

File ID Number	12-2831
Introduction Date	11/14/12
Enactment Number	12-2845
Enactment Date	11-14-12
By	TS



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  
Maria Santos, Deputy Superintendent

Subject: **District Submitting Grant Proposal**

**ACTION REQUESTED:**

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal years 2012-2015 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

**BACKGROUND:**

Grant proposal for OUSD schools for the 2012-2015 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
12-2831	YES	Proposal	Oakland Unified School District, Family, Schools and Community Partnerships	Enable school district to plan for participation in the Collaborating Districts Initiative and to create a strategy to implement social and emotional learning district-wide.	07/01/2012-06/30/2015	NoVo Foundation	\$750,000.00

**DISCUSSION:**

The district created a Grant Face sheet process to:

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

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

**FISCAL IMPACT:**

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

- Grants valued at: \$750,000.00

**RECOMMENDATION:**

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal years 2012-2015 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

**ATTACHMENTS:**

CASEL Collaborating Districts Initiative Proposal

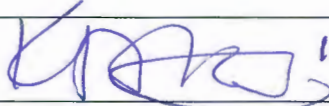
OUSD Grants Management Face Sheet

<b>Title of Grant: CASEL Collaborating Districts Initiative</b>	<b>Funding Cycle Dates: July 1, 2012 – June 30, 2015</b>
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address) NoVo Foundation 535 Fifth Avenue, 33 <sup>rd</sup> Floor, New York, NY 10017	<b>Grant Amount for Full Funding Cycle:</b> <b>\$750,000.00</b>
<b>Funding Agency:</b>	<b>Grant Focus:</b> <b>Social Emotional Learning</b>
<b>List all School(s) or Department(s) to be Served:</b> Oakland Unified School District, Family, School and Community Partnerships	

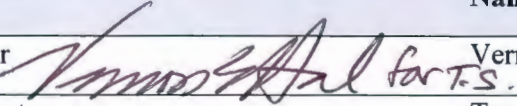
<b>Information Needed</b>	<b>School or Department Response</b>
How will this grant contribute to sustained student achievement or academic standards?	Students will develop core competencies of self awareness, self management, social awareness, relationship skills and responsible decision making within a safe, caring, and participator learning environment. Learning these skills will improve academic performance and educational outcomes for students. It will significantly decrease the number of suspensions and expulsions while improving school attendance, student's grades and performance on achievement tests. Students will achieve a deeper understanding of subject matter, learn how to work well with others, increase student engagement and decreases behaviors that interfere with learning all to prepare students for college, career, and community. Creating both prevention and intervention systems and structures designed to promote social and emotional development also improves long-term educational outcomes for students.
How will this grant be evaluated for impact upon student achievement?  (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.75% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	OUSD in partnership with CASEL and the American Institute for Research (AIR) will co-construct customized data system, tools and resources to collect and use data evaluate the impact of social emotional learning on student achievement.
Does the grant require any resources from the school(s) or district? If so, describe.	Personnel in FSCP to facilitate the development, coordination, implementation and sustainability of a system-wide, multi-year evidence-based district plan for Social Emotional Learning and Leadership.
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.)	No
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	Kristina Tank-Crestetto Family, School and Community Partnerships Department

address.)	746 Grand Avenue Oakland, CA 94606 (510) 273-1526 Kristina.Crestetto@ousd.k12.ca.us
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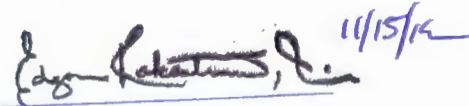
**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal			
Department Head (e.g. for school day programs or for extended day and student support activities)	Kristina Tank-Crestetto		10/24/12

**Grant Office Obtained Approval Signatures:**

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

  
 Jody London 11/15/12  
 President, Board of Education

  
 Edgar Rakestraw, Jr., Secretary  
 Board of Education

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OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools. Thriving Students*

**Together, We Are Building**

a full-service community school district that serves the whole child,  
eliminates inequity and provides each child with an excellent teacher, every day.

**Organization Name:** Oakland Unified School District

**Project Title:** CASEL Collaborating Districts Initiative-Proposal for Collaborating Districts Implementation Grant

**Grant Amount:** \$750,000.00 over three years

**Date:** September 15, 2012

**Contact:**

Kristina Tank-Crestetto

Director, Family, Schools, Community and Partnerships Department

Social Emotional Learning and Leadership Development

746 Grand Avenue

Oakland, CA 94610

[\(510\) 273-1500](tel:5102731500) Main Line

[\(510\) 273-1501](tel:5102731501) Fax

Email: [Kristina.Crestetto@ousd.k12.ca.us](mailto:Kristina.Crestetto@ousd.k12.ca.us)

Website: <http://webportal.ousd.k12.ca.us/ousd/site/default.asp>

## **Narrative**

**SEL Resource and Needs Inventory** The Social and Emotional Learning Design Team has been identified as the group of stakeholders who will lead the resource and needs assessment process. OUSD's SEL Design Team and senior leadership have completed and collectively engaged in reflection and dialogue about the results of the District Strength Inventory and the Collaborative District Initiative Rubric and American Institutes of Research Evaluation. The results from these assessments were fairly consistent across our district and aligned to the findings of both CASEL and American Institutes for Research. Beyond using CASEL instruments OUSD has taken steps towards developing tools and identifying venues to assess needs and resources to capture the vantage points of multiple stakeholders. *As a district we value data and see the SEL Resource and Needs Inventory and the AIR Evaluation as providing us with valuable information that will inform our work at many levels. However, this is the first time we have had the opportunity to collaborate with expert partners in the explicit collection and analysis of SEL data.*

**District-wide SEL Vision** OUSD has made a commitment to broaden our attention, structures and resources beyond the narrow outcomes of student's basic academic skills to create a system that develops nurtures and supports the social and emotional health of each OUSD student. Our vision of becoming a Full Service Community District will require teaching, learning and practicing SEL skills throughout the entire district in a manner that is equity based, culturally relevant and contextualized for Oakland. The role of SEL in achieving this vision was explicitly addressed this year at the All Administrators Institute by both Superintendent Tony Smith and Deputy Superintendent Maria Santos. OUSD is committed to engage in a year long reciprocal learning campaign (Awareness, Listening and Learning ) across our community. The goal of the campaign is to acknowledge the SEL work already being done and to inform the design of an assets based system-wide infrastructure that supports making explicit connections between academic achievement and social emotional learning skills and competencies that are foundational to the learning conditions for all students and adults to thrive. *While our strategic plan has a vision for SEL, it is not yet widely shared as a priority over the entire system. Goals and benchmarks for the SEL vision still need to be collaboratively developed and shared with all stakeholders.*

**Central Office SEL Expertise** The office of Social Emotional Learning and Leadership (SELL) located in the Family, School, Community, Partnerships (FSCP) Department is taking the lead for Oakland's SEL work. The SELL Team has over seventy years of combined educational expertise and its three members have SEL instructional and coordination experience, as well as counseling, coaching, legal, and change management backgrounds. The FSCP Department coordinates the district's Full Service Community Schools initiative and is also home to work that is complementary to, and informs SEL such as Behavioral and Mental Health, Health and Wellness, Student, Family and Community engagement and After School Programs. The FSCP is headed by an Associate Superintendent whose experience is in both student services and as a Licensed Clinical Social Worker. Since engaging with CASEL and its CDI extended community, SEL expertise is increasing dramatically within the central office. This is a result of both formal and informal engagements regarding SEL content, assessment and sustainable district wide implementation . *The SELL Team has developed a common understanding of SEL and there is still a need for deeper knowledge and understanding of SEL throughout the central office. This fall we will launch a year of Awareness, Listening and Learning (ALL) to both inform and learn from our district-wide focus on SEL. In addition to the ALL campaign the Cabinet, Board of Education, Department Managers, and Curriculum Specialists are being scheduled for professional learning on SEL.*

**SEL Professional Development** Professional development is an intentional through-line of the SELL Team's work plan and all of its activities from person to person, to district-wide presentations. PD that embodies SEL is structured into every SEL Design Team meeting and activity. Additionally, we have presented four invitational professional learning sessions for targeted OUSD audiences that both informed and modeled SEL. In the spring we invited David Osher to share his work with district leaders and FSCP staff on how our existing PBIS, SEL and RJ programs can



be used more effectively as a suite rather than individual initiatives. Linda Lantieri and our CASEL consultants partnered with the Oakland SELL Team to lead members of the SEL Design Team and district colleagues in a transformative two day SEL Retreat. The goals of the Retreat were to increase the SEL knowledge of participants and build a professional learning community focused on SEL within the central office. During the summer we presented "SEL in the Common Core" at the district's Leading for Equity through Math Conference. In the fall we presented an SEL Overview workshop at the All Administrators' Institute for principals and district leaders. *The district has partnered with the Developmental Studies Center to provide ongoing SEL professional learning to the Caring School Community Oakland Initiative schools. While there is a range of offerings and opportunities for SEL professional learning available to an increasingly wider audience within the district there is not yet a comprehensive system-wide PD plan for SEL. We are developing a system-wide plan this year.*

**SEL Resource Alignment** The district has established the office of Social and Emotional Learning and Leadership (SELL) staffed with a Director, a Coordinator and a Teacher on Special Assignment to bring the district's SEL vision into daily practice in classrooms, at school sites, at the central office and throughout the community. The SELL office is located in the Family, Schools and Community Partnerships department whose resources are also aligned to support SEL for children, adults and families. The Department of Leadership, Curriculum and Instruction is partnering with the SELL Team to integrate explicit SEL (through the Caring School Community [CSC] Oakland Initiative) into math instruction in a cohort of five elementary schools. The Caring School Community Oakland Initiative is also in half of our elementary schools and has aligned its resources to support the broader SEL work in the district. Members of the SELL Team are also working to align existing resources with the Middle School Task Force, the Community Schools Single Site Plan committee, the Voluntary Resolution Plan group, and the California Healthy Kids Survey workgroup. *While currently struggling with a shrinking budget, the district has demonstrated its commitment to SEL by creating an SELL office staffed with a highly skilled "start-up" team. The district is also partnering with existing SEL partners to expand and deepen their support of SEL district-wide. Initially, the district did not have a centralized office to coordinate its vision for SEL and resources were aligned on a program-by-program basis or through a particular funding stream without the coherence of a comprehensive plan to guide the work.*

**SEL Communications** The district is in the initial stages of developing a system to communicate a common vision and shared understanding of SEL across the organization and into the community. In the interim, SEL communication occurs throughout the district but independent of a plan. At the start of this school year Superintendent Tony Smith emphatically messaged the priority for SEL to all administrators, as did our Deputy Superintendent Maria Santos. SEL is an item on the cabinet agenda. The SEL Design Team and the SELL Team are both actively messaging SEL within their respective departments. At the systems level the Caring School Community Oakland Initiative, which now includes half of our elementary schools, has aligned its communication with the district vision and language around SEL. The SELL Team has developed a strategic communication plan focused on SEL/CASEL within OUSD's communication department. We have additionally created an SEL department webpage and link within the [www.thrivingstudents.com](http://www.thrivingstudents.com) website. *While there is not yet a means of systematic reciprocal communication within the district to engage all key stakeholders to understand and fully support A+SEL, the design for such a system is planned and is readily acknowledged as a priority. We are currently relying on existing structures and practices, which are limited.*

**SEL Standards** The district has integrated SEL into the district accountability system, particularly the School Quality Standards. The existing California State SEL Standards for Pre-K are being utilized in our early childhood programs as well as in the partnership between the Math Department and our Caring School Community Oakland Initiative. This same partnership has also mapped the Common Core State Standards in math to CASEL's SEL Skills and Competencies. The SEL Design Team has identified the development of PK – 12 SEL standards as a key goal and it is in their work plan for the coming year. Additionally, senior district leadership has identified the adoption of



SEL standards as a key district goal. *The mapping of the CCSS to SEL provides us with an exciting opportunity to engage in the standards discussion with all stakeholders as a preliminary step to developing SEL standards. While all parties agree that SEL standards are a key component of the plan, the work to create or adapt standards is not yet underway. Pre-K State SEL Standards are currently operational in the district and we engaging in initial conversations on how to leverage those standards to inform our work.*

**SEL Evidenced-Based Programs** Two evidence-based programs are in use in the district: Caring School Community (CSC) used in half of the elementary schools and Second Step is active in approximately a fourth of the elementary schools. The district's partnership with Developmental Studies Center (Caring School Community Oakland Initiative) has provided OUSD with opportunities to develop and expand its SEL expertise and knowledge from the classroom to the Cabinet. A key feature of the CSC implementation model (co-created with OUSD) is the PD component that supports principals and classroom teachers to build their capacity for collaborative leadership. This model is built upon professional development learning standards and participants explicitly learn and experience SEL as part of their CSC PD. The OUSD/CSC partnership is also developing multiple measures to determine how CSC is making a difference for both children and adults. This fall the SEL Team is convening a meeting of all district SEL providers in a first ever meeting that is preliminary to developing a district-wide SEL plan for evidence-based program implementation. *The district has a commitment to SEL programming and currently provides support to more than 15 different programs Pre-K-12<sup>th</sup> grade. There is a recognized need to develop a coherent plan for utilizing evidence-based programs with coherence and alignment to the district's other initiatives and future SEL standards.*

**SEL Programming and Integration** Staff from Leadership, Curriculum and Instruction, Central Office Operations, School Quality Review, African American Male Achievement, and Family, Schools Community Partnerships are all active members of the SEL Design Team. One of the goals of the SEL Design Team is for its members to function as SEL Ambassadors in their various departments and offices in order to integrate SEL skills and competencies into adult practices across the district. The goal of the partnership between the Caring School Community Oakland Initiative and the Math Department in five elementary schools is the integration of SEL into the math curriculum as daily practice. Additionally, CSC is developing a limited partnership with the Science Department to bring an SEL lens into their Instructional Rounds protocol. At the secondary level the district is in the planning stage of integrating SEL with CCSS. *The district has a thriving partnership with the Developmental Studies Center to provide SEL curriculum in the majority of its elementary schools. This year the integration of SEL into elementary math through Caring School Community is a promising practice, as is the emerging partnership with CSC and science. Our goal to align SEL with CCSS and integrate SEL across all the content areas is not yet part of systemic plan. Senior leadership is taking steps to build the relationships between departments to ensure that the conditions for SEL integration are created this year.*

**SEL Data System for Continuous Improvement** The district annually collects survey data from students, teachers, and parents on school climate and uses the data to inform needs assessment. There is also programmatic based data collection that informs the implementation of individual SEL programs (CSC and Second Step). The district has identified the need to collect data on student social and emotional competence and is working internally with its Research Assessment and Development department as well as with AIR to design a system that will result in useful SEL data. This is in addition to including SEL as part of existing data collection tools. The SEL Design Team has also identified the need to collect SEL data on the adults in the system since the EQ of the adults will in many ways determine the success of SEL for students and the community. *The district leadership as well as the SEL Design Team has identified the significance of the metrics that will be used to determine the success of the integration of SEL throughout the district. We are exploring internally and with our partners how to design a system that will collect, analyze and communicate SEL data in the most effective way possible. While the district is starting as a "data driven"*



*organization, we are still learning how and what data to collect that will measure and inform SEL.*

**Evidence** Evidence for the assessment of both our starting points and growth in each of these ten elements and activities is located in multiple documents and sources: The District's Strategic Plan, [www.thrivingstudents.com](http://www.thrivingstudents.com), AIR's Evaluation of the Planning Phase of the CDI, graphic documentation of the SEL Design Team meetings by The Grove, SELL Team work plan and agendas, CASEL documentation, anecdotal notes from formal and informal observations and conversations.

### **Vision- Social Emotional Learning and Leadership**

Oakland Unified School District's (OUSD) vision is to create a Full Service Community School District that serves the whole child, eliminates health, social and educational inequity and provides each child with a caring environment that supports student learning and success. We want every student to attend a Full Service Community school that creates a safe and supportive environment where they can thrive academically, socially, and emotionally.

Our model for change has three primary areas of focus; ensuring a High Quality Instructional Core, Developing Social and Emotional Health, and Creating Equitable Opportunities for Learning. These foci guide the district goals for youth: Safe, Healthy, and Supportive Schools; High Quality and Effective Instruction; and Prepared for Success in College and Careers. Significantly, the foci are integrated into our accountability priorities for the organization (e.g. School Quality Standards – "define learning standards for social and emotional development and implement strategies to teach those standards.")

OUSD has set forth in our strategic plan a commitment to broaden our attention, structures and resources beyond the narrow outcomes of student's basic academic skills. We desire to utilize Social Emotional Learning and Leadership as a key lever and vehicle for system-wide culture change to enhance and improve human relationships that create environments to develop, nurture and support social and emotional health of each OUSD student. Our vision includes providing equitable opportunities to engage our internal and external communities to co-construct and communicate meaningful shared vision, language, understanding, and ownership around SEL goals and outcomes for all students and adults. It is our core belief that adults and students, who model, receive feedback with support, and practice social emotional learning skills, improves their achievements academically, professionally and within their communities.

It cannot be overstated that in Oakland we identify the social aspect of social emotional learning to mean race, class, gender, culture, history, and gender identity. That said, we recognize that unless we incorporate the Oakland context and the need to intentionally interrupt and address inequities into this movement we will not be able to move forward and sustain transformation of our practices, policies and beliefs. Over the next three years we will integrate the social and cultural lenses into the SEL and leadership infrastructure and goals and outcomes for students, classrooms, schools and the district. We will incorporate language that resonates with our diverse population of students and adults into SEL skills, competencies, and practices and will engage members across our organization to develop culturally relevant and developmentally appropriate SEL standards and measures.

### **Summary of the Context of OUSD's Approach:**

We wanted to be very thoughtful and intentional about how we set the stage for our district-wide change strategy: Developing Social Emotional Learning (SEL). We thought carefully about how we could explicitly model Social Emotional Learning skills and competencies through facilitating experiences where the approach to the work resonated deeply with diverse population and resulted in people feeling well positioned and empowered to take collective ownership to build, grow, and transform our culture into an organization that expects, prioritizes, integrates, and supports Social Emotional Learning and Leadership across the system.

It is important to note that while SEL is identified as a key pillar of our district's change model and prioritized in our strategic plan we also are very aware of the current reality of our organizations' climate and culture. We are mindful



that currently within our system many feel overwhelmed and fatigued by the abundance of the initiatives and the limited time to appropriately address each with the time it deserves. There is also some skepticism about district led initiatives with practitioners not fully understanding the interconnectedness of our key areas of focus. Therefore the frame and the language used to introduce and bring people into ownership of the Social Emotional Learning work are critical to our success.

In concert with our current climate and culture we bring forth the knowledge and expertise of how change happens for people and systems. Foremost, change is a process, made by individuals first and then located within the context of personal experiences. The change process is developmental and encompasses learning skills and emotions. Systems change can be complex and layered. The process is generally slow and warrants transparency. It asks individuals at times to reflect and change their attitudes, practices and beliefs.

Given our context we established a change management system to create the support structure necessary to meet people where they are and support them moving through a change process. The change process also needs to strike the balance between support and pressure. With this in mind we are framing our approach as the opportunity to build, grow, and support with high accountability rather than to simply "do"- that is, take action without reflection or understanding the "why" or the "how" to create something new and different to get better results for our students.

Framing our approach as a learning process is integral to the success of building and growing a positive system-wide culture. We recognize that unless we create the conditions and opportunities for adults to learn about their own social emotional learning skills and practices we will not be able to sustain change to set the positive conditions for learning for our students.

*Adults who have the ability to recognize, understand, label, express, and regulate emotions are more likely to demonstrate **patience and empathy**, encourage **healthy communication**, and create **safe learning environments**. (Brackett, Katella, Kremenitzer, Alster, and Caruso, 2008)*

Therefore our approach towards sustainability includes an intentional and developmental process that lays the foundation needed to build and grow a new system and culture that purposely integrates Social Emotional Learning into every facet of our beliefs, policies, and practices.

OUSD has identified and messaged three phases within our approach aligned to the three year Collaborative District Initiative: Year 1 Awareness, Learning and Listening Phase, Year -2 Practice Phase, and Year-3 Leading toward Sustainability Phase: Living the Vision and Growing Collective Organizational Capacity. Each phase identifies areas of focus for deeper exploration aligned to CASEL's rubric. We will work towards achieving outcomes for students, adults, classroom, school, and the district across all three years.

#### **Overarching Goals over the Next Three Years**

By the end of June 2013 OUSD will grow one level in key elements of focus for the Collaborative District Initiative as measured by the CASEL-CDI rubric.

By the end of June 2014 OUSD will grow one to two level in all key elements on the CASEL Collaborative Districts Initiative as measured by the CASEL-CDI rubric.

By the end of June 2015 OUSD, committed to reaching level "4" has a long term plan for sustainable efforts in place as measured by the CASEL-CDI rubric.

#### **Goals and Objective in Key Elements over the Next Three Years**

##### **SEL Resource and Needs Inventory**

##### **What we want to achieve:**

OUSD will develop a robust and ongoing process to assess and identify the needs of Social Emotional Learning. We need to systematize structures and tools that collect, summarize, and share data findings across our district and



school communities. The data that is collected and shared will be used to inform our district-wide Social Emotional Learning and Leadership plan as well as school site plans for School Climate and Culture. OUSD is proactively taking steps to rethink and revise the questions we ask as part of the California Healthy Kids Survey (CHKS) to include more robust questions around social emotional learning. It is our intention to administer a revised CHKS survey this year that includes additional OUSD Module integrating questions from AIR's Conditions for Learning Survey. Integral to this goal is creating mechanisms to ensure and support both central office and schools sites to analyze the SEL needs and resource data to inform their goals, decisions, and plans.

#### **How we will get there:**

##### **Year 1- Awareness, Listening and Learning Phase**

In the Fall 2012 OUSD will

- o Agree on current realities: Map out SEL strengths and weaknesses, needs, and resources across the district Pre-K – Adult.
- o Administer and collect third grade teacher ratings of students' social and emotional competence (October).
- o Create and finalize OUSD Module that includes Conditions of Learning questions with California Healthy Kids Survey (CHKS) for elementary and secondary students.
- o Work in partnership with Instructional, Leadership, and Equity in Action Team to support sites to use SEL needs and resource data to engage their communities to inform, develop, assess, revise and communicate Community School Strategic Site Plan School Climate plans through an equity lens.

In the Spring 2013 will

- o Work in partnership with Instructional, Leadership, and Equity in Action Team to support sites to use SEL needs and resource data to engage their communities to inform, develop, assess, revise and communicate Community School Strategic Site Plan (CSSSP) School Climate plans through an equity lens.
- o Administer revised CHKS with Oakland Module that includes Conditions of Learning questions (February)
- o Draft a Central Office and School Needs and Resources Assessment Rubric

Progress Monitoring and Accountability

- o Assess progress on CASEL CDI rubric
- o Community Feedback on Achievements through Social Emotional Learning and Leadership website.
- o Evidence of products

##### **Year -2 Practice Phase Key Objective**

Central Office leaders will be able to analyze and utilize social emotional learning needs and resource data to inform, develop, assess, revise and communicate Central Office Climate plans through an equity lens.

Established a process for on-going needs and resource assessment for Social Emotional Learning for students, adults and the community.

##### **Year-3 Leading Toward Sustainability Phase Key Objectives**

Systems of accountability exist for leaders, teachers and students to analyze and utilize need and resource assessments for Social Emotional Learning to inform practices, policies and procedures.

##### **District-wide SEL Vision**

###### **What we want to achieve:**

OUSD will implement a change management structure led and supported by SEL leadership and sponsors to collaboratively create a common shared SEL vision, uniform framework and goals in OUSD. Guided by the SEL Design Team, we will co-construct a multiyear, system-wide, evidence-based SEL plan informed by stakeholders in alignment with the CASEL Theory of Action. OUSD's Collaborative Partnership will become well established and identify common metrics between district partners in service of the three pillars in the strategic plan to model collaborative leadership, collective impact, and interconnectedness of the priorities in service of becoming a Full Service Community School District. OUSD's board will take action to public commitment to support the SEL vision and district-wide plan as a priority framework for student learning.



## **How we will get there:**

### **Year 1- Awareness, Listening and Learning Phase**

#### *In the Fall 2012 OUSD will*

- Share draft SEL vision contextualized for Oakland with community through the Awareness, Learning and Listening Campaign.
- SEL Design Team Ambassadors engage and involve stakeholders to contribute to the developing shared language, understanding, and ownership of SEL vision.
- Draft a communication plan
- Provide professional learning on the process of Collect Impact to SEL Design Team.
- Share SEL vision with our external SEL partners
- Complete SEL story map tool to assist SEL design team to gather input on vision and multi-year plan. The SEL story map will also be used to document progress and make work visible.
- Continue Collaborative Partnership between district partners CASEL, Panasonic, ConnectEd and College Board.
- Identify metrics that can be used to support collaboration and coordination about the three strategic pillars between those implementing and consulting.
- Develop infrastructures to create the conditions, culture and competencies to guide SEL district-wide within a change management model.
- Implement next phase of change management model Practitioner Team and Communication Systems.

#### *In the Spring 2013 will*

- Present SEL vision and district-wide plan to OUSD Board.
- Continuously communicate and identify additional or missed opportunities to share common vision and collect feedback.
- Integrate conditions for Collect Impact into multi-year plan; common agenda, shared measurement systems (CASEL rubric), mutually reinforcing activities, continuous communication, and support organizations (CASEL, SEL Advisory, External SEL Partners)
- Draft SEL vision rubric
- Begin to align external SEL partners' goals and work to OUSD's SEL plan.

#### *Progress Monitoring and Accountability*

- Assess understanding and impact of vision by conducting district-wide staff survey

### **Year -2 Practice Phase Key Objective**

School sites will create SEL visions and integrate SEL visions in their CSSSP.

Central Office departments will align department vision with district SEL vision.

Align criteria for SEL external partnerships to SEL vision

Assess understanding and impact of vision by conducting district wide staff survey

### **Year-3 Leading Toward Sustainability Phase**

Mechanisms and clear evidence of alignment to ensure alignment between the vision, definition, standards, programming and outcomes.

Assess understanding and impact of vision by conducting district wide staff survey

Living the vision-clear evidence of integration of SEL vision as measured SEL vision rubric.

Stabilize structures to sustain a learning organization

### **Central Office SEL Expertise**

#### **What we want to achieve:**

Our goal to support the growth of expertise is to establish and support professional learning communities among the Social Emotional Learning and Leadership (SELL) design team, SELL Practitioner Teams for teachers, youth, families and the community, Caring School Community (CSC) Inquiry and Learning cohort, CSC and Math Content Learning Cohort. The Director of Social Emotional Learning and Leadership (SELL) and the SELL Team will create condition for learning experiences, both formal and informal, for adults that operate from a developmental approach through a culturally relevant lens to model Social Emotional Learning skills, competencies, and practices that include trust, safety, respect, and value assets. OUSD will deepen knowledge, develop capacity, and increase commitment in SEL theory, research, programming, practice, and policy for a diverse group of Central Office Leaders. The



Central Office Leaders will provide job-embedded and ongoing leadership and professional opportunities to increase capacity of site leaders and teachers to integrate academic and Social Emotional Learning into school climates, classrooms and communities. OUSD leaders will demonstrate an understanding that building the SEL skills of self and others is an ongoing process not a single event. The framework for supporting building capacity and expertise at Central Office in year one is the Awareness, Learning, and Listening (ALL) Campaign. The SELL Design Team will develop the structures that support the ALL campaign and have clearly defined role the of Ambassadors to facilitate wide-spread engagement across our district. The **Core Beliefs** of the ALL Campaign include:

- Equity is essential. Intentional time and space are needed to engage in conversations across identity and role. Race, Class, Culture, History, Gender and Gender Identify are explicit and integrated into the meaning of "Social" in Social Emotional Learning and Leadership.
- People working collaboratively can lead, model and engage others in this work. We assess strengths, find assets, and start building from situatedness. We link arms with people to help create conditions and structures for others to link arms with us.
- Data is critical to making good decisions. Our work is a reciprocal two-way; we learn and share together and make our work visible.
- A collective responsibility and problem solving result in collective impact. We are intentional about SEL for all students and adults in throughout OUSD and Oakland.

Our goal will include SELL Design Team Ambassadors engaging in a coherent process to share and collect information and provide resources around content and how to engage in the SEL effort. Ambassadors are expected to explicitly model SEL skills and competencies, communicate a shared and common understanding of SEL, share the SEL definition and OUSD's SEL skills and competencies, SEL Story map and information about the CDI and CASEL partnership. Ambassadors will collect information about SEL best practices and assets, input on SEL vision and provide answers to ALL Campaign focus questions to be used to develop SEL standards. A public SEL and ALL Campaign website will be created and utilized as a reciprocal communication vehicle that includes access to SEL and Leadership findings, evidence, information, resources, and references.

**How we will get there:**

**Year 1- Awareness, Listening and Learning Phase**

*In the Fall 2012 OUSD will*

- Launch Awareness, Listening and Learning Campaigns throughout OUSD from the sites to central office to the community.
- Draft Action Plan for Leadership: Reinforce SEL as District Priority
- Finalize the Ambassador role
- Build SEL capacity of SELL Design Team Ambassadors
- Identify principles of the ALL Campaign
- Revise SELL Ambassador Toolkit
- Launch website for Social Emotional Learning and Leadership; Awareness, Learning and Listening Campaign.
- Create the conditions for organizational learning focused on SEL (focus on the adult learning from student work)
- Engage key stakeholders and partners to participate in SEL professional learning (Leadership Curriculum and Instruction, Central Office, Family School Community Partnerships, Community Based Organizations, Collaborative Partners, Leaders, Teachers, Youth, Families)

*In the Spring 2013 will*

- Engage board with SEL district wide plan.
- Analyze ALL findings from fall semester.
- Draft SEL self-assessment
- Conduct district-wide SEL survey
- Analyze Action Plan for Leadership: Activate SEL as District Priority
- Offer SEL professional learning and coaching to central office leaders

*Progress Monitoring and Accountability*



- o Central Office will know and be able to *define social emotional learning and identify its role in the District Strategic Plan* as measured by exit ticket information post-SEL professional development sessions (and/or other common measures).
- o Central Office will use a SEL meta-cognitive reflection prompt\* at least once a week as a lens through which to view their practice as measured by self-report.
- o Central office leaders dedicate time for SEL professional learning
- o Results from district-wide SEL survey
- o Monitor progress indicators for SEL capacity
  - \* *"How might I bring a SEL skill or competency into this meeting [or conversation] and how will I make this visible to others? How did I bring a SEL skill or competency into this meeting? Was it visible to others?"*

#### Year -2 Practice Phase Key Objective

Central Office Leaders demonstrate knowledge of Social Emotional Learning and Leadership  
 Central Office Leaders provide guidance and support to sites leaders for school and classroom SEL development.  
 Central Office Leaders explicitly model Social Emotional Learning skills  
 Central Office Leaders communicate and support the priority of academic and social emotional learning

#### Year-3 Leading Toward Sustainability Phase Key Objectives

Central Office Leaders regularly integrate the practice of assessing social emotional learning skills and competencies.  
 Central Office Leaders complete self assessments using SEL at the beginning and end of the year.  
 Social Emotional Learning skills professional learning is prioritized throughout the year.

#### SEL PD Program Implementation

##### **What we want to achieve:**

OUSD is in the process of engaging departments from across our organization to design a system-wide plan for SEL professional learning. District leadership recognizes the need for cross department collaboration to identify common goals, practices and measures to ensure structures are in place to build the internal capacity for developing academic and social emotional learning. Currently OUSD has a range of opportunities for program specific professional learning. However we want to shift the narrow approach of only associating SEL programmatically into thinking about a more holistic and integrated approach. We want to broaden and deepen people's understanding and practice of SEL skills and the significant impact SEL has on leadership, district culture, academic achievement for all students, school climate and culture, classroom instruction and the community. The professional learning plan will be built over time to meet the needs of all staff from, classified and certificated, located at individual, school and district levels. Our goal includes thinking about the necessary conditions and structures that need to be in place for all staff to learn. We plan to build upon the very robust and thoughtful process professional learning structures we created for the Caring Schools Community work and identify best practices from other departments. The most effective structures and strategies identified throughout our departments will be included in the system-wide plan. Beyond the development of the plan we will create venues to calibrate facilitation and approaches around professional learning. We will set forth the most effective professional learning framework where learning opportunities are job-embedded, on-going, explicitly supported, and continuously assessed for impact and improvement.

##### **How we will get there:**

#### Year 1- Awareness, Listening and Learning Phase

*In the Fall 2012 OUSD will*

- o Create conditions for organizational learning focused on SEL.
- o Analyze practices and strategies from the CSC Professional Learning cohort and from other departments.
- o Analyze the professional learning needs of staff.
- o Identify the most effective professional learning structures and approaches.
- o Draft a comprehensive systems and plan for integrated professional learning.



- o Establish SELL Practitioner Team.
- o Train and coach Design Team and Practitioner Team members to facilitate and integrated approach to professional learning.
- o Design Team leaders explicitly integrate SEL skills into their professional learning.

*In the Spring 2013 will*

- o Build a common understanding and language among professional developers about the most effective professional learning structures and strategies.
- o Build coherence among professional developers across departments.
- o Draft common assessment for effectiveness of integrated professional learning.

*Progress Monitoring and Accountability*

- o Documentation of planning process
- o Draft professional learning plan
- o Common language is being used among professional developers.
- o Analyze Professional Learning assessments.

**Year -2 Practice Phase Key Objective**

Structures are in place across Leadership, Instruction and Curriculum and Family, School, Community Partnerships to plan and co-facilitate integrated professional learning opportunities developing academic and SEL capacity.

Develop systems and structures for on-going leadership and professional development opportunities for teachers and leaders to successfully model and integrate SEL into Common Core.

Common metrics are in place for departments that lead and facilitate academic and SEL Professional Learning

**Year-3 Leading Toward Sustainability Phase Key Objectives**

District implements a coordinated and integrated professional learning plan for all staff.

Structures exist and are utilized for on-going inquiry around effectiveness.

Create a process for revising professional learning plan based on the need of the learners.

**SEL Resource Alignment**

**What we want to achieve:**

OUSD committed to and prioritized developing social emotional learning skills for all students and adults as one of our key levers for change. In support of reaching our goals, OUSD dedicated funding to create the Social Emotional Learning and Leadership department and created the Director and Coordinator positions to focus on SEL. The SELL department is located in the newly established and funded Family, School, Community Partnership Department the overarching department in service to helping schools and the district develop positive climate and culture. Our resource alignment goal includes creating a long term fundraising plan and instituting additional partnerships with partner organizations to increase our ability to sustain growth and support of Social Emotional Learning development throughout our district. The additional funding partners will help support additional staff and material resources.

**How we will get there:**

**Year 1- Awareness, Listening and Learning Phase**

In the Fall 2012 OUSD will

- o Senior staff regularly attends the OUSD Funder's Forum
- o Establish additional partnerships with SEL partner organizations
- o Increase commitment from existing partners

In the Spring 2013 will

- o Draft fundraising proposal with support from the Director of Development

Progress Monitoring and Accountability

- o Fundraising proposal is created

**Year -2 Practice Phase Key Objective**

Align budget and resources to district's SEL plan

Increase SEL partner organizations

**Year-3 Leading Toward Sustainability Phase Key Objectives**

Highly impactful structures & appropriate resources are in place



Additional funding stream are identified

### **SEL Communications**

#### **What we want to achieve:**

OUSD will implement a systematic reciprocal communication plan to engage all stakeholders to understand and support Social Emotional Learning and Academics for all students. The plan will include a coherent process to communicate that there is a strong connection for all students between Social Emotional Learning and academic achievement, school climate, positive behavior, life choices, and relationships between students and adults as well as adults to other adults. Detailed in the plan will be the use of language that resonates with our diverse community as well having multiple modes and strategies to engage both internal and external stakeholders. We will work closely with our internal communication department to identify the most effective strategies and systems we currently have in place and identify potential areas for growth. We know that when leadership communicates SEL as a district priority, it receives greater attention throughout the system. Senior Leadership will continue to message the importance and priority of SEL during Cabinet meetings, Instruction, Leadership and Equity in Action meetings, and Central Office department meetings. SEL Design Team Ambassadors will lead the communication throughout the Central Office, schools and community in year one. Ambassadors will be trained, coached and supported to facilitate meetings and community engagements. We will develop toolkits and establish a website to share and collect information as well as provide resources and references. The website will be used to make our journey visible and to document our process.

#### **How we will get there:**

##### **Year 1- Awareness, Listening and Learning Phase**

In the Fall 2012 OUSD will

- o Create SEL website
- o Train SEL Ambassadors
- o Analyze current communication systems, modes and strategies
- o Identify effective communication systems, modes and strategies
- o Acquire feedback from the community around best venues for communication
- o Develop reciprocal communication plan
- o Begin to implement communication plan

In the Spring 2013 will

- o Draft systems to evaluate effectiveness of communication
- o Analyze effectiveness of communication
- o Revise and address any gaps in the communication system

Progress Monitoring and Accountability

- o Website is active and utilized
- o SEL Ambassadors complete and document 1-3 engagements per semester
- o Feedback from the community through surveys of the effectiveness of the communication plan

##### **Year -2 Practice Phase Key Objective**

SEL reciprocal communication plan is fully implemented

Evaluation of effectiveness is utilized to make revisions

Site leaders and teachers are taking lead at SEL communication at schools sites

SELL Design Team Ambassadors train, coach and support leaders and teachers to communicate about SEL development.

##### **Year-3 Leading Toward Sustainability Phase Key Objectives**

Effective SEL communication systems are in place

Community-at-large has a shared common understanding and language of SEL

### **PreK-12 SEL Standards**

#### **What we want to achieve:**

OUSD will develop a process to engage the community to co-construct culturally relevant and developmentally appropriate Social Emotional Learning and Leadership standards from Pre K-Adult built upon and aligned to previous standard work; California Pre-kindergarten SEL standards and Common Core State Standards. The SEL standards will be accompanied with benchmarks that outline what adults and students should know and be able to do in



the area of social emotional learning and leadership. OUSD has initiated the standards development process by identifying School Quality Standards that include SEL:

- *Define learning standards for social and emotional development and implement strategies to teach those standards.*
- *Create an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.*
- *Ensure that all students demonstrate the attributes and skills of emotional health and well-being.*

The Family, School, Community Partnership and Social Emotional Learning and Leadership Department will foster a strong partnership with our colleagues in the Quality Community Schools and Leadership, Curriculum, and Instruction Departments. We will utilize the data collected from the Awareness, Learning, and Listening Campaign to co-construct the standards. Once a draft set of SELL standards is complete, we will create a well crafted vetting process with our community. OUSD will develop coherent systems to align leadership and professional development opportunities to the SELL standards. In a collaborative effort across departments, OUSD will develop a criteria and process for selecting appropriate evidence-based SEL programs, that are aligned to SEL standards and the district vision.

**How we will get there:**

**Year 1- Awareness, Listening and Learning Phase**

*In the Fall 2012 OUSD will*

- Collect data and language from the Awareness, Learning and Listening campaign community engagements. 1) What does learning social emotional learning skills and competencies mean to me? 2) What does it look like, sound like and feel like from my own experience and history?
- Review SELL standard exemplars, CCSS and CA Pre-K standards
- Draft SELL standards and post on SELL website for community review and feedback

*In the Spring 2013 will*

- Vet draft SELL standards with community and make any revisions
- Draft communication plan for SELL standards
- Draft implementation plan

*Progress Monitoring and Accountability*

- Evaluation of community input
- Draft SELL standards

**Year -2 Practice Phase Key Objective**

Integrate SELL standards into common core standards

Adopt culturally relevant and developmentally appropriate SELL standards

Receive Board support of SELL standards

Develop professional learning and support plan to build capacity of leaders and teacher, with SELL standards

**Year-3 Leading Toward Sustainability Phase Key Objectives**

Receive Board approval of SELL standards

SELL standards are used to develop SEL professional learning.

SELL standards are used by professional learning communities to plan instruction.

**SEL Evidenced-Based Program Implementation**

**What we want to achieve:**

OUSD will analyze the effectiveness of the current SELL programs in the district and identify the evidence based programs that demonstrate impact on student learning. Efforts will be set forth to align any SEL program the district sponsors with our new SEL standards. OUSD will develop a robust criterion for selecting evidence-based programs based on impact, meeting the needs of diverse communities, having a visible culturally relevant lens, and aligned to our SELL standards and district vision. After OUSD selects the SEL programs to sponsor, we will develop a strategic approach and plan to coordinate and align SEL programs across departments and schools with the other district initiatives. The coordination and alignment effort will be led by the Social Emotional Learning and Leadership department. OUSD is already underway with this effort by making a commitment to sponsor the Caring Schools Community program implemented in 25 of our elementary sites and growing to 35 in the next year. Beyond the



coordination, we also need to ensure there are processes in place to communicate our process with our community.

**How we will get there:**

**Year 1- Awareness, Listening and Learning Phase**

*In the Fall 2012 OUSD will*

- o Analyze effectiveness of current SEL programs

*In the Spring 2013 will*

- o Draft criterion for SEL program selection
- o Vet criterion with community
- o Begin to utilize criterion to select SEL programs

*Progress Monitoring and Accountability*

- o Criterion for evidence based SEL program selection

**Year -2 Practice Phase Key Objective**

Implement and monitor evidenced-based programs aligned to standards.

Co-construct a criteria and determine a process to select evidence-based SEL programs aligned to standards & vision.

Develop a plan to build coherence, coordination and alignment among SEL programs and across other district priorities.

**Year-3 Leading Toward Sustainability Phase Key Objectives**

SEL is visible at the student level with measurable outcomes; increase in social-emotional skills in adults and students, positive attitudes about self and others and pro-social interactions and decrease in levels of emotional distress and conduct problems.

OUSD adopted criteria for selecting an evidence-based program that meets the needs of the school community.

OUSD adopted evidence based programs that are culturally relevant and developmentally appropriate that explicitly address SEL competencies for all students in all grades.

**SEL Programming and Integration**

**What we want to achieve:**

OUSD is currently engaged in efforts to integrate SEL throughout every facet of our system including the priority areas outlined in our strategic plan. Most critically, SEL skills need to be intentionally integrated into a positive school climate framework as well as explicitly woven into our curricula, instruction, professional practices and professional learning. The Common Core State Standards assume that students have effective social emotional learning skills and are therefore it is critical to realize our vision, which is explicitly teaching and modeling SEL skills in environments where the conditions for learning exist and are viable. We will create venues for public sharing of our inquiry work around the integration of Social Emotional Learning through the implementation of the CSC program (located in FSCP) into the content area of Math (located in LCI). We will use the lessons we learn from the inquiry to develop a strategic approach to grow partnerships between departments to create integrated professional learning opportunities to build capacity for teachers and leaders around SEL and Academics integration development. At the district level we will continue to deepen our OUSD Collaborative Partnership with our four long-term partners; CASEL, Panasonic Foundation, College Board and Connect Ed which recently joined. The goal of the Collaborative Partnership is to provide a structure to model how to develop partnerships in service to all three district priority areas. We are in the process of developing some shared language and metrics to help be in service to sites in making sense of the strategic plan and to becoming Full Service Community Schools that utilize an integrated approach.

**How we will get there:**

**Year 1- Awareness, Listening and Learning Phase**

*In the Fall 2012 OUSD will*

- o Launch the CSC and Math Learning Cohort inquiry
- o Identify venues to share lessons learned from inquiry across departments
- o Identify common metrics for the OUSD Collaborative Partnership
- o Draft a plan for cross-department integrated professional learning

*In the Spring 2013 will*

- o Share progress of the CSC and Math learning cohort across departments and school sites



- o Develop a plan to communicate and to build shared understanding of the integrated professional learning plan
- o Identify venues to share the work of the Collaborative Partnership

**Progress Monitoring and Accountability**

- o Integrated professional learning plan is developed
- o Surveys are used to assess knowledge and understanding of Professional Learning plans

**Year -2 Practice Phase Key Objective**

Develop SEL and Academic integrated structures to maximize organizational learning for students, teachers, principals, central leaders and community.  
Develop assessments to analyze effectiveness of plan

**Year-3 Leading Toward Sustainability Phase Key Objectives**

Develop integrated professional learning plan for Central Office departments  
Create systems for regular assessment and monitoring continuous improvement

**SEL Data System for Continuous Improvement**

**What we want to achieve:**

OUSD will expand current survey and other data systems used to collect information from students and adults about school climate. Our goal is to identify the best structures to systematically collect and analyze data on SEL program implementation and effectiveness, student social emotional competencies, and adult social emotional competencies.

**How we will get there:**

**Year 1- Awareness, Listening and Learning Phase**

*In the Fall 2012 OUSD will*

- o Map out current assessments systems in partnership with AIR
- o Identify systems to increase capacity to collect SEL program implementation and SEL competency data
- o Revise California Healthy Kids Survey to include SEL competencies
- o Structure a process that central office and school sites can use to analyze and use data to inform decisions and continuously improve academics and school climate.

*In the Spring 2013 will*

- o Administer California Healthy Kids Survey that includes SEL competencies.
- o Begin to create assessment systems aligned to SEL PreK-Adult standards.
- o Facilitate the process central office and school sites utilize to analyze and use SEL data to inform decisions and continuously improve academics and school climate.

**Progress Monitoring and Accountability**

- o Current reality of assessment systems
- o Draft plan to increase capacity to collect and analyze SEL data.

**Year -2 Practice Phase Key Objective**

Implement the change with feedback, re-visioning, monitoring, adjusting based on data and evidence coming from the field.  
Develop and align SEL assessment and evaluation  
Variety of data sources are used to assess school climate from perspectives of all stakeholders.

**Year-3 Leading Toward Sustainability Phase Key Objectives**

Robust assessment process is in place and widely understood by the community.  
Central office staff and school site teams regularly engage in inquiry and analyze SEL and school and district climate data to reflect, make decisions, and change practices.

**Anticipated Challenges and Solutions**

*Common in most school districts is the challenge of time.* OUSD believes intentional efforts to coordinate, align and integrate approaches of SEL and academics will decrease the sense of competing interest and increase impact. We are in the process of identifying existing structures that can be leveraged to eliminate the feeling of initiative fatigue. Efforts to approach the work as a learning process and an opportunity to build and grow something different have brought more people into the work. *Another challenge is that many practitioners do not know or fully understand the connections among all the OUSD priorities.* OUSD has implemented a Collaborative Partnership to model how to build a partnership that supports the relationships between and integration of the strategic plan priorities. *There is*



*varied understanding of SEL and readiness to implement SEL within the district.* We are launching an Awareness, Listening and Learning campaign to communicate a common and shared vision, understanding and language around SEL. Leaders across the organization will have multiple opportunities to engage in SEL professional learning opportunities. Some people carry skepticism about district initiatives therefore we are actively building our infrastructure from an asset-based model and explicitly seeking out and sharing best practices currently in practice. *Another anticipated challenge is the notion that "this too shall pass".* Vital to our success is our ability to communicate the message that SEL work is life long work and that we will need to continue to grow and build the infrastructure, systems and support as we move towards sustainability and transformation.

#### **Sharing and Making Our Work Visible**

Integral to OUSD's plan is the ability to contribute to and share knowledge with other CDI districts by establishing a professional learning community across the Collaborative District Initiative. OUSD initiated this process by suggesting to our CASEL partners that we would like to create a West Coast CDI Professional Learning Community that includes Washoe, Sacramento City and Oakland Unified School Districts. We are also committed to making our work visible and we will provide access to our SEL website to our CDI partners. Another venue for sharing our work will be presenting at future CDI learning conferences and scheduling time to conduct site visits with other districts.

#### **Financials**

The overall operating budget for OUSD's social emotional learning focused work is \$640,000. OUSD's contribution is \$237,000 for personnel and program material costs with the remainder of the money being supplied by support from foundations. Over the course of the next three years OUSD will use that money for expanding district personnel and support for SEL, integrated professional learning, and some SEL data assessment. In year one, money will be used to hire a new Teacher on Special Assignment to support the CSC and Math Learning Cohort, SEL Practitioner Team, and provide coaching support to teacher leaders involved with the CSC cohort. Funds will be used for material and resource costs to build the internal capacity of design team and central office leaders to develop an integrated approach to SEL and Academic. Currently, we have OUSD funds allocated to SELL positions and the SELL department as well as a considerable investment from the S. D. Bechtel, Jr. Foundation to support Caring Schools Community. We are seeking out opportunities and working closely with our Director of Development to leverage and secure additional resources through SEL partners and local foundations. We also participate in the OUSD Funders Forum that is convened by East Bay Community Fund Forum to identify OUSD need for support.

#### **Operational Capacity**

Key district leaders are consistent with those named in the Collaborative District Planning Grant ,with the addition of several new SEL Design Team Members (see attached) and a new member of the SELL Team, Sonny Kim, Teacher on Special Assignment (bio attached). Our plan is designed for sustainability in a district that experiences frequent changes in leadership. It is based on our own knowledge and understanding of system change and sustainability as well as the expertise of our CASEL extended community. Key elements of our plan include: Building a culture of SEL that is integrated into the daily life of the district; creating a network of collaborative leadership focused on SEL; inviting the support of outside SEL partners and experts; building partnerships within our community; providing ongoing professional learning on SEL; integrating SEL throughout the curriculum Pre-K – 12<sup>th</sup> grade and creating an assessment strategy to inform the work.