent and community members for meaningful participation and engagement, reflecting the research-based strategy of Family and Community Collaboration.

The S3 plan will build on existing school and district infrastructures in a number of ways. First, a key component of the S3 plan for meeting the needs of at-risk youth is the OHS Wellness Center, which partners with 34 CBOs, and is very well known among students as an accessible resource for counseling, health and mental health services, family and community support. The S3 plan also builds on Student Court which has begun this year at Oakland High School. Philosophical Chairs are a part of the AVID program which has demonstrated great success at OHS. Principal Romero has made inroads lately in parent engagement, so the S3 parent engagement strategy is well-timed to build on those successes. Finally, the district has launched PBIS in a number of schools and has training materials and resources in-house to support PBIS implementation with fidelity.

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

Students, staff, parents and the community are all represented on the S3 team, demonstrating that OHS's commitment to improving school climate includes multiple voices and perspectives. Student representation is particularly strong, with no less than 6 students attending the planning meetings. Communication with the broader student body will use student leadership groups such as Student Council, the Leadership Class, Link Crew, as well as Facebook and the school website. Communication with parents will be closely tied to the Parent Engagement Strategy. The prominent role of the Wellness Center will help to ensure that OHS's community partners are included in communication pertaining to S3 strategies and accomplishments. Staff and faculty will be apprised during normal faculty meetings and communiqués.

TARGETED POPULATIONS

AT RISK STUDENTS

Students at risk of or already involved in violence, as victims or perpetrators, will be targeted for individual intervention using Motivational Interviewing. Students committing acts of violence will be targeted by the Student Court. Students identified as bullies will be targeted by Solution Team, which is a strategy that is equally directed toward the targets of bullying.

REFERRAL PROCESS

It is the expectation of the S3 Team that trainings in MI, PBIS, and No Bully will leave teachers and other staff more sensitive to bullying, emotional withdrawal, and signs of crisis among the students. This, in turn, will enhance the effectiveness of the referral system already in place whereby staff and faculty identify and refer at-risk students to additional supports through the Wellness Center, counselors, and community-based partners. Additionally, OHS plans to provide teachers with supplemental training in how to read the Assertive Discipline fields in the ABl data system to ensure that school-wide, all faculty have unfettered access to information about what is going on with all of their students in terms of discipline, intervention and support – this also promises to ensure better referrals. Individuals engaged in physical or emotional violence (either as a perpetrator, participant or victim) will be automatically referred to the Wellness Center and invited to access counseling services.

YOUTH DEVELOPMENT

At the launch of the school year, several youth who are currently involved in Link Crew, Leadership Class or student council were invited to participate in S3 planning. The planning meetings were well attended by these students whose input was specifically solicited and used in the design of the S3 strategies. The continued involvement of these youth in the implementation of the project is critical, especially as preliminary data become available, at which time their input on why specific interventions have or have not been effective will be invaluable. These students will be invited to participate in PBIS and MI training, and will be relied upon to help convey S3 progress to the student body, including status updates and outcomes.

A clear strength of OHS is the wealth of opportunity for engagement through multiple student leadership and activity groups. But there remains a large number of youth who do not engage in the school, be it because they are intimidated, discouraged, uninterested, or coping with unresolved issues. By building more engaging pedagogy into the classroom (Philosophical Chairs), expectations will remain high, and more students should find a way to engage. And by developing faculty and staff sensitivity and effectiveness in relating to disengaged students (PBIS, MI, No Bully), there will be greater potential for students to form caring and meaningful relationships at the school, making them more inclined to engage.

PARENT ENGAGEMENT

The S3 Team has reserved a portion of the annual budget each implementation year for parent engagement strategies. A review that came out of the US Department of Education Institute of Education Sciences concluded that there are no strategies for engaging parents that are sufficiently-researched to stand up as evidence-based models (Agronick, G., et al. 2009. Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region. Regional Educational Laboratory Issues & Answers. 2009, No. 069.). OHS will, therefore, conduct a preliminary fishbowl exercise with parents on strategies for engaging the OHS parent community more effectively and making parents feel welcome, supported and invested in the school. Parents from the PTA, AVID; English Language Advisory Committee (ELAC), and the School Site Council (SSC) will be invited to participate in the exercise, the results of which will inform the content of events, seminars, and celebrations designed to engage parents more deeply in the school community, in school climate efforts, and in their children's success. The parent engagement

strategy will draw upon recent growth in OHS's Parent-Teacher Association, and successful strategies used by AVID. Some of the funds may be used to provide stipends for parents who volunteer, conduct outreach to other parents, or partake in training.

COMMUNITY INVOLVEMENT

OHS has mutually beneficial relationships with multiple community partners. These partners provide valuable services and resources to youth and their families, and many, especially those that are neighborhood-based, provide opportunities for OHS students to volunteer, provide community leadership, and develop professional experience, for example hosting a holiday toy and clothing drive or a blood drive. Community partners, such as East Bay Asian Youth Center (EBAYC), provide mentors and tutors for students who are socially and academically at risk, mental health services, substance abuse services, social services for homeless youth and families, and support for youth in the child welfare system.

ACTIVITIES

SUPPORTS AND ENGAGEMENT SUB-DOMAINS

The first activities to be implemented toward ensuring High Expectations and Caring Relationships will be the PBIS training scheduled for February. Key members of the S3 team, including student the Principal, teachers, and parent representatives, will be included in this training. These teachers will be drawn from among those teachers who are emerging leaders in terms of positive climate, as well as those teachers who are more firmly rooted in traditional approaches to behavior modification, to ensure that the new approaches reach school community members with an array of perspectives, and that the training results in genuine dialogue. Using the PBIS approach the S3 team will devise a system for student and rewards for demonstrations of empathy, caring, leadership, and other positive behaviors, implement a teacher-acknowledgement system, and develop a strengths-based intervention approach for problematic student behavior.

As part of ensuring that Opportunities for Meaningful Participation increase during the funding period, within the first few months fishbowl exercises will be held with parents (to determine effective methods of engaging and establishing trust), and teachers (to determine strategies to help them feel supported). Early in implementation, OHS will also recruit teachers to participate in trainings on how to run Philosophical Chairs – these teachers will be offered small incentives to begin holding team planning sessions.

Milestones will include completion of trainings, establishment of reward and intervention systems, completion of fishbowl exercises, and completion of follow-through steps taken in response to fishbowls.

VIOLENCE VICTIMIZATION AND SUBSTANCE USE SUB-DOMAINS

The first steps in reducing violence, harassment and bullying will be to enlist faculty and staff in training in Motivational Interviewing and No Bully school-wide approaches. Trainees for MI will include interested parents, teachers, counselors, community partner service providers working at the school site, and Student Court members. Solution Team trainees will be identified from among OHS faculty and staff – trainees will be designated Solution Coaches and will learn how to implement the intervention using a fidelity/data collection log. In addition to these trainings, arrangements will be made with human resources to ensure the expansion of hours for the two counselors who will both be trained in MI and as Solution Coaches. By expanding their hours, OHS will increase its capacity to address the immediate and persistent issues

around violence and harassment, which are expected to decrease as school-wide strategies are fully implemented and the school climate improves, thereby enabling the hours to be cut back again.

PROJECT STAFFING, MANAGEMENT AND MONITORING

STAFFING

OHS Principal Alicia Romero spent 14 years in the classroom, and then worked for the district for several years as a support for high school principals; she therefore understands the role of principal from multiple vantage points. As a bilingual bicultural Latina who grew up in a low-income family, she understands the population that OHS serves. She is in her 3rd year as principal at OHS. In those years Ms. Romero has reduced teacher turnover and increased the academic rigor at the school. She has the respect and cooperation of OHS faculty who have said that she is working hard to create a climate in which teachers are heard and respected. Principal Romero will initially dedicate a minimum of 10-20 hours a week to the implementation of S3. She will convene the entire Intervention Team, call monthly meetings, and personally conduct outreach to extant committees, bodies, and organizations to ensure that efforts are coordinated. Eventually, her weekly commitment will go down to 5-10 hours a week, but because the initiative will be guided by a multi-disciplinary team using a strategic approach, these hours' impact will be magnified beyond what she is currently able to accomplish in 5-10 hours of school climate-focused work.

The S3 Coordinator position will be held by Tiago Robinson. Mr. Robinson has served as a case manager and the African American Student Support Coordinator at OHS for multiple years. He has very close knowledge of students in acute risk for school failure, drop-out and violence. In the first semester, during start-up, he will work full time implementing the S3 workplan; thereafter he will dedicate .5 time to the position. He will chair the regularly scheduled S3 Intervention Team meetings and will be primarily responsible for staff work, including communication, following-up on action items, and, with the support of the principal, delegating tasks to other team members.

The District has provided OHS's S3 Intervention Team with the support of Annette Oropeza, to act as liaison between the OHS S3 Intervention Team and the District. She is a Licensed Clinical Social Worker who has worked extensively with school-based programs. She serve in the capacity of PBIS Coach, and will assist in support the overall implementation of S3 interventions that include a behavioral health component. She will also help to ensure that resources available through the district, including relevant opportunities for training and professional development, are made available to OHS.

MONITORING AND DATA USE

It will be the responsibility of the S3 Coordinator to conduct the day-to-day monitoring of project implementation. He reports to the Principal who will be ultimately responsible for monitoring the completeness, quality and effectiveness of project activities. Because S3 is so closely aligned with the priorities of the District, the Family Schools and Community Partnerships Department will also convene quarterly meetings of all S3 recipient school principals and project coordinators, during which time interim data reviews may be held. Integral to PBIS implementation is the systematic measurement and use of outcome data to inform school practices. While some data will only be available on an annual basis, suspension, attendance, and disciplinary data can be reviewed on a more frequent basis to indicate whether specific interventions are having the desired impact. Project outputs, for example, the number of disputes resolved through S3 programmatic interventions, will also be reviewed at these meetings, as will anecdotal accounts that demonstrate whether or not program aspects are being well received. Such data will also be reviewed at the beginning of each semester to help guide S3 Intervention Team on how to

improve implementation. The full Intervention Team, which comprises parents, students, behavioral health providers, case managers, teachers, administrators, and community partners, will begin by meeting two times a month for an hour at a time. Once the groundwork has been laid, the trainings are absorbed and implementation is in progress, these meetings may be reduced to a once-monthly schedule.

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

SUSTAINABILITY

This workplan describes a number of strategies that will be used to create long-lasting change in school-wide capacity to support a positive school climate. The professional development will last far beyond the grant period and will permeate multiple realms in the school, as student support staff, teachers, administrators, case managers, and community partners will all be trained. The current situation at OHS requires additional support, which is why the youth counselor hours must be extended. But once S3 strategies such as PBIS, No Bully and MI have been fully implemented and operational for two full years, it is expected that the school will be in less acute need than it is today. The loss of the S3 coordinator and the additional counselor hours at the end of the three-year grant period will certainly be felt by the school, but the added capacity and changes in school culture that will come with S3 implementation, and the positive outcomes along domains of Supports and Engagement and Violence Victimization and Substance Use will be sustained through the continued commitment to the S3 goals and objectives and the increased capacity that S3 will have brought.

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

Safe and Supportive Schools School Site Work Plan Activities Matrix

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

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

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

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

Local Objective: Oakland High School will experience a two percentile point gain in the sub-domain High Expectations and Caring Relationships, taking our school from the 13th to the 15th percentile.

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Initiate Positive Behavior Intervention and Support (PBIS) prevention-oriented framework that emphasizes a positive and safe school climate to maximize success for all students	YD, PI, CI, SC	Send entire S3 team plus additional teachers (up to a total of 5 classroom teachers) to PBIS training hosted by OUSD	4-days of training	Principal/S3 Coordinator	February 2012
		Develop system by which prosocial behavior will be taught and rewarded; put in place "red apple" award system for teachers	Over 4-6 S3 meetings	S3 Team	March – May 2012
		Develop strengths-based interventions for at-risk students	Over 4-6 S3 meetings	Principal/S3 Coordinator	March – May 2012
		Monitor progress; record numbers of students referred and served by specific activities; measure student improvements	Monthly with quarterly data review meetings	S3 Coordinator	Ongoing, beginning March 2012

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

General student population; # served per year 1,800 Parents/other caring adults; # served per year School staff; # served per year 80

Other (specify) _____; # served per year _____

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

Safe and Supportive Schools School Site Work Plan Activities Matrix

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

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

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

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

Local Objective: Oakland High School will experience a two percentile point gain in the sub-domain Opportunities for Meaningful Engagement, taking our school from the 23rd to the 25st percentile.

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Provide professional development and school support systems that increase opportunities for meaningful engagement for students, teachers and parents	SC, PI, YD	Hold fishbowl exercises with teachers to determine ways to help them feel supported in creating a supportive environment for students	5-day training	S3 Coordinator	January-February 2012
		Recruit teachers and hold professional development on Philosophical Chairs (5 new teachers per year)	One-time training	Principal/ S3 Coordinator	February 2012 – May 2012
		Launch parent engagement strategies	Ongoing with events taking place monthly	S3 Coordinator	February 2012 – September 2014
		Offer professional development and/or events that reflect the results of the teacher fishbowl exercise	Ongoing with events taking place every semester	Principal/S3 Coordinator	August 2012 – September 2014
		Monitor progress; record numbers of parents engaged; measure student improvements in classes that use Philosophical Chairs	Monthly with quarterly data review meetings	S3 Coordinator	Ongoing, beginning March 2012

This strategy/intervention targets: At risk student population (identify): _ # served per year: __

General student population; # served per year 500 Parents/other caring adults; # served per year 300 School staff; # served per year 40

Other (specify) _____; # served per year _____

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

Safe and Supportive Schools School Site Work Plan Activities Matrix

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

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

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

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

Local Objective: Oakland High School will experience a two percentile point gain in the sub-domain Harassment and Bullying, taking our school from the 39th to the 41st percentile.

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

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

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

Other (specify) _____; # served per year _____

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

Safe and Supportive Schools School Site Work Plan Activities Matrix

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

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

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

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

Local Objective: Oakland High School will experience a two percentile point gain in the sub-domain Physical Violence Perpetration, taking our school from the 45 th to the 47 th percentile.					
Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Implement Motivational Interviewing for to move the response to behavioral issues away from strict punishment toward engagement, non-judgment, and behavior change	PI, CI, SC	Bring in trainers to provide Motivational Interviewing training to interested parents, counselors, community partner service providers working at the school site, up to 10 teachers, and Student Court members	Three one-day trainings	S3 Coordinator	April 2012
		Arrange for extension of youth counselor hours	One-time initiation of HR process	Principal	February 2012
		Develop tracking system for recording the number of students reached by MI	Developed over 2 S3 meetings	S3 Team	April – May 2012
		Monitor progress; record numbers of students referred and served by MI-trained counselors, parents and staff; measure student improvements according to disciplinary data	Monthly with quarterly data review meetings	S3 Team	Ongoing, beginning May 2012
This strategy/intervention targets: <input checked="" type="checkbox"/> At risk student population (identify): <u>students engaged in physical or emotional violence</u> # served per year: <u>50</u> <input type="checkbox"/> General student population; # served per year _____ <input checked="" type="checkbox"/> Parents/other caring adults; # served per year <u>6</u> <input checked="" type="checkbox"/> School staff; # served per year <u>10</u> <input checked="" type="checkbox"/> Other (specify) <u>counselors</u> ; # served per year <u>2</u>					
*Strategy Codes: YD=Youth Development PI=Parent Involvement CI=Community Involvement SC=Schoolwide Commitment					

**SAFE AND SUPPORTIVE SCHOOLS (S3) GRANT PROGRAM
BUDGET SUMMARY**

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

Object Code	Budget Item	2011-12 Budget Year 1	2012-13 Budget Year 2	2013-14 Budget Year 3	Total Proposed Budget
1000	Certificated Personnel Salaries	\$19,875.00	\$19,875.00	\$19,875.00	\$59,625.00
2000	Classified Personnel Salaries	\$20,339.00	\$20,339.00	\$20,339.00	\$61,017.00
3000	Employee Benefits	\$7,238.52	\$7,238.52	\$7,238.52	\$21,715.56
4200	Books and Supplies	\$0.00	\$0.00	\$0.00	\$0.00
4300	Materials and Supplies	\$4,436.21	\$5,251.56	\$5,251.56	\$14,939.32
4400	Non-capitalized Equipment	\$0.00	\$0.00	\$0.00	\$0.00
5200	Travel and Conferences	\$0.00	\$0.00	\$0.00	\$0.00
5600	Rentals, Leases, Repairs and Non-capitilized Improvements	\$0.00	\$0.00	\$0.00	\$0.00
5700	Interprogram Services	\$0.00	\$0.00	\$0.00	\$0.00
5800-0000	Non-instructional Consultant Services (maximum \$25,000 per	\$87,200.00	\$67,200.00	\$67,200.00	\$221,600.00
5800-1000	Instructional Consultant Services	\$0.00	\$0.00	\$0.00	\$0.00
Total Direct Costs		\$139,088.73	\$119,904.08	\$119,904.08	\$378,896.88

7000 Indirect		To find your approved indirect cost rate visit: http://www.cde.ca.gov/fg/ac/ic/documents/icr0708to1112.xls			
Enter Indirect Rate for FY 2011:	4.25%	\$5,911.27			\$5,911.27
Enter Indirect Rate for FY 2012:	4.25%		\$5,095.92		\$5,095.92
Enter Indirect Rate for FY 2013:	4.25%			\$5,095.92	\$5,095.92
5100	Subagreements for Services (amounts over \$25,000 per agreement)	\$5,000.00	\$25,000.00	\$25,000.00	\$55,000.00
Total Budget		\$150,000.00	\$150,000.00	\$150,000.00	\$450,000.00

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

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

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

State Use Only

Printed Name and Title: Phone: ()
Signature: Date:

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

Name of School District: Oakland Unified School District

Oakland High School

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

Object Code	Budget Item	LINE ITEM DETAIL	Subtotal
1000	Certificated Personnel Salaries		\$ 19,875.00
	Sub Coverage for Motivational Interviewing Training	coverage for 10 teachers for 3 days (@ \$125/day=)	\$ 3,750.00
	Sub Coverage for PBIS Training	coverage for 5 teachers for 4 days (@\$125/day)	\$ 2,500.00
	Sub Coverage No Bully Solution Team	coverage for 85+24 teachers for one day each (109x\$125=\$13625)	\$ 13,625.00
2000	Classified Personnel Salaries		\$ 20,339.00
	2.0FTE Youth Counselors	each working 2 months of summer coverage	\$ 20,339.00
3000	Employee Benefits	18% Statutory benefit rate for extra pay salary items	\$ 7,238.52
4200	Books and other Reference Materials		\$ -
4300	Materials and Supplies		\$ 4,436.21
	CHKS/CSCS/CSPS	.30 per student per year (1,700x.30 = \$510); .30 per returned parent survey (420x.30 = \$126); \$150 for school level report; \$15 shipping	\$ 801.00
	Student Incentives	Student Incentives for PBIS	\$ 3,635.21
4400	Noncapitalized Equipment		\$ -
5200	Travel and Conferences		\$ -
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements		\$ -
5700	Interprogram Services		\$ -
5800	Consultant Services		\$ 87,200.00
	1.0FTE S3 Coordinator	1.0FTE for first 6 months (Jan - June 2012)	\$ 25,000.00
	No Bully Solution Team Lead	.40 No Bully Solution Team Lead	\$ 20,000.00
	Parent Engagement Strategy	parent events, parent stipends for training, volunteering and outreach	\$ 9,000.00
	Motivational Interviewing	3 day training at \$2300 per day	\$ 6,900.00
	PBIS Training	\$3,500 for 4 days of training	\$ 3,500.00
	Philosophical Chairs	Training for 5 teachers x \$1000; 20 team planning sessions x \$500	\$ 15,000.00
	No Bully Solution Team	Solution Team training 1.5 days (\$6600); Consultation (\$1200)	\$ 7,800.00
7000	Indirect Costs		\$ 5,911.27
	Admin	OUSD Indirect Cost rate 4.25%	\$ 5,911.27
5100	Subagreements for Services (Amounts over \$25,000 per subagreement)	1.0 fte S3 Coordinator (Total Contract = \$30,000)	\$ 5,000.00
Total Budget			\$ 150,000.00

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

Name of School District: Oakland Unified School District

Oakland High School

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

Object Code	Budget Item	LINE ITEM DETAIL	Subtotal
1000	Certificated Personnel Salaries		\$ 19,875.00
	Sub Coverage for Motivational Interviewing Training	coverage for 10 teachers for 3 days (@ \$125/day=)	\$ 3,750.00
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	Sub Coverage No Bully Solution Team	coverage for 85+24 teachers for one day each (109x\$125=\$13625)	\$ 13,625.00
2000	Classified Personnel Salaries		\$ 20,339.00
	2.0FTE Youth Counselors	each working 2 months of summer coverage	\$ 20,339.00
3000	Employee Benefits	18% Statutory benefit rate for extra pay salary items	\$ 7,238.52
4200	Books and other Reference Materials		\$ -
4300	Materials and Supplies		\$ 5,251.56
	CHKS/CSCS/CSPS	.30 per student per year (1,700x.30 = \$510); .30 per returned parent survey (420x.30 = \$126); \$150 for school level report; \$15 shipping	\$ 801.00
	Student Incentives	Student Incentives for PBIS	\$ 4,450.56
4400	Noncapitalized Equipment		\$ -
5200	Travel and Conferences		\$ -
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements		\$ -
5700	Interprogram Services		\$ -
5800	Consultant Services		\$ 67,200.00
	1.0 FTE S3 Coordinator	1.0 FTE years 2 & 3	\$ 25,000.00
	Parent Engagement Strategy	parent events, parent stipends for training, volunteering and outreach	\$ 9,000.00
	Motivational Interviewing	3 day training at \$2300 per day	\$ 6,900.00
	Philosophical Chairs	Training for 5 teachers x \$1000; 20 team planning sessions x \$500	\$ 15,000.00
	PBIS Training	\$3,500 for 4 days of training	\$ 3,500.00
	No Bully Solution Team	Solution Team training 1.5 days (\$6600); Consultation (\$1200)	\$ 7,800.00
7000	Indirect Costs		\$ 5,095.92
	Admin	OUSD Indirect Cost rate 4.25%	\$ 5,095.92
5100	Subagreements for Services (Amounts over \$25,000 per subagreement)	1.0 fte S3 Coordinator (Total Contract = \$50,000)	\$ 25,000.00

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

Name of School District: Oakland Unified School District

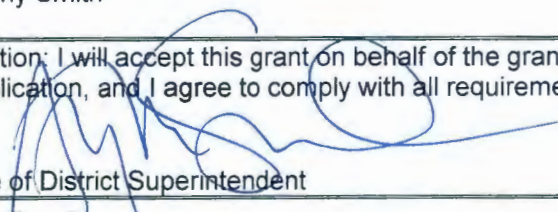
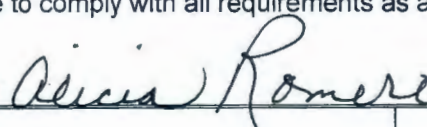
Oakland High School

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

Object Code	Budget Item	LINE ITEM DETAIL	Subtotal
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2000	Classified Personnel Salaries		\$ 20,339.00
	2.0FTE Youth Counselors	each working 2 months of summer coverage	\$ 20,339.00
3000	Employee Benefits	18% Statutory benefit rate for extra pay salary items	\$ 7,238.52
4200	Books and other Reference Materials		\$ -
4300	Materials and Supplies		\$ 5,251.56
	CHKS/CSCS/CSPS	.30 per student per year (1,700x.30 = \$510); .30 per returned parent survey (420x.30 = \$126); \$150 for school level report; \$15 shipping	\$ 801.00
	Student Incentives	Student Incentives for PBIS	\$ 4,450.56
4400	Noncapitalized Equipment		\$ -
5200	Travel and Conferences		\$ -
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements		\$ -
5700	Interprogram Services		\$ -
5800	Consultant Services		\$ 67,200.00
	1.0 FTE S3 Coordinator	1.0 FTE years 2 & 3	\$ 25,000.00
	Parent Engagement Strategy	parent events, parent stipends for training, volunteering and outreach	\$ 9,000.00
	Motivational Interviewing	3 day training at \$2300 per day	\$ 6,900.00
	Philosophical Chairs	Training for 5 teachers x \$1000; 20 team planning sessions x \$500	\$ 15,000.00
	PBIS Training	\$3,500 for 4 days of training	\$ 3,500.00
	No Bully Solution Team	Solution Team training 1.5 days (\$6600); Consultation (\$1200)	\$ 7,800.00
7000	Indirect Costs		\$ 5,095.92
	Admin	OUSD Indirect Cost rate 4.25%	\$ 5,095.92
5100	Subagreements for Services (Amounts over \$25,000 per subagreement)	1.0 fte S3 Coordinator (Total Contract = \$50,000)	\$ 25,000.00
Total Budget			\$ 150,000.00

CALIFORNIA SAFE AND SUPPORTIVE SCHOOLS

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

School District: Oakland Unified School District	Grant Period: Oct 1, 2011-Sept 30, 2014																		
District Address: Family, School & Community Partnerships Department, 495 Jones Ave, Oakland CA 94603	Total funds requested for FY 2011-12 \$ 150,000																		
District S3 Contact (Name and Title): Barbara McClung, Coordinator, Behavioral Health	Telephone Number (with Area Code): 415-533-3709																		
District S3 Contact's Email Address: Barbara.mcclung@ousd.k12.ca.us	Fax Number (with Area Code): 510-639-4807																		
Name of District Superintendent of Schools: Dr. Anthony Smith	Telephone and Email Address: 510-879-8200 Tony.smith@ousd.k12.ca.us																		
Authorization: I will accept this grant on behalf of the grantee named above. I have read the conditions contained in this grant application, and I agree to comply with all requirements as a condition of grant funding.																			
Signature of District Superintendent 	Date <i>12/14/2011</i>																		
School: Oakland High School																			
School Address: 1023 MacArthur Blvd, Oakland, CA 94610	School S3 Contact's Telephone and Fax No 510-879-3040 (T) 510-879-3049 (F)																		
School S3 contact (Name, Title): Alicia Romero, Principal	School S3 Contact's Email Address: Alicia.Romero@ousd.k12.ca.us																		
Name of School Principal Alicia Romero	Telephone and Email Address: 510-879-3040 Alicia.Romero@ousd.k12.ca.us																		
Authorization: I will accept this grant on behalf of the grantee named above. I have read the conditions contained in this grant application, and I agree to comply with all requirements as a condition of grant funding.																			
Signature of School Principal 	Date <i>12-13-11</i>																		
California Department of Education Use Only Technical Requirement Review <table border="0"> <tr> <td></td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Received by 12/16/11 deadline</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Completed cover sheet/signatures</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Work plan and matrix completed</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Budget forms completed</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Personnel list completed</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>		Yes	No	Received by 12/16/11 deadline	<input type="checkbox"/>	<input type="checkbox"/>	Completed cover sheet/signatures	<input type="checkbox"/>	<input type="checkbox"/>	Work plan and matrix completed	<input type="checkbox"/>	<input type="checkbox"/>	Budget forms completed	<input type="checkbox"/>	<input type="checkbox"/>	Personnel list completed	<input type="checkbox"/>	<input type="checkbox"/>	Work Plan Submission Status <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved Reviewed by: Name: Title: Date:
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OAKLAND HIGH SCHOOL: SAFE AND SUPPORTIVE SCHOOLS WORK PLAN

PRIORITY NEEDS

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

SUPPORTS AND ENGAGEMENT SUB-DOMAINS

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

During the summer of 2011, as part of the process for preparing this application, the principal convened some of the members of the proposed Intervention Team. In this meeting, communication and consistency among staff and between administration and faculty emerged as a major barrier to a positive school climate. This notion is supported by the startling finding from the CHKS results that only 7% of OHS teachers agree that the school is an inviting and supportive place to learn. This compares poorly with the statewide finding of 46%.

Though many OHS students indicated that there were high expectations for them to meet, fewer identified that they had a strong relationship with a caring adult at the school or opportunities for meaningful participation, especially as compared to their experiences in the broader community. Further nearly a third (29%) of ninth graders disagreed or strongly disagreed that 1) teachers treat students fairly and 2) that they feel safe at school. Further 40% of 9th graders expressed skepticism that there would be a teacher or adult that would notice if they were not there and 44% were doubtful that someone really cared about them. Perceptions of fairness were also mixed with students in both grades split evenly between whether or not students are treated fairly when they break the rules.

Both ninth and eleventh graders suggested that they had few opportunities for meaningful engagement within their school. Less than 20% of students in either grade are very involved in activities at the school and less than 15% (in either grade) strongly believe that they do things that make a difference at the school. In terms of class participation and decision making, 75% of both ninth and eleventh graders responded that it was "not at all true" or only "a little true" when presented with the statement "I help decide things like class rules or activities."

Focusing on high expectations and caring relationships and building opportunities for meaningful participation is also anticipated to have an overall positive impact on school climate and increasing perceptions of school connectedness which are quite low. The CHKS results also revealed that OHS ranks in the 9th percentile for student connectedness. Only 27% and 29% of 9th and 11th graders respectively report that they feel connected to the school, compared to 43% state-wide. As expressed by the S3 team in planning sessions, "By raising teachers' expectations, and providing more opportunities for meaningful student participation, we expect to see a rise in the number of students who perceive a caring, safe school environment and feel more connected to their school community."

VIOLENCE VICTIMIZATION AND SUBSTANCE USE SUB-DOMAINS

- ✓ Harassment and Bullying

✓ Low Physical and Emotional Violence Perpetration

In the 2010-11 school year the level of violence and aggression at the school was notable. School administrators collected 2 guns, one BB gun that resembled a firearm, and 4 knives exceeding 4 inches. During this same time period, marijuana was found in the possession of 25 students. There were 228 suspensions equaling 661 days of missed instruction due to disciplinary reasons. Twenty-nine percent (29%) of these suspensions resulted from violence, and 47% resulted from other behavioral problems (e.g. defiance). Males in general comprised 75% of the suspensions (but 50% of the school), with a full 50% of suspensions being African American male students (who are only 17% of the school). African Americans in general were overrepresented among the suspensions (68%), although they are 33% of total student body.

In the DUAP planning sessions S3 team members emphasized the importance of addressing harassment, bullying, and violence. According to Principal Romero, many parents and staff have expressed concerns regarding harassment and safety for students on and off campus. In the past year 19% of 9th graders and 15% of 11th graders have been in a physical fight. Among the three students present in the planning session there was strong accord that harassment and bullying need to be addressed.

Violence and aggression appear to be common on school grounds. While few students admitted to ever carrying a weapon on school grounds, nearly a third had seen someone carrying a weapon and 10% of 9th graders had been threatened or injured with a weapon and only 14% of 9th graders and 13% of 11th graders feel very safe at school. Verbal harassment is also fairly common. 25% of ninth graders and 30% of 11th graders reported multiple incidents of having rude sexual jokes, gestures, or comments made to them. Girls also appear to be more impacted than boys, with significantly lower feelings of safety than boys within both age categories.

S3 TEAM WORK PLAN DEVELOPMENT MEETINGS

- November 8, Pre-DUAP prep meeting, review initial submission and develop current strategies list
- November 16, First DUAP meeting, review data, determine focus areas
- November 29, Second DUAP meeting, refine objectives
- December 2, Third DUAP meeting, determine strategies and activities

Oakland High's S-3 Intervention Team first convened during summer 2011 to prepare the Evidence of Readiness statement. The team met two times in fall 2011: first in September to review the Evidence of Readiness Statement and to recruit additional team members and again in early November to prepare for the Data Use Action Planning (DUAP) workshops. During each of these initial meetings S3 team members were asked to consider core challenges faced by the school and the opportunity afforded by the S3 grant.

The S-3 team, with support from technical assistance coaches at West Ed, met three times in late November and early December to refine the objectives and strategies of the work plan. The first meeting was guided by the data review framework presented by West Ed and allowed the S3 team an opportunity to think critically through the school wide challenges identified in the survey data. During this discussion the S3 team identified core needs suggested both by the data and reinforced by student, teacher, and parent comments. Based on this discussion the S3 team selected the four sub-domains. A second meeting, held on November 29 was convened to refine the desired objectives to be achieved in addressing each sub-domain area. The final meeting, held December 2, was used to refine the strategies proposed to meet the core objectives and to brainstorm the primary activities that would be used to implement the strategies.

OUTCOMES AND OBJECTIVES

GOALS & OBJECTIVES

Under Supports and Engagement, the S3 Intervention Team will be working to 1) develop a permanent system of continuous feedback and accountability for student participation, and 2) elevate the ways that faculty express high expectations so that they can create an open platform for student ideas, questions or challenges to facilitate individualized student success. Under Violence, Victimization and Substance Use, the OHS S3 Intervention Team will focus its efforts on professional development and alternative dispute resolution systems to 1) reduce incidents of bullying and harassment and create a climate of student unity, and 2) develop more effective prevention and intervention strategies for school fighting and violence. All four of these goals align with statewide S3 Goals 1 and 4 in that they will improve the climate and safety of the school while building sustainable capacity that promotes better conditions for learning. The goals around Supports and Engagement are being developed in conjunction with schoolwide academic improvement plans, which also include systematic use of data to inform programmatic and individual intervention, ensuring that the project will help advance statewide S3 Goals 2 and 3.

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

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

OUTCOMES

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

Domain: Sub-Domain	Local OHS S3 Outcomes	Corresponding Statewide S3 Outcomes
Supports & Engagement:		
Opportunities for Meaningful Participation	OHS will measure a 10% increase in the number of students who report feeling connected to school	5.
Opportunities for Meaningful Participation	OHS will measure a 10% increase in the number of parents who agree that OHS welcomes contributions and input	7.
High Expectations and Caring Relationships	OHS will measure a 10% increase in the number of teachers who agree that their school is a supportive and inviting place for students to learn	6.
Violence, Victimization & Substance Use:		
Harassment & Bullying	OHS will measure a decrease in the number of students who report personal harassment or bullying on school property in the final funded school year	2.
Physical & Emotional Violence Perpetration	OHS will measure a decrease in the number of suspensions for violent incidents without physical injury	4.
ALL 4 Sub-Domains	OHS will measure overall improvement in the SCI by the final funded school year	1.

STRATEGIES

The specific strategies and programs selected include Positive Behavior Intervention and Support (PBIS), Philosophical Chairs, Motivational Interviewing (MI), and No Bully Solution Teams.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

At OHS wide-spread staff and faculty training in PBIS will provide the framework for S3 implementation. PBIS is a prevention-oriented framework that emphasizes a positive and safe school climate to maximize success for all students. Although PBIS has no specific restrictions on the use of consequence-based strategies designed to reduce serious problem behavior, its focus is positive and preventive strategies, which is precisely what the S3 Intervention Team identified as OHS needs. PBIS helps school personnel identify the most positive approach to addressing even the most severe problem behaviors, and will be used as a school-wide strategy to address all four sub-domains. The implementation of PBIS will mark a schoolwide commitment to improving school climate. Because it is a school-wide approach, PBIS is expected to have an impact on the general student population, and because it provides a lens through which the school develops more effective responses to disruptive behavior, it is anticipated to have a powerful impact upon the at-risk population. PBIS is strengths-based, refocusing school personnel on youths' assets rather than deficits, so it will provide opportunities to enact the principles of youth development. According to the PBIS model, voices and perspectives of family and community members are involved directly in school improvement processes through participation on leadership teams, practice implementation, and outcome evaluations at the school, district, and state levels, so it also has built-in parent and community involvement components.

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

PHILOSOPHICAL CHAIRS

Philosophical Chairs is a pedagogical approach wherein students adopt and argue positions on a controversial topic (Seech, Z. 1984. "Philosophical Chairs: A Format for Classroom Discussion," *Teaching Philosophy* 7:1, January). The S3 Intervention Team selected Philosophical Chairs as a strategy to elevate expectations and increase youth engagement and participation. Philosophical Chairs is an integrated part of the widely-acclaimed Advancement Via Individual Determination (AVID) model, and is an approach that can give students who are less receptive to didactic teaching an opportunity for more active engagement with learning and with school. It can be used in science, social studies, English and foreign language instruction, and is designed to be a strategy for the general population. Among the benefits to this approach is that students gain skills in **oral presentation and critical thinking** (Scheurman, G. 1996. Philosophical chairs: A technique to elicit prior knowledge and beliefs. *Newsletter for Educational Psychologist*. 20(1). 12-13), while also having opportunities for **peer learning and empowerment**. It is an application of several

youth development principles within the classroom Research has shown that the kind of debate and reflection available in Philosophical Chairs enables students to think more critically and analytically and to consider their peers' viewpoints more seriously (Lundeberg, M. and Scheurman, G. 1997. Looking twice means seeing more: Developing pedagogical knowledge through case analysis. *Teaching and Teacher Education*, Volume 13, Issue 8, 1997, Pages 783-797).

MOTIVATIONAL INTERVIEWING

For each year of the grant, the S3 plan calls for training in Motivational Interviewing (MI) to be offered to parents, case managers and counselors (community-based partners), and a minimum of 10 teachers. This strategy is designed to enhance school-wide capacity for addressing undesirable student behavior in a way that engages rather than alienates students. The S3 Team selected this evidence-based practice (EBP) to equip more school personnel and school-community members with a technique that has been shown to engage disengaged individuals. MI will be used both with both the general population and at risk students to encourage improved engagement, promote school-based caring relationships, and improve likelihood that students will be able to meet high expectations. Two counselors, who will be funded to work through the summer, will be trained in MI and will work with the most at-risk students on an individual basis. The SAMHSA National Registry of Evidence Based Practices recognizes MI as EBP and lists MI outcomes areas as: Alcohol, Crime/delinquency, Drugs, Family/relationships, Social functioning, Trauma/injuries, Treatment/recovery, demonstrating its close fit with the OHS at-risk population. Because parents and community-based partners will be included in the trainings, this strategy represents a method of deepening parent and community involvement.

NO BULLY SOLUTION TEAM

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

schools which subscribe to a zero-tolerance policy tend to experience higher levels of student aggression.

The S3 Team, therefore, will implement an alternative anti-bullying approach, the No Bully Solution Team. No Bully is an approach to increasing awareness of and effective responses to bullying school-wide, and Solution Team is an emerging best practice for intervening when school bullying occurs. In Solution Team the bully, one or more of his or her peers, and some positive youth leaders come together in a series of structured meetings facilitated by a trained Solution Coach (usually a teacher or counselor). The youth are encouraged to draw on their empathy and then empowered to devise a solution that would ameliorate the target's situation. A recent doctoral study tracked the outcomes Solution Team interventions and found that Solution Team **resolved 80% of bullying incidents** for periods of three months or longer (Steiger, Alyssa D. 2010. Solution team: A program evaluation of an anti-bullying intervention. Dissertation. California Institute of Integral Studies. San Francisco). All school personnel will be trained in No Bully, and specific individuals will self-select for an additional full day to train as Solution Coaches. Because the strategy is so different from conventional approaches to misbehavior, its adoption will represent a school-wide commitment to improving school climate, and affect both the general population and at-risk students.

STRATEGIC APPROACHES

There are five CDE research-based strategies to which OHS's selected strategies correspond: Student Assistance Program, Early Intervention and Counseling, Conflict Resolution and Mediation, Youth Development, and Family and Community Collaboration. The school, in relationship with its Wellness Center, uses a Student Assistance Program model for identifying students at risk of peril in terms of their health, academic success, personal success, family relationships, mental health and substance use/abuse. Consistent with the SAP model, and as a part of S3 implementation, when a student is identified by OHS staff or faculty as exhibiting a health risk behaviors, a school performance problem, or an issue requiring additional social/emotional support, he or she will be referred to the Wellness Center's multidisciplinary team who will further assess student needs and either provide or refer to the appropriate intervention or services. Currently, some of the most at-risk students effectively hide from or actively push away adults in the school that could connect them with needed services. By equipping a larger number of faculty and staff who have regular contact with students with training in Motivational Interviewing, the S3 program will widely distribute adults with the tools they need to engage them in a meaningful manner, thereby enhancing OHS's ability to enact Early Intervention and Counseling. OHS's S3 strategy for addressing physical and emotional violence and perpetration uses a Conflict Resolution/Mediation approach which is led by students who sit on the Student Court. Because this approach empowers youth as decision-makers and offers opportunities for leadership, it is also a Youth Development strategy. Through S3 OHS will also reach out to parent and community members for meaningful participation and engagement, reflecting the research-based strategy of Family and Community Collaboration.

The S3 plan will build on existing school and district infrastructures in a number of ways. First, a key component of the S3 plan for meeting the needs of at-risk youth is the OHS Wellness Center, which partners with 34 CBOs, and is very well known among students as an accessible resource for counseling, health and mental health services, family and community support. The S3 plan also builds on Student Court which has begun this year at Oakland High School. Philosophical Chairs are a part of the AVID program which has demonstrated great success at OHS. Principal Romero has made inroads lately in parent engagement, so the S3 parent engagement strategy is well-timed to build on those successes. Finally, the district has launched PBIS in a number of schools and has training materials and resources in-house to support PBIS implementation with fidelity.

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

Students, staff, parents and the community are all represented on the S3 team, demonstrating that OHS's commitment to improving school climate includes multiple voices and perspectives. Student representation is particularly strong, with no less than 6 students attending the planning meetings. Communication with the broader student body will use student leadership groups such as Student Council, the Leadership Class, Link Crew, as well as Facebook and the school website. Communication with parents will be closely tied to the Parent Engagement Strategy. The prominent role of the Wellness Center will help to ensure that OHS's community partners are included in communication pertaining to S3 strategies and accomplishments. Staff and faculty will be apprised during normal faculty meetings and communiqués.

TARGETED POPULATIONS

AT RISK STUDENTS

Students at risk of or already involved in violence, as victims or perpetrators, will be targeted for individual intervention using Motivational Interviewing. Students committing acts of violence will be targeted by the Student Court. Students identified as bullies will be targeted by Solution Team, which is a strategy that is equally directed toward the targets of bullying.

REFERRAL PROCESS

It is the expectation of the S3 Team that trainings in MI, PBIS, and No Bully will leave teachers and other staff more sensitive to bullying, emotional withdrawal, and signs of crisis among the students. This, in turn, will enhance the effectiveness of the referral system already in place whereby staff and faculty identify and refer at-risk students to additional supports through the Wellness Center, counselors, and community-based partners. Additionally, OHS plans to provide teachers with supplemental training in how to read the Assertive Discipline fields in the ABI data system to ensure that school-wide, all faculty have unfettered access to information about what is going on with all of their students in terms of discipline, intervention and support – this also promises to ensure better referrals. Individuals engaged in physical or emotional violence (either as a perpetrator, participant or victim) will be automatically referred to the Wellness Center and invited to access counseling services.

YOUTH DEVELOPMENT

At the launch of the school year, several youth who are currently involved in Link Crew, Leadership Class or student council were invited to participate in S3 planning. The planning meetings were well attended by these students whose input was specifically solicited and used in the design of the S3 strategies. The continued involvement of these youth in the implementation of the project is critical, especially as preliminary data become available, at which time their input on why specific interventions have or have not been effective will be invaluable. These students will be invited to participate in PBIS and MI training, and will be relied upon to help convey S3 progress to the student body, including status updates and outcomes.

A clear strength of OHS is the wealth of opportunity for engagement through multiple student leadership and activity groups. But there remains a large number of youth who do not engage in the school, be it because they are intimidated, discouraged, uninterested, or coping with unresolved issues. By building more engaging pedagogy into the classroom (Philosophical Chairs), expectations will remain high, and more students should find a way to engage. And by developing faculty and staff sensitivity and effectiveness in relating to disengaged students (PBIS, MI, No Bully), there will be greater potential for students to form caring and meaningful relationships at the school, making them more inclined to engage.

PARENT ENGAGEMENT

The S3 Team has reserved a portion of the annual budget each implementation year for parent engagement strategies. A review that came out of the US Department of Education Institute of Education Sciences concluded that there are no strategies for engaging parents that are sufficiently-researched to stand up as evidence-based models (Agronick, G., et al. 2009. Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region. Regional Educational Laboratory Issues & Answers. 2009, No. 069.). OHS will, therefore, conduct a preliminary fishbowl exercise with parents on strategies for engaging the OHS parent community more effectively and making parents feel welcome, supported and invested in the school. Parents from the PTA, AVID, English Language Advisory Committee (ELAC), and the School Site Council (SSC) will be invited to participate in the exercise, the results of which will inform the content of events, seminars, and celebrations designed to engage parents more deeply in the school community, in school climate efforts, and in their children's success. The parent engagement

strategy will draw upon recent growth in OHS's Parent-Teacher Association, and successful strategies used by AVID. Some of the funds may be used to provide stipends for parents who volunteer, conduct outreach to other parents, or partake in training.

COMMUNITY INVOLVEMENT

OHS has mutually beneficial relationships with multiple community partners. These partners provide valuable services and resources to youth and their families, and many, especially those that are neighborhood-based, provide opportunities for OHS students to volunteer, provide community leadership, and develop professional experience, for example hosting a holiday toy and clothing drive or a blood drive. Community partners, such as East Bay Asian Youth Center (EBAYC), provide mentors and tutors for students who are socially and academically at risk, mental health services, substance abuse services, social services for homeless youth and families, and support for youth in the child welfare system.

ACTIVITIES

SUPPORTS AND ENGAGEMENT SUB-DOMAINS

The first activities to be implemented toward ensuring High Expectations and Caring Relationships will be the PBIS training scheduled for February. Key members of the S3 team, including student the Principal, teachers, and parent representatives, will be included in this training. These teachers will be drawn from among those teachers who are emerging leaders in terms of positive climate, as well as those teachers who are more firmly rooted in traditional approaches to behavior modification, to ensure that the new approaches reach school community members with an array of perspectives, and that the training results in genuine dialogue. Using the PBIS approach the S3 team will devise a system for student and rewards for demonstrations of empathy, caring, leadership, and other positive behaviors, implement a teacher-acknowledgement system, and develop a strengths-based intervention approach for problematic student behavior.

As part of ensuring that Opportunities for Meaningful Participation increase during the funding period, within the first few months fishbowl exercises will be held with parents (to determine effective methods of engaging and establishing trust), and teachers (to determine strategies to help them feel supported). Early in implementation, OHS will also recruit teachers to participate in trainings on how to run Philosophical Chairs – these teachers will be offered small incentives to begin holding team planning sessions.

Milestones will include completion of trainings, establishment of reward and intervention systems, completion of fishbowl exercises, and completion of follow-through steps taken in response to fishbowls.

VIOLENCE VICTIMIZATION AND SUBSTANCE USE SUB-DOMAINS

The first steps in reducing violence, harassment and bullying will be to enlist faculty and staff in training in Motivational Interviewing and No Bully school-wide approaches. Trainees for MI will include interested parents, teachers, counselors, community partner service providers working at the school site, and Student Court members. Solution Team trainees will be identified from among OHS faculty and staff – trainees will be designated Solution Coaches and will learn how to implement the intervention using a fidelity/data collection log. In addition to these trainings, arrangements will be made with human resources to ensure the expansion of hours for the two counselors who will both be trained in MI and as Solution Coaches. By expanding their hours, OHS will increase its capacity to address the immediate and persistent issues

around violence and harassment, which are expected to decrease as school-wide strategies are fully implemented and the school climate improves, thereby enabling the hours to be cut back again.

PROJECT STAFFING, MANAGEMENT AND MONITORING

STAFFING

OHS Principal Alicia Romero spent 14 years in the classroom, and then worked for the district for several years as a support for high school principals; she therefore understands the role of principal from multiple vantage points. As a bilingual bicultural Latina who grew up in a low-income family, she understands the population that OHS serves. She is in her 3rd year as principal at OHS. In those years Ms. Romero has reduced teacher turnover and increased the academic rigor at the school. She has the respect and cooperation of OHS faculty who have said that she is working hard to create a climate in which teachers are heard and respected. Principal Romero will initially dedicate a minimum of 10-20 hours a week to the implementation of S3. She will convene the entire Intervention Team, call monthly meetings, and personally conduct outreach to extant committees, bodies, and organizations to ensure that efforts are coordinated. Eventually, her weekly commitment will go down to 5-10 hours a week, but because the initiative will be guided by a multi-disciplinary team using a strategic approach, these hours' impact will be magnified beyond what she is currently able to accomplish in 5-10 hours of school climate-focused work.

The S3 Coordinator position will be held by Tiago Robinson. Mr. Robinson has served as a case manager and the African American Student Support Coordinator at OHS for multiple years. He has very close knowledge of students in acute risk for school failure, drop-out and violence. In the first semester, during start-up, he will work full time implementing the S3 workplan; thereafter he will dedicate .5 time to the position. He will chair the regularly scheduled S3 Intervention Team meetings and will be primarily responsible for staff work, including communication, following-up on action items, and, with the support of the principal, delegating tasks to other team members.

The District has provided OHS's S3 Intervention Team with the support of Annette Oropeza, to act as liaison between the OHS S3 Intervention Team and the District. She is a Licensed Clinical Social Worker who has worked extensively with school-based programs. She serve in the capacity of PBIS Coach, and will assist in support the overall implementation of S3 interventions that include a behavioral health component. She will also help to ensure that resources available through the district, including relevant opportunities for training and professional development, are made available to OHS.

MONITORING AND DATA USE

It will be the responsibility of the S3 Coordinator to conduct the day-to-day monitoring of project implementation. He reports to the Principal who will be ultimately responsible for monitoring the completeness, quality and effectiveness of project activities. Because S3 is so closely aligned with the priorities of the District, the Family Schools and Community Partnerships Department will also convene quarterly meetings of all S3 recipient school principals and project coordinators, during which time interim data reviews may be held. Integral to PBIS implementation is the systematic measurement and use of outcome data to inform school practices. While some data will only be available on an annual basis, suspension, attendance, and disciplinary data can be reviewed on a more frequent basis to indicate whether specific interventions are having the desired impact. Project outputs, for example, the number of disputes resolved through S3 programmatic interventions, will also be reviewed at these meetings, as will anecdotal accounts that demonstrate whether or not program aspects are being well received. Such data will also be reviewed at the beginning of each semester to help guide S3 Intervention Team on how to

improve implementation. The full Intervention Team, which comprises parents, students, behavioral health providers, case managers, teachers, administrators, and community partners, will begin by meeting two times a month for an hour at a time. Once the groundwork has been laid, the trainings are absorbed and implementation is in progress, these meetings may be reduced to a once-monthly schedule.

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

SUSTAINABILITY

This workplan describes a number of strategies that will be used to create long-lasting change in school-wide capacity to support a positive school climate. The professional development will last far beyond the grant period and will permeate multiple realms in the school, as student support staff, teachers, administrators, case managers, and community partners will all be trained. The current situation at OHS requires additional support, which is why the youth counselor hours must be extended. But once S3 strategies such as PBIS, No Bully and MI have been fully implemented and operational for two full years, it is expected that the school will be in less acute need than it is today. The loss of the S3 coordinator and the additional counselor hours at the end of the three-year grant period will certainly be felt by the school, but the added capacity and changes in school culture that will come with S3 implementation, and the positive outcomes along domains of Supports and Engagement and Violence Victimization and Substance Use will be sustained through the continued commitment to the S3 goals and objectives and the increased capacity that S3 will have brought.

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

Safe and Supportive Schools School Site Work Plan Activities Matrix

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

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

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

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

Local Objective: Oakland High School will experience a two percentile point gain in the sub-domain High Expectations and Caring Relationships, taking our school from the 13th to the 15th percentile.

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Initiate Positive Behavior Intervention and Support (PBIS) prevention-oriented framework that emphasizes a positive and safe school climate to maximize success for all students	YD, PI, CI, SC	Send entire S3 team plus additional teachers (up to a total of 5 classroom teachers) to PBIS training hosted by OUSD	4-days of training	Principal/S3 Coordinator	February 2012
		Develop system by which prosocial behavior will be taught and rewarded; put in place "red apple" award system for teachers	Over 4-6 S3 meetings	S3 Team	March – May 2012
		Develop strengths-based interventions for at-risk students	Over 4-6 S3 meetings	Principal/S3 Coordinator	March – May 2012
		Monitor progress; record numbers of students referred and served by specific activities; measure student improvements	Monthly with quarterly data review meetings	S3 Coordinator	Ongoing, beginning March 2012

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

General student population; # served per year 1,800 Parents/other caring adults; # served per year School staff; # served per year 80

Other (specify) _____; # served per year _____

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

Safe and Supportive Schools School Site Work Plan Activities Matrix

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

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

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

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

Local Objective: Oakland High School will experience a two percentile point gain in the sub-domain Opportunities for Meaningful Engagement, taking our school from the 23rd to the 25st percentile.

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Provide professional development and school support systems that increase opportunities for meaningful engagement for students, teachers and parents	SC, PI, YD	Hold fishbowl exercises with teachers to determine ways to help them feel supported in creating a supportive environment for students	5-day training	S3 Coordinator	January-February 2012
		Recruit teachers and hold professional development on Philosophical Chairs (5 new teachers per year)	One-time training	Principal/ S3 Coordinator	February 2012 – May 2012
		Launch parent engagement strategies	Ongoing with events taking place monthly	S3 Coordinator	February 2012 – September 2014
		Offer professional development and/or events that reflect the results of the teacher fishbowl exercise	Ongoing with events taking place every semester	Principal/S3 Coordinator	August 2012 – September 2014
		Monitor progress; record numbers of parents engaged; measure student improvements in classes that use Philosophical Chairs	Monthly with quarterly data review meetings	S3 Coordinator	Ongoing, beginning March 2012

This strategy/intervention targets: At risk student population (identify): _ # served per year: __

General student population; # served per year 500 Parents/other caring adults; # served per year 300 School staff; # served per year 40

Other (specify) _____; # served per year _____

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

Safe and Supportive Schools School Site Work Plan Activities Matrix

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

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

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

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

Local Objective: Oakland High School will experience a two percentile point gain in the sub-domain Harassment and Bullying, taking our school from the 39th to the 41st percentile.

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

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

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

Other (specify) _____; # served per year _____

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

Safe and Supportive Schools School Site Work Plan Activities Matrix

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

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

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

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

Local Objective: Oakland High School will experience a two percentile point gain in the sub-domain Physical Violence Perpetration, taking our school from the 45th to the 47th percentile.

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Frequency/Intensity	Responsible Person	Start/End Dates
Implement Motivational Interviewing for to move the response to behavioral issues away from strict punishment toward engagement, non-judgment, and behavior change	PI, CI, SC	Bring in trainers to provide Motivational Interviewing training to interested parents, counselors, community partner service providers working at the school site, up to 10 teachers, and Student Court members	Three one-day trainings	S3 Coordinator	April 2012
		Arrange for extension of youth counselor hours	One-time initiation of HR process	Principal	February 2012
		Develop tracking system for recording the number of students reached by MI	Developed over 2 S3 meetings	S3 Team	April – May 2012
		Monitor progress; record numbers of students referred and served by MI-trained counselors, parents and staff; measure student improvements according to disciplinary data	Monthly with quarterly data review meetings	S3 Team	Ongoing, beginning May 2012

This strategy/intervention targets: At risk student population (identify): students engaged in physical or emotional violence # served per year: 50

General student population; # served per year _____ Parents/other caring adults; # served per year 6 School staff; # served per year 10

Other (specify) counselors; # served per year 2

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

**SAFE AND SUPPORTIVE SCHOOLS (S3) GRANT PROGRAM
BUDGET SUMMARY**

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

Object Code	Budget Item	2011-12 Budget Year 1	2012-13 Budget Year 2	2013-14 Budget Year 3	Total Proposed Budget
1000	Certificated Personnel Salaries	\$19,875.00	\$19,875.00	\$19,875.00	\$59,625.00
2000	Classified Personnel Salaries	\$20,339.00	\$20,339.00	\$20,339.00	\$61,017.00
3000	Employee Benefits	\$7,238.52	\$7,238.52	\$7,238.52	\$21,715.56
4200	Books and Supplies	\$0.00	\$0.00	\$0.00	\$0.00
4300	Materials and Supplies	\$4,436.21	\$5,251.56	\$5,251.56	\$14,939.32
4400	Non-capitalized Equipment	\$0.00	\$0.00	\$0.00	\$0.00
5200	Travel and Conferences	\$0.00	\$0.00	\$0.00	\$0.00
5600	Rentals, Leases, Repairs and Non-capitalized Improvements	\$0.00	\$0.00	\$0.00	\$0.00
5700	Interprogram Services	\$0.00	\$0.00	\$0.00	\$0.00
5800-0000	Non-instructional Consultant Services (maximum \$25,000 per	\$87,200.00	\$67,200.00	\$67,200.00	\$221,600.00
5800-1000	Instructional Consultant Services	\$0.00	\$0.00	\$0.00	\$0.00
Total Direct Costs		\$139,088.73	\$119,904.08	\$119,904.08	\$378,896.88
7000 Indirect		To find your approved indirect cost rate visit: http://www.cde.ca.gov/fq/ac/ic/documents/icr0708to1112.xls			
Enter Indirect Rate for FY 2011:	4.25%	\$5,911.27			\$5,911.27
Enter Indirect Rate for FY 2012:	4.25%		\$5,095.92		\$5,095.92
Enter Indirect Rate for FY 2013:	4.25%			\$5,095.92	\$5,095.92
5100	Subagreements for Services (amounts over \$25,000 per agreement)	\$5,000.00	\$25,000.00	\$25,000.00	\$55,000.00
Total Budget		\$150,000.00	\$150,000.00	\$150,000.00	\$450,000.00

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

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

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

State Use Only

Printed Name and Title: Phone: ()
Signature: Date:

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

Name of School District: Oakland Unified School District

Oakland High School

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

Object Code	Budget Item	LINE ITEM DETAIL	Subtotal
1000	Certificated Personnel Salaries		\$ 19,875.00
	Sub Coverage for Motivational Interviewing Training	coverage for 10 teachers for 3 days (@ \$125/day=)	\$ 3,750.00
	Sub Coverage for PBIS Training	coverage for 5 teachers for 4 days (@\$125/day)	\$ 2,500.00
	Sub Coverage No Bully Solution Team	coverage for 85+24 teachers for one day each (109x\$125=\$13625)	\$ 13,625.00
2000	Classified Personnel Salaries		\$ 20,339.00
	2.0FTE Youth Counselors	each working 2 months of summer coverage	\$ 20,339.00
3000	Employee Benefits	18% Statutory benefit rate for extra pay salary items	\$ 7,238.52
4200	Books and other Reference Materials		\$ -
4300	Materials and Supplies		\$ 4,436.21
	CHKS/CSCS/CSPS	.30 per student per year (1,700x.30 = \$510); .30 per returned parent survey (420x.30 = \$126); \$150 for school level report; \$15 shipping	\$ 801.00
	Student Incentives	Student Incentives for PBIS	\$ 3,635.21
4400	Noncapitalized Equipment		\$ -
5200	Travel and Conferences		\$ -
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements		\$ -
5700	Interprogram Services		\$ -
5800	Consultant Services		\$ 87,200.00
	1.0FTE S3 Coordinator	1.0FTE for first 6 months (Jan - June 2012)	\$ 25,000.00
	No Bully Solution Team Lead	.40 No Bully Solution Team Lead	\$ 20,000.00
	Parent Engagement Strategy	parent events, parent stipends for training, volunteering and outreach	\$ 9,000.00
	Motivational Interviewing	3 day training at \$2300 per day	\$ 6,900.00
	PBIS Training	\$3,500 for 4 days of training	\$ 3,500.00
	Philosophical Chairs	Training for 5 teachers x \$1000; 20 team planning sessions x \$500	\$ 15,000.00
	No Bully Solution Team	Solution Team training 1.5 days (\$6600); Consultation (\$1200)	\$ 7,800.00
7000	Indirect Costs		\$ 5,911.27
	Admin	OUSD Indirect Cost rate 4.25%	\$ 5,911.27
5100	Subagreements for Services (Amounts over \$25,000 per subagreement)	1.0 fte S3 Coordinator (Total Contract = \$30,000)	\$ 5,000.00
Total Budget			\$ 150,000.00

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

Name of School District: Oakland Unified School District

Oakland High School

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

Object Code	Budget Item	LINE ITEM DETAIL	Subtotal
1000	Certificated Personnel Salaries		\$ 19,875.00
	Sub Coverage for Motivational Interviewing Training	coverage for 10 teachers for 3 days (@ \$125/day=)	\$ 3,750.00
	Sub Coverage for PBIS Training	coverage for 5 teachers for 4 days (@\$125/day)	\$ 2,500.00
	Sub Coverage No Bully Solution Team	coverage for 85+24 teachers for one day each (109x\$125=\$13625)	\$ 13,625.00
2000	Classified Personnel Salaries		\$ 20,339.00
	2.0FTE Youth Counselors	each working 2 months of summer coverage	\$ 20,339.00
3000	Employee Benefits	18% Statutory benefit rate for extra pay salary items	\$ 7,238.52
4200	Books and other Reference Materials		\$ -
4300	Materials and Supplies		\$ 5,251.56
	CHKS/CSCS/CSPS	.30 per student per year (1,700x.30 = \$510); .30 per returned parent survey (420x.30 = \$126); \$150 for school level report; \$15 shipping	\$ 801.00
	Student Incentives	Student Incentives for PBIS	\$ 4,450.56
4400	Noncapitalized Equipment		\$ -
5200	Travel and Conferences		\$ -
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements		\$ -
5700	Interprogram Services		\$ -
5800	Consultant Services		\$ 67,200.00
	1.0 FTE S3 Coordinator	1.0 FTE years 2 & 3	\$ 25,000.00
	Parent Engagement Strategy	parent events, parent stipends for training, volunteering and outreach	\$ 9,000.00
	Motivational Interviewing	3 day training at \$2300 per day	\$ 6,900.00
	Philosophical Chairs	Training for 5 teachers x \$1000; 20 team planning sessions x \$500	\$ 15,000.00
	PBIS Training	\$3,500 for 4 days of training	\$ 3,500.00
	No Bully Solution Team	Solution Team training 1.5 days (\$6600); Consultation (\$1200)	\$ 7,800.00
7000	Indirect Costs		\$ 5,095.92
	Admin	OUSD Indirect Cost rate 4.25%	\$ 5,095.92
5100	Subagreements for Services (Amounts over \$25,000 per subagreement)	1.0 fte S3 Coordinator (Total Contract = \$50,000)	\$ 25,000.00

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

Name of School District: Oakland Unified School District

Oakland High School

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

Object Code	Budget Item	LINE ITEM DETAIL	Subtotal
1000	Certificated Personnel Salaries		\$ 19,875.00
	Sub Coverage for Motivational Interviewing Training	coverage for 10 teachers for 3 days (@ \$125/day=)	\$ 3,750.00
	Sub Coverage for PBIS Training	coverage for 5 teachers for 4 days (@\$125/day)	\$ 2,500.00
	Sub Coverage No Bully Solution Team	coverage for 85+24 teachers for one day each (109x\$125=\$13625)	\$ 13,625.00
2000	Classified Personnel Salaries		\$ 20,339.00
	2.0FTE Youth Counselors	each working 2 months of summer coverage	\$ 20,339.00
3000	Employee Benefits	18% Statutory benefit rate for extra pay salary items	\$ 7,238.52
4200	Books and other Reference Materials		\$ -
4300	Materials and Supplies		\$ 5,251.56
	CHKS/CSCS/CSPS	.30 per student per year (1,700x.30 = \$510); .30 per returned parent survey (420x.30 = \$126); \$150 for school level report; \$15 shipping	\$ 801.00
	Student Incentives	Student Incentives for PBIS	\$ 4,450.56
4400	Noncapitalized Equipment		\$ -
5200	Travel and Conferences		\$ -
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements		\$ -
5700	Interprogram Services		\$ -
5800	Consultant Services		\$ 67,200.00
	1.0 FTE S3 Coordinator	1.0 FTE years 2 & 3	\$ 25,000.00
	Parent Engagement Strategy	parent events, parent stipends for training, volunteering and outreach	\$ 9,000.00
	Motivational Interviewing	3 day training at \$2300 per day	\$ 6,900.00
	Philosophical Chairs	Training for 5 teachers x \$1000; 20 team planning sessions x \$500	\$ 15,000.00
	PBIS Training	\$3,500 for 4 days of training	\$ 3,500.00
	No Bully Solution Team	Solution Team training 1.5 days (\$6600); Consultation (\$1200)	\$ 7,800.00
7000	Indirect Costs		\$ 5,095.92
	Admin	OUSD Indirect Cost rate 4.25%	\$ 5,095.92
5100	Subagreements for Services (Amounts over \$25,000 per subagreement)	1.0 fte S3 Coordinator (Total Contract = \$50,000)	\$ 25,000.00
Total Budget			\$ 150,000.00

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

S3 Programmatic Intervention Grant Evidence of Readiness COVER SHEET Deadline to Submit: August 31, 2011		
GRANT TERM: October 1, 2011–September 30, 2014		
School: Oakland High School	School CDS Code: 01 61259 0135905	School Climate Index 264.79
School Mailing Address: 1023 MacArthur Blvd	School City/Zip: Oakland 94610	
School S3 Contact Person's Name/Title: Alicia Romero/Principal		
School S3 Contact Person's Telephone/E-mail/Fax: 510-879-3040/Alicia.Romero@ousd.k12.ca.us/510-879-3049		
District: Oakland Unified School District		
District Mailing Address: Family, Schools & Community Partnerships Dept, 495 Jones Ave	District City/Zip: Oakland/94603	
District S3 Contact Person's Name/Title: Barbara McClung/Coordinator, Behavioral Health		
District S3 Contact Person's Telephone/E-mail/Fax: 510-639-3331/Barbara.McClung@ousd.k12.ca.us/510-639-4807		
Certification: I have read this application, the General Assurances, and the Program Assurances and certify that the participating school and school district will, if funded, fully support and implement the program and adhere to all the assurances.		
Principal: _____ <div style="text-align: center;">(Type or print name)</div>		
Principal's Signature: _____ <div style="text-align: center;">(blue ink)</div>		Date: _____
District Superintendent: _____ <div style="text-align: center;">(Type or print name)</div>		
Superintendent's Signature: _____ <div style="text-align: center;">(blue ink)</div>		Date: _____

CALIFORNIA **SAFE AND SUPPORTIVE SCHOOLS**

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

GRANT TERM: October 1, 2011–September 30, 2014

School: Oakland High School		District: Oakland Unified School District
School Climate Index Score: 264.79		County: Alameda County
Mailing Address: 1023 MacArthur Blvd.		CDS Code: 01 61259 0135905
City: Oakland		ZIP Code: 94610
S3 Contact Name: Barbara McClung		Title/Position: Coordinator, Behavioral Health
Phone: 510-639-3331	E-mail: barbara.McClung@ousd.k12.ca.us	Fax: 510-639-4807

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

Principal: _____ **Alicia Romero** _____
(Type or print name)

Principal's Signature: *Alicia Romero* **Date:** 8-29-11

District Superintendent: _____ **Anthony Smith** _____
(Type or print name)

Superintendent's Signature: *[Signature]* **Date:** 8/30/11

CALIFORNIA **S**AFE AND SUPPORTIVE SCHOOLS

S3 Programmatic Intervention Grant APPLICATION CHECKLIST

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

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

- Original Evidence of Readiness (ER) and one copy (original has authorized signatures in **blue ink**)
- Single-sided pages on 8½- by 11-inch paper
- ER stapled or binder-clipped only in the upper left-hand corner

Submit your application in this order:

- ER Cover Sheet
- Application Checklist (self-checked by applicant)
- ER Review Guide (self-checked by applicant)
- ER Narrative (10 pages maximum, single-spaced, 12-point font, one-inch margins; page numbers and question numbers required)
- S3 Intervention Team Roster
- Technical Assistance Assessment

CALIFORNIA **S**AFE AND SUPPORTIVE SCHOOLS

Evidence of Readiness Review Guide

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

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

School Needs Assessment

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

- Yes No Student enrollment
- Yes No Student ethnic composition
- Yes No Student socioeconomic data
- Yes No Staff ethnic composition
- Yes No School setting—urban, rural, suburban
- Yes No School's physical condition
- Yes No School's crime rate
- Yes No Neighborhood socioeconomic data
- Yes No Neighborhood crime rates
- Yes No Significant recent changes—student, staff, neighborhood
- Yes No Other (optional) _____

All boxes must be checked "Yes" (unless marked "optional") to pass this section.

Section a. PASS FAIL

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

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

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

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

Section b. PASS FAIL

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

Yes No

IF "Yes"

c-1. This application provides an adequate discussion about:

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

Yes No What did or did not work in the past

IF "No"

c-2. This application provides an adequate discussion about:

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

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

Section c. PASS FAIL

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

Yes No School leadership

Yes No Commitment and experience of staff

Yes No Parent involvement

Yes No Community involvement (on school site and referrals)

- Yes No Academic and other enrichment activities
- Yes No Learning support staff—school counselor, school psychologist, school nurse, health clinic, etc.
- Yes No Professional development opportunities for staff
- Yes No Other _____

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

Section d. PASS FAIL

- e. This application adequately discusses other barriers to student learning and well-being, including:
 - Yes No Needs supported by other data sources, focus groups, anecdotal information, etc.
 - Yes No At least one example of other student learning barriers, such as student safety concerns in getting to and from school, additional unmet needs, etc.

All boxes must be checked “Yes” to pass this section.

Section e. PASS FAIL

District and School Capacity and Commitment

- f. The application adequately describes **district** capacity and commitment to the S3 project, including:
 - Yes No How district policies are enforced and by whom
 - Yes No A minimum of **two** examples of existing district programs to support school safety and climate **at this school**

- Yes No The effectiveness of existing supports or programs
- Yes No Current district budget challenges
- Yes No Impact of these budget challenges on district school climate/school safety effort programs
- Yes No District staff assigned, including time base (full-time, half-time, etc.)
- Yes No How a district-level person will be involved in the S3 Intervention Team efforts
- Yes No How policies/resources/support programs may be reviewed or changed as result of S3
- Yes No At least one other example to demonstrate district commitment

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

Section f. PASS FAIL

- g. This application adequately describes the **school** capacity and commitment to improve school safety and school climate, including:
- Yes No How principal will be involved—in what capacity and time dedicated to this project
 - Yes No How will other school staff be involved—in what capacity and time dedicated to this project
 - Yes No Efforts to reach out to, build trust, and create ownership among parents
 - Yes No Efforts to reach out to, build trust, and create ownership in the community
 - Yes No Commitment to send staff and/or S3 Intervention Team to training and coaching opportunities offered by S3
 - Yes No At least one other example to demonstrate school commitment

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

Section g. PASS FAIL

S3 Intervention Team

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

- Yes No Composition of the S3 Intervention Team, which includes the following members:
- Yes No School principal
 - Yes No Two students
 - Yes No Two parents
 - Yes No Two teaching staff
 - Yes No Two learning support staff
 - Yes No Optional: Community representatives
- Yes No School improvement and/or involvement experience of the S3 team members
- Yes No Recruitment process to identify specific team members, if applicable (optional)
- Yes No Relationship to other school-site teams
- Yes No Process for reporting to or getting input from other groups
- Yes No S3 Intervention Team meeting schedule
- Yes No If meeting less than monthly, explanation of how that schedule will not adversely affect needed improvements
- Yes No Person that will convene meetings
- Yes No Persons responsible for staff work

Yes No Team's decision-making process

Yes No Completed S3 Intervention Team Roster (attached)

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

Section h. PASS FAIL

Data-Driven Decision Making

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

i-1

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

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

Yes No A description of the data gathered or used

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

i-2

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

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

i-3

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

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

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

Section i. PASS FAIL

FINAL EVIDENCE OF READINESS REVIEW RESULTS

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

Overall Application: PASS FAIL

Reviewer: _____

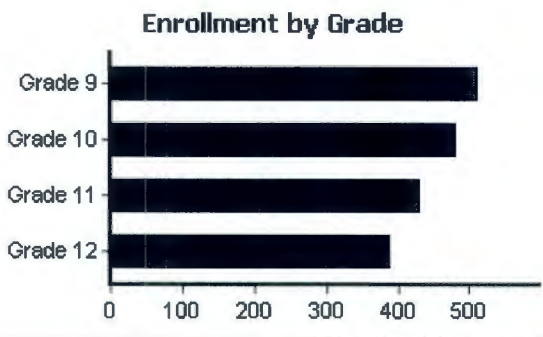
Date of Review: _____

Oakland High School Evidence of Readiness Statement

School Needs Assessment

a. Overview of Oakland High School

Oakland High School (OHS) is a comprehensive, urban, 9-12 high school, whose total student enrollment is 1,833. Within that, each grade level has fewer students than the previous one (See



Enrollment by Grade table). Though some attrition is due to school transfers, GEDs, or other educational pursuits, 63 students exited the school in 2008/09 with no known subsequent enrollment.

OHS has a very diverse student population with no majority ethnic population (see Student and Staff by Ethnicity table). The faculty is also ethnically diverse, although not specifically proportionate to the student population. Over 70% of the student body qualifies for free/reduced lunch, 18% are classified as English

Language Learners, 11% are in Special Education, and 90% in Compensatory Education.¹

Physically, the school building was renovated in 1980 to meet seismic and safety standards. While data from the annual Use Your Voice survey shows that only 38% of students surveyed agree that "buildings and grounds are clean most of the time," this is an improvement from 2008, when only 26% of students felt that way. The improved cleanliness of the physical environment, however, belies the risk that students encounter when they are there. In the 2010-11 school year the level of crime was notable. School administrators collected 2 guns, one BB gun that resembled a firearm, and 4 knives exceeding 4 inches. During this same time period, marijuana was found in the possession of 25 students. There were 228 suspensions equaling 661 days of missed instruction due to disciplinary reasons. Twenty-nine percent (29%) of these suspensions resulted from violence, and 47% resulted from other behavioral problems (e.g. defiance). Males in general comprised 75% of the suspensions (but 50% of the school), with a full 50% of suspensions being African American male students (who are only 17% of the school). African Americans in general were overrepresented among the suspensions (68%), although they are 33% of total student body.

Ethnicity	Student	Faculty
Am Indian	0%	1%
Asian	44%	12%
Filipino	1%	1%
Latino	18%	8%
Black	33%	16%
White	1%	62%
Multi/No	1%	0%

The City of Oakland is a diverse community with no clear ethnic majority: approximately 27% of residents are Black/African American, Hispanic/Latinos and White/Caucasians each account for a quarter of the population, and Asian Americans account for 17% of the city's population. Approximately 7,578 individuals reside in the two census tracts surrounding Oakland High. Compared to overall city demographics there are more Asians (31%) than Blacks (19%) or Latinos (12%) Other than English, Asian

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

Pacific Islander languages are most frequently spoken and 355 households are linguistically isolated (9% of all households). Median income is \$48,667 and 15% of nearby residents live below the poverty line².

The conditions at OHS must be understood within the context of greater Oakland. According to the annual crime-level ranking of cities released by CQ Press, Oakland ranked in 2010-2011 as the U.S. city/metropolitan area with the fifth highest crime-rate (CQ Press 2010).³ A 2006 publication of the Alameda County Department of Public Health reports the Unified Crime Report homicide rate in Oakland to be three times higher than the average rate for Alameda County, and four times higher than California and U.S. homicide rates (ACDPH 2006). Within the immediate neighborhood of OHS, crime is problematic. A look at the online Oakland Crime-spotting Map provides a visual representation of violent and nonviolent crimes in the area, and demonstrates that within a five-block radius of school campus, there were 9 violent crimes in the past month including 2 robberies, 2 simple assaults and 5 aggravated assaults. Additionally, in the last month there were 3 burglaries, 13 vehicle thefts, and 9 other thefts. Given the rampant nature of violence in the neighborhood and in Oakland generally, a large portion of OHS students have been exposed to trauma, through gang violence in their neighborhoods, domestic violence in their homes, the loss of family members to homicide, and through their own direct involvement in violent activities.

Furthermore, OHS is located on MacArthur Boulevard, a main artery of Oakland. Public bus lines run along MacArthur, putting the school on the path to and from gang territory and other high schools. This makes the OHS campus vulnerable to incursion by outsiders. There is anecdotal evidence the majority of violent incidents on campus last year involved outsiders coming onto campus in as a result of conflicts that had begun off campus.

OHS is currently experiencing some changes in the demographics of the school, with a higher proportion of African American young men than in previous years. This year's incoming 9th graders are 24% African American males, a significantly higher percentage than the 16-17% that would normally be expected. Given the extreme overrepresentation of African American males among school suspensions, this trend points to an increasing need for culturally competent strategies to work effectively with this sub-population. Another recent change related to school safety is the influx of Sureño-affiliated youth. OHS has traditionally been a neutral haven for gang apostates of all kinds, but recently the number of youth from this gang in particular has gotten so large that the school is beginning to lose some of its neutrality and this is posing a specific threat to Latino students at OHS.

b. School Climate Needs Identified in SCI and CHKS Results

During the summer of 2011, as part of the process for preparing this application, the principal convened some of the members of the proposed Intervention Team. In this meeting, communication and consistency among staff and between administration and faculty emerged as a major barrier to a positive school climate. This notion is supported by the startling finding from the CHKS results that only 7% of OHS teachers agree that the school is an inviting and supportive place to learn. This compares poorly with the statewide finding of 46%. It stands to reason that some of this derives from OHS's recent history of leadership transitions. Prior to 2009-10 when Alicia Romero began as principal, OHS had a period with no principal at all when the school was being run by committee, followed by a principal who stayed for 2 years, which was then followed by a principal stayed for one day. So, the current administration is attempting to instill a sense of stability and cohesion among staff and faculty who have become accustomed to operating in a state of organizational upheaval that demanded independence and self-governance.

² US Census Bureau 2005-2009 American Community Survey, Census Tracts 4052 & 4056.

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

The CHKS results also revealed that OHS ranks in the 9th percentile for student connectedness. Only 27% and 29% of 9th and 11th graders respectively report that they feel connected to the school, compared to 43% state-wide. One potential cause for this lack of connection is that, because of the Oakland Unified School District (OUSD) school options policy, OHS students come from communities all around Oakland, rather than from the neighborhood surrounding the school. With no relationship to the neighborhood, efforts to build community with students and their families are less successful. Further, OHS is a place that many students come to later in their high school careers. Because OHS is generally seen as turf-neutral, with no specific gang-associations, it is a likely eventual destination for students who have gotten into trouble at other OUSD high schools. Some of these transfer students have a sense of instability and many have built up walls around themselves, making authentic connection with the school community difficult.

c. Past Efforts to Address Needs

Over the past couple of years, a number of efforts were made to specifically address safety and climate at OHS. Most of these were suggestions put forth by the school's Discipline Committee. The first was to require all students to wear a student ID card on a lanyard to ensure that students were accounted for and that non-students were prevented from entering campus. This system quickly broke down as it required the participation of all staff and teachers, but never had their full support. Furthermore, there was no method for enforcing the policy beyond punishing students, which was neither effective nor a sensible use of administrators' time. The next effort to address school climate was to institute a system for addressing tardiness so that students were not simply turned away from class when they were late. Under the new system, tardy students would report to an attendance area where their names would be noted so that administrative staff could follow up with a phone call. Analysis of this strategy found that students were enjoying the waiting area and this unstructured hang-out wait time was actually an incentive to be tardy. The underlying issues surrounding student tardiness were not being resolved by the follow-up phone calls, and it was suspected that the new system was in fact exacerbating the problem, so this policy was also abandoned. OHS next instituted a "reflection room" which was staffed by a case worker who was meant to work with students to resolve disciplinary infractions. Within a few months of its initiation, however, the reflection room was being abused by both students and faculty – students were just hanging out in the reflection room and not getting back to class promptly, and teachers were sending problem students to the reflection room to get them out of the classroom. All of these attempted solutions focused on students' problem behavior, were deficit-driven and discipline-oriented, and all of these solutions failed. Eventually the Discipline Committee was disbanded.

The more effective attempts to address climate at OHS have been those that build upon student strengths and assets. For example, OHS developed special initiatives to support two of the most at-risk groups: African American boys and Latino students. This includes a class specifically for African American young men focusing on building leadership, and involving a Latino-focused community-based organization (CBO) to support efforts to engage gang-affiliated Latino students in academic and pro-social pursuits. Although the school recognizes the need to go deeper, both of these efforts have seen some success, with recent increases in Latino and African American participation in Advanced Placement classes.

Another successful effort is the Wellness Center. This clinic not only provides healthcare onsite with a director and a nurse working 5 days a week, and a physician two days a week, it also connects students with approximately 34 culturally competent, community-embedded partner organizations that provide mental health and family counseling support. With support from Kaiser and Alameda County Health Care Services Agency, the Wellness Center houses case managers who act as mentors and tutors for students who are socially and academically at risk, and enables more effective connection with students who live in group homes or foster homes.

The Graduation and Beyond (GAB) program targets up to 40 students who are identified at high risk for academic failure. These students are provided a higher level of attention and learning supports, including dinner with the principal. The Wellness Center counselors closely attend to these students' academic achievement, social development, and school attendance, going beyond monitoring and accountability to include supporting their visions for greater achievement. Together with the principal these counselors let these students know that the school believes in their success through high school graduation and beyond.

All three of these programs use conventional methods to identify kids at risk for violence, failure, or crisis, but then provide interventions that address needs and build upon student assets to go well beyond what punishment-only efforts have been able to achieve.

d. Strengths and Resources Conducive to Learning

School Leadership

The Faculty Council has described Principal Romero as a strength, especially in terms of creating a climate in which teachers are heard and respected. Since her arrival, teacher turnover has dropped significantly. Ms. Romero recognizes that the school has had a dearth of sound administrative management in the past and that this has led to both a hunger for leadership and a resistance to it. She spent 14 years in the classroom, and then worked for the district for several years as a support for high school principals; she therefore understands the role of principal from multiple vantage points. As a bilingual bicultural Latina who grew up in a low-income family, she understands the population that OHS serves. She is committed to a high level of academic rigor and wants an equally rigorous commitment to positive school climate. She has earned the respect of staff and faculty by making bold curricular changes (including dropping Earth Science and instituting an Engineering Learning Pathway and a Public Health & Policy Academy), and by listening to them with respect. Alicia Romero is well-poised to lead OHS' S3 initiative.

Community Involvement

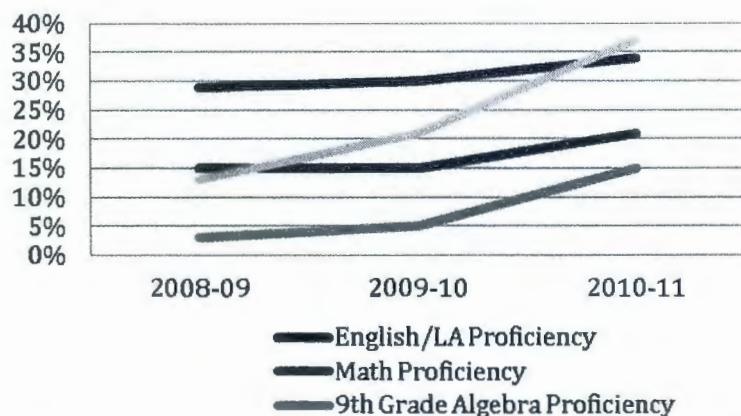
Through the Wellness Center OHS has formal partnerships with 34 community-based organizations to provide services to students inside and outside the walls of the school. This is a particularly valuable aspect of this school because the climate needs of the school go well beyond its doors. So many of the behavioral health issues among OHS students are rooted in home instability and community violence, and the work to reach these students cannot penetrate their families and communities without support from these partners. Furthermore, as noted above, OHS has a very diverse student body, with high numbers of Asian, Latino and African American students who come from all corners of Oakland. The partnerships with these CBOs ensure that kids and their families can access supports in *their* neighborhoods with agencies that have developed linguistic and cultural competency with *their* communities.

Academic and Enrichment Activities

In the past two years, under the leadership of the new principal, a renewed focus has been placed on academic rigor. Student achievement indicators show that these efforts have been successful (Please see graph on next page). These trends are part of an overall emphasis on student success which also includes the AVID program which has been very successful. Working with 90 students who have a 2.0 grade point average the program imparts writing skills, study skills and academic motivation. OHS's AVID parents have been very responsive to the recognition ceremonies and celebrations, and have learned how to support their kids in their achievement.

A vital after school program, operated by OHS's community-based partner, East Bay Asian Youth Center (EBAYC), offers academic, enrichment and recreation supports to a diverse group of students. All

Student Achievement Trends 2008-10



academic activities are linked to the school day and, because EBAYC also operates OHS's Wellness Center, close linkages to social, emotional and school climate supports are also liked.

The new Public Health and Policy Academy integrates experiential learning, imparts applicable jobskills and helps students envision and prepare for fruitful career choices.

Similarly, OHS won money from Chevron to develop an Engineering Pathway which is growing in curriculum and popularity.

Learning Supports

The Wellness Center, described above as one of the more successful efforts to support a positive school climate, is one of OHS's greatest resources to support learning. If a student is feeling unsafe or unwell, either physically or emotionally, he or she is not going to be very receptive to learning. The Wellness Center is designed to ensure, to the degree that it can with limited resources, that these primary needs are met so that students can learn. By providing on-campus access to both medical and behavioral health staff, and by providing connections for students and families to comprehensive services, the Wellness Center helps to ensure that youth are not distracted from the opportunities for learning at OHS. This year, the Wellness Center is moving into a new, larger space. The Wellness Center's coordination and co-location with case managers is an essential component to the program's capacity.

Professional Development

The principal has initiated an effort to increase collaborative work among teachers. Within this approach every OHS teacher belongs to a subject specific team. They are directed to select the high leverage standards and carry out formative assessments for those standards, and conduct cycles of inquiry looking at student work. The 9th grade teachers are divided into small learning communities – Math, Science and English teachers are a cohort that have common preps everyday and work with the same group of students. They collaborate on instruction and foundational practices using a learning community model, a model that is growing at OHS and has already shown a reduction in Ds and Fs. This year OHS will send its third cohort of 11 teachers to the Professional Learning Community Conference. OHS is also participating in the District Superintendent's initiative for academic literacy – 25 teachers *volunteered* to go to this one-week training. The lessons that come out of the academic literacy training will be integrated into the learning community at OHS. These professional development opportunities will further tie into a federal grant that OHS, along with two other Oakland high schools, have received to promote 9th grade small learning communities.

e. Other Barriers Experienced at This School

Despite many strengths, OHS continues to struggle to connect disparate efforts happening around the school into a coherent approach. Physically, the school is not centralized – this is even truer in terms of communication and coordination. In the first Intervention Team meeting, people repeatedly said that they didn't feel staff, faculty and administration were "on the same page" in terms of how to effect a more positive school climate – a major obstacle that the S3 opportunity could remedy.

Finally, OHS has a continuous problem with tardiness and truancy. These problems are related to the distance from which many students come, due to the non-neighborhood-based high school assignment system. But that does not account for all of it. OHS students often come from difficult circumstances in their neighborhoods and in their homes. OHS has 400 students (22% of the school) who live in subsidized housing - the most in the district. Staff, faculty and administration recognize that many OHS students face challenges in the home, including the struggle to make ends meet, parents who are overwhelmed or absent, family members who are involved with crime, and exposure to various forms of family violence, abuse and neglect. Issues like these can have a tremendous negative impact on a young person's ability and motivation to regularly attend school. These young people don't generally have easy access to resources to help them overcome these barriers and challenges. The school would be an ideal access point, and with the Wellness Center, it has great potential as such. However, two years ago OHS had five case workers to help these students with family-level support and intervention. Now there are only two. In an atmosphere of economic strife that only exacerbates the stability of these families, this falls woefully short of meeting the need.

District and School Capacity and Commitment

f. District Capacity and Commitment

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

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

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

All S3-related efforts will be linked through District level personnel that are coordinating implementation of the initiatives described below. OHS will receive administrative support from the Family Schools and Community Partnerships Department and can expect active engagement from the Program Managers responsible for: Violence Prevention, Restorative Justice, and SBHCs. Additional support will be provided

by the Coordinator of Behavioral Health and the Director of Health and Wellness who will convene quarterly meetings of all S3 recipient school principals and project coordinators and act as liaison between S3 Intervention Teams and the District. All of these District employees are all full-time positions. The Regional Mental Health Program Manager will allocate 10% time to the project.

The District's new Strategic Plan creates Full Service Community Schools (FSCS) with a mission of: *servicing the whole child; eliminating health, social and educational inequity; and providing each child with a caring learning environment that supports student learning and success.* Core challenges are continued disproportionate student achievement, i.e. low academic success for African American and Latino students. Data informed decision making is critical to the FSCS approach and the analytic framework will assess indicators that broadly impact student lives, contribute to student inequities, and testify to the role that schools play as safe and healthy centers of the community. The S3 initiative provides an enormous opportunity to leverage the S3 Intervention Team to develop a school-based FSCS plan. The close participation of the above listed District personnel will ensure that outcomes from S3 implementation will, in turn, help inform the District's policies regarding strategies for school safety and climate.

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

g. School Capacity and Commitment

Principal Romero currently spends approximately half of her time resolving school climate issues. Having the S3 grant, and the technical assistance it affords, will ensure that the time she spends will be more effective, proactive, and vision and data-driven. To this end, she will initially dedicate no less than 10-20 hours a week to its implementation. She will convene the Intervention Team, call monthly meetings, and personally conduct outreach to extant committees, bodies, and organizations to ensure that efforts are coordinated. Eventually, her weekly commitment will be 5-10 hours a week, but because the initiative will be guided by a multi-disciplinary team using a strategic approach, these hours' impact will be magnified well beyond what she is currently able to accomplish in 5-10 hours of school climate-focused work.

Initial outreach to school staff has already happened this summer. To put this proposal together the OHS principal called on a member of the Faculty Council, the director of the Wellness Center, and OHS's case manager/African American Student Support Coordinator to 1) brainstorm around school climate problems and solutions, 2) think about how the project would be best managed, and 3) identify strategies to engage parents and students. These individuals have committed to participating in the initiative and have agreed to participate in 1-2 monthly hour-long Intervention Team meetings; recruit parents, students and community-based partners to join the team; and facilitate communication between the team and other committees, staff and faculty, students and community partners. Each of the team members will commit 2-5 hours a week to the effort, with the exception of the project coordinator who will dedicate .5 FTE to the project. As part of his role he will chair the meetings that the principal calls and lead school-wide communication strategies.

The S3 effort will draw upon parent involvement efforts already taking place. For example the AVID program, the English Language Advisory Committee (ELAC), and the School Site Council (SSC) all have parent components or membership. The S3 effort will first attempt to gain purchase with these already

committed parents. Additionally, S3 will work with the PTSA and will take advantage of purpose-driven events that typically attract large numbers of parents, such as Back-to-School Night, Latino Celebration Events, etc., to spread information and solicit deeper involvement from parents. By requesting feedback and listening to input, the S3 initiative seeks to establish trust and enlist parents as partners.

The formal relationships already in place with the 34 CBOs will be the starting point for involving the community in the effort. This input will help to ensure that the effort is responsive to minority groups who may not be directly represented on the S3 Intervention Team due to language, cultural, or practical barriers. It will also ensure that the perspective of those organizations that work deeply with students and their families are represented, and that the community has buy-in on the effort. The Wellness Center board will help to convene those community partners and serve as a vehicle for communication, allowing S3 report-outs and input-gathering sessions.

OHS is committed to sending S3 Intervention Team members, and additional key staff members to any training and coaching opportunities offered by S3. Under the current principal OHS has demonstrated its ability to find coverage for staff to ensure that faculty gain knowledge that will improve the school.

As another example of the school's commitment to improving the S3 project, OHS is dedicating one of two staff development buy-back days exclusively to school climate. This day will involve group discussions and break-out sessions, and will be co-chaired by the principal and the attendance coordinator/case manager. Additionally, a multi-committee retreat will be held focusing on how the S3 Intervention Team will coordinate with other school site bodies, create a shared vision for improved school climate, and establish agreements that will enable the effort to go forward successfully.

S3 Intervention Team

h. Intervention Team Membership

The Intervention Team will be led by Alicia Romero, the school principal, and will also include two students, two parents, two teachers, two learning support staff, and the assistant principal. Additional members may be identified in the early stages of planning, and are likely to include another parent and another student who will have to be identified and recruited (please see Attachment 3 for a roster of the S3 Intervention Team). Below is a brief description of identified each team member's relevant involvement with the school and/or school improvement efforts:

Alicia Romero, Principal: Ms. Romero has been leading reforms at OHS for two years and is now firmly established at the school. Her qualifications are described above in the Leadership discussion under the Strengths and Resources section.

Jamie Tran, Student Commissioner of Safety: The OHS student who holds this position was elected by his peers to work with school faculty, administrators, support staff, and learning support personnel to ensure the safety of the school. He was identified by Intervention Team members as an important student representative.

Chris Snellings, President of Associated Student Body: Like the Commissioner of Safety the All Student Body (ASB) President will start serving his term in this office when the fall semester begins. As the elected leader of the entire student body, he was identified by Intervention Team members as a key individual to assist in S3 implementation.

Veronica Carillo, Parent: Ms. Carillo has been involved in the Small Learning Community at OHS and is experienced, not only as a parent, but as someone who has collaborated with school personnel and helped planned for positive outcomes for students.

Claudia Garcia Aguilar, ELAC Parent: The English Language Advisory Committee is an important mechanism for reaching English learner students and families. The principal has reached out to active parents in this group in order to secure the commitment of an ELAC parent on the team.

Mark Piccillo, Teacher: Mr. Piccillo teaches Chemistry, is the Science Department Chair and serves on the Faculty Council. As such, he is involved in voicing the preferences of OHS teachers around disciplinary policies and measures to improve school climate. His participation on the Intervention Team is confirmed.

Catherine Darwish, Teacher: Ms. Darwish teaches French and is the OHS Faculty Council President, and has, like Mr. Piccillo, been involved in disciplinary policies. She is well positioned to convey faculty concerns, think strategically about the implementation of S3 interventions, and communicate Intervention Team strategies to other faculty. Her participation is confirmed.

Susan Yee, Wellness Center Director: East Bay Asian Youth Center (EBAYC) a dedicated community based organization serving Oakland youth for over 30 years, administers and operates the Wellness Center. The Wellness Center Director, Susan Yee, is a central contact point for students and families seeking support for behavioral health concerns. She works very closely with OHS's community-based partners and is well-positioned to enlist their support and participation.

Tiago Robinson, Proposed S3 Coordinator: Mr. Robinson has served as a case manager and the African American Student Support Coordinator. He has very close knowledge of students in acute risk for school failure, drop-out and violence. He will be an essential member of the team and has been identified as the ideal candidate for the S3 coordinator position if funds are received. His participation is confirmed.

Ben Schmookler, Assistant Principal: Mr. Schmookler is just joining OHS after having served as principal of OUSD's Media Academy where he oversaw the implementation of a \$750,000 grant that targeted reducing suspensions and violence. Successful strategies they enacted included effectively using Saturday School and developing a closer relationship with Oakland Police. His participation is confirmed.

An additional parent will be recruited from among parents who have demonstrated a high level of commitment but who have perhaps struggled with some of the challenges that stand as barriers to positive school climate. Similarly, the team members who have already convened are attempting to identify an additional student representative who has shown leadership capacity and has more first-hand experience with the risks that the Intervention Team will be addressing. Two additional students have been recommended, Edwin Manzano and Luis Inda, though their participation has not yet been confirmed. The principal will personally approach these additional students and parents, explain the S3 opportunity and the level of commitment required in order to secure their participation.

The current OHS Safety Committee significantly overlaps with the Intervention Team in membership and purpose, and therefore the two committees will be merged once the S3 program is underway. The Intervention Team will have representatives from several extant key school committees and teams, including the Faculty Council, ELAC, ASB, the African American Student Support Council, and the Wellness Center board and staff. Their membership will help ensure effective communication and coordination with these groups. In addition to this coordination, the Intervention Team will make a specific effort to reach out to the School Site Council for regular communication and coordination. Generally, the S3 Intervention Team will work with these entities through regularly scheduled Intervention Team report out/input agenda items in their meetings, invitations to Intervention Team meetings on specific matters, and semi-regular school committee assemblies for formal updates and coordination.

The Intervention Team will begin with two hour-long meetings per month. Once the groundwork has been laid, the trainings are being absorbed and implementation is in progress, these meetings will be

reduced to a once-monthly schedule. The principal will convene the meetings, and the S3 Coordinator will chair them. The S3 Coordinator will be primarily responsible for staff work, including communication, following-up on action items, and, with the support of the principal, delegating tasks to other team members. Decisions will be made through consensus-building discussion. If consensus cannot be reached, a majority vote will carry the decision. The principal will serve as tie breaker and will have the power to veto any decisions that are not aligned with district policy, the school's mission, or the spirit of the S3 initiative.

Data-Driven Decision Making

i. Current Data-Driven Improvement Efforts

In the past, return rates have been too low to effectively use CHKS data to guide school improvements, the Single Plan for Student Achievement or the School Safety Plan; however other sources are used in data-driven decision-making. Every year the district works with the school to produce the Annual School Scorecard. This serves as sort of a report card for the school, compiling school, district and California Department of Education data into a single document that lists indicators on enrollment, academic performance, student achievement, school climate and culture, and a teacher profile. Wherever available, the School Scorecard provides three-year retrospective data so that trends can be discerned. The district also publishes suspension data for every high school, which is disaggregated by gender and ethnicity to compare performance against other schools in the district. These data have been used to focus school improvement and safety planning, including efforts to increase Latino and African American representation in AP classes, the creation of a leadership class for African American young men, and enlisting a Latino CBO to partner more closely with OHS. Based on this past year's success in obtaining high response rates from students, staff and parents on the CHKS (spearheaded by the Wellness Center Director), the school is now in a position to ensure that the California School Climate, Health, and Learning Survey will guide further improvements. On an annual basis, the S3 Intervention Team will review changes from baseline scores and assess whether they present evidence of the effectiveness of specific interventions – student input will be essential in this interpretation phase. Where there are no changes, the Team will brainstorm reasons for the failure of specific strategies and solutions for better results.

In order to ensure that the S3 Intervention Team does not end up operating in isolation from other bodies designed to perform related functions and other school improvement efforts, the initiative will be kicked-off with a retreat that incorporates all the school site committees listed above. The three-pronged purpose of the retreat will be: 1) to establish how the S3 Intervention Team will coordinate with other school site bodies and school improvement efforts, 2) to create a shared vision for improved school climate, and 3) to establish agreements that will enable the S3 effort to go forward successfully. As the Team monitors changes in school climate, the Principal and administrative staff will scrutinize indicators of other school improvement objectives to study the impact that school climate improvements have on academic and other performance indicators. Findings will inform adjustments to school improvement efforts, and through the communication plan described above these efforts will integrate seamlessly with S3 strategies.

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

CALIFORNIA **S**AFE AND SUPPORTIVE SCHOOLS

S3 Intervention Team Roster

Name of School: Oakland High School
 Name of District: Oakland Unified School District
 CDS Code: 01-61254-0135905

Name of Principal: Alicia Romero
 Phone: (510) 879-3040 E-mail: Alicia.romero@ousd.k12.ca.us

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

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

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

Currently Committed	
Alicia Romero	Principal
Ben Schmookler	Assistant Principal
Veronica Carillo	Parent
Mark Piccillo	Teacher
Catherine Darwish	Teacher
Susan Yee	Learning Support Staff
Tiago Robinson	Learning Support Staff
To be recruited / engaged in September	
Claudia Garcia Aguilar	ELAC Parent
Jamie Tran	Student Commissioner of Safety
Chris Snellings	President, Associated Student Body

CALIFORNIA **S**AFE AND SUPPORTIVE SCHOOLS

S3 Technical Assistance Needs Assessment

School Name: Oakland High School
District: Oakland Unified School District

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

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

For each of the areas selected above, please identify what you expect to be covered in the TA delivery. For example:

- Curriculum (what you do)
- Pedagogy (how you do it)
- Theory (why you do it)
- Assessment (how effectively you are doing it)
- Evaluation (how effectively you did it)

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

Rank	Type of TA	How often
4	<input type="checkbox"/> Phone consultation	as needed
5	<input type="checkbox"/> Listserv	<u>as needed</u>
2	<input type="checkbox"/> Webinar	quarterly
3	<input type="checkbox"/> E-mail	<u>as needed</u>
1	<input type="checkbox"/> On-site workshops	as needed+
	<input type="checkbox"/> Other (specify)	