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Enactment Number	
Enactment Date	
By	



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

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

August 13, 2025

To: Board of Education

From: Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer  
Claire Fisher, Executive Director, Secondary Instruction  
Vonzele Reed, PreK-12 Social Studies Coordinator

Subject: Grant Award - California Department of Education - California Serves Grant Program (7810) - Academics and Instruction Department

**ACTION REQUESTED:**

Approval by the Board of Education of a Grant Award from the California Department of Education, for the California Serves Grant Program #24-25669-61259-00, in the amount of \$499,986.00, to support students to experience civic engagement in and outside of the classroom and earn civic Seal when they fulfill the criteria for success, as described in the Notification, for the period of May 1, 2025 to June 30, 2027, pursuant to the terms and conditions thereof, if any.

**BACKGROUND:**

Grant Award for OUSD schools for the 2025-2027 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
25-1346	Yes	Grant	Oakland Unified School District, Academics and Instruction Department	Grant supporting students to experience civic engagement in and outside of the classroom and earn civic Seal when they fulfill the criteria for success,	5/1/25 - 6/30/27	California Department of Education	\$499,986.00

**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: \$499,986.00

**RECOMMENDATION:**

Approval by the Board of Education of a Grant Award for the Academics and Instruction Department, fiscal years 2025-2027, pursuant to the terms and conditions thereof, for the grant year, if any.

**ATTACHMENTS:**

Grant Face Sheet

Grant Notification Letter

Grant Application - California Serves Grant Program

## OUSD Grants Management Face Sheet

<b>Title of Grant:</b>		<b>Funding Cycle Dates:</b>
California Serves Grant		4/28/2025 to 6/30/2027
<b>Grant's Fiscal Agent: (contact's name, address, phone number, email address)</b>		<b>Grant Amount for Full Funding Cycle:</b>
Sarah Smith		<b>\$499,986.00</b>
California Department of Education 1430 N Street Sacramento, CA 95814		
916-323-5818		
SSmith@cde.ca.gov		
<b>Funding Agency:</b>		<b>Grant Focus:</b>
California Department of Education		Supporting students to experience civic engagement in and outside of the classroom. Students will earn civic Seal when they fulfill the criteria for success
<b>List all School(s) or Department(s) to be Served:</b>		
11-12th grade students and teachers in OUSD.		

Information Needed	School or Department Response	
How will this grant contribute to sustained student achievement or academic standards?	The grant will OUSD to develop programming to support teachers to receive professional development to implement Civic Action into their curriculum. Funding will also be used to build systems to support students to engage in Civic Engagement events and experiences that will help them earn the California Civic Seal of Engagement.	
How will this grant be evaluated for impact upon student achievement?  <b>(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 3.89% 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.)</b>	We will monitor the impact of our work in the following areas. The number of participating pupils, schools; The demographics of pupils engaged in service learning as a result of the grant; The impact of the service performed by pupils & school staff as a result of the grant	
Does the grant require any resources from the school(s) or district? If so, describe.	No	
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?  <b>(If yes, include the district's indirect rate of 3.89% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</b>	Services are being paid through an OUSD contract or MOU	
Will the proposed program take students out of the classroom for any portion of the school day? <b>(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</b>	No	
Who is the contact managing and assuring grant compliance? <b>(Include contact's name, address, phone number, email address.)</b>	Name/Title:	Vonzelle Reed K-12 Social Studies Coordinator
	Site:	
	Address:	
	Phone:	847-254-5004
	Email:	vonzelle.reed@ousd.org

<b>Applicant Obtained Approval Signatures:</b>		
<b>Name/s</b>	<b>Entity</b>	<b>Signature/s                      Date</b>
Claire Fisher	Executive Director	<i>Claire Fisher</i>
Sondra Aguilera	Chief Academic Officer	<i>Sondra Aguilera</i> 5/8/2025
<b>Grant Office Obtained Approval Signatures:</b>		
<b>Name/s</b>	<b>Entity</b>	<b>Signature/s                      Date</b>
Lisa Grant-Dawson	Senior Business Officer	
Denise G. Saddler	Interim Superintendent	

### Grant Award Notification

<b>GRANTEE NAME AND ADDRESS</b> Dr. Kyla Johnson-Trammell, Superintendent Oakland Unified School District 1011 Union Street Oakland, CA 94607-4099			<b>CDE GRANT NUMBER</b>			
			<b>FY</b>	<b>PCA</b>	<b>Service Location</b>	<b>Suffix</b>
			24	25669	61259	00
<b>Attention</b> Vonzele Reed, Pre-K–12 Social Studies Coordinator			<b>INDEX</b>		<b>County Code</b>	
<b>Email</b> vonzele.reed@ousd.org			0590		1	
<b>Telephone</b> 847-254-5004			<b>STANDARDIZED ACCOUNT CODE STRUCTURE</b>			
<b>Grantee Unique Entity ID (UEI)</b>			<b>Resource Code</b>		<b>Revenue Object Code</b>	
<b>Program Office</b> Academic Instruction			7810		8590	
<b>Name of Grant Program</b> California Serves Grant Program						
<b>GRANT DETAILS</b>	<b>Original/Prior Amendments</b>	<b>Amendment Amount</b>	<b>Total</b>	<b>Amend. No.</b>	<b>Award Starting Date</b>	<b>Award Ending Date</b>
	\$499,986.00		\$499,986.00		05/01/25	06/30/27

I am pleased to inform you that you have been funded for the 2024–25 California Serves Grant Program.

This award is made contingent upon the availability of funds. If the legislature takes action to reduce or defer the funding upon which this award is based, this award will be amended accordingly.

Please use the secure electronic signature process provided. You are voluntarily agreeing to complete this form electronically. Otherwise, a wet signature is required. If you choose this option, please return the original, signed Grant Award Notification (AO-400) to:

Delaina Calvetti, Associate Governmental Program Analyst  
Professional Learning Support Division  
California Department of Education  
1430 N Street, Suite 4309  
Sacramento, CA 95814-5901

<b>California Department of Education Contact</b> Sarah Smith			<b>Job Title</b> Education Programs Consultant		
<b>E-mail Address</b> SSmith@cde.ca.gov			<b>Telephone</b> 916-323-5818		
<b>Authorized by the State Superintendent of Public Instruction or Designee</b> 			<b>Date</b> May 8, 2025		
<b>CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS</b> <i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding. On behalf of the grantee named above, I certify that the organization intends that this and future transactions be completed by electronic means, and any electronic signature is intended to be as binding as a physical signature.</i>					
<b>Printed Name of Authorized Agent</b> Dr. Kyla Johnson-Trammell			<b>Title</b> Superintendent		
<b>E-mail Address</b> kyla.johnson@ousd.org			<b>Telephone</b> 510-879-8000		
<b>Signature</b> 			<b>Date</b> May 12, 2025		
box SIGN 4YR2XJ2Y-1555XY8Z					



### Grant Award Notification (Continued)

Assembly Bill 181, Section 71 of the 2022–23 California State Budget established the California Serves Program for the purposes of promoting access to effective service learning for pupils in grade twelve who are enrolled at participating local educational agencies (LEAs), with the goal of expanding access for high school graduates in obtaining a State Seal of Civic Engagement (SSCE) through service-learning.

The following conditions apply:

1. Upon receipt of the signed AO-400 form, 50 percent of grant funds will be released to the grantee. **Please allow four to six weeks for the processing of payments.** The grantee shall submit quarterly expenditure reports to the California Department of Education (CDE) for reimbursement for the remainder of grant funds.
2. The grantee shall comply with all state reporting requirements listed in the Request for Applications. The grantee must provide quarterly reporting to the CDE and provide end-of-project summary reports consistent with the California Serves grant budget. Grantees will provide information and all reports according to the predetermined reporting schedule. Reports shall include, at a minimum, the number of participating pupils, schools, and LEAs, and the grant awards for each grantee; the demographics of pupils engaged in service learning as a result of this grant; the impact of the service performed by pupils and school staff as a result of the grant; and pupil outcomes in the academic, civic engagement, and other learning objectives measured by model uniform metrics anticipated to be identified as part of the California Serves program, including, but not limited to, obtaining the SSCE.
3. All funds must be expended or legally obligated by the dates outlined in the AO-400 and must not exceed the amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All expenditures must be related to the activities in the CDE-approved proposal and budget. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations, and policies relating to the administration, use, and accounting for public school funds, including but not limited to the California *Education Code*.
4. A budget revision is required if expenditures for any budget category/object code line item exceed 10 percent of the approved budget or to request carryover of unspent funds from the previous fiscal year. The budget revision must be approved by the CDE before expenditures are made.
5. All of the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantees agree to obtain a timely audit where required in accordance with applicable audit guidelines.
6. All subcontracts or subgrants pursuant to this grant shall be subject to examination and audit by the State Auditor for a period of five years after the final payment under the grant.
7. Grantees will work to build the capacity of LEAs through professional learning aligned to the Quality Professional Learning Standards.
8. Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable state regulations.
9. Grantees shall ensure that any new professional learning or course materials, including curriculum, developed as a result of this grant are available as open educational resources.
10. Grantees commit to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available on the U.S. Department of Education FERPA web page at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

11. The Project Director will gather educator and student release forms for videos, interviews (which may include focus groups), and observations, if applicable. The Project Director must gather agendas and minutes for meetings of the partnership, professional learning activities, and follow-up professional learning.

For further information concerning this letter or fiscal issues, please contact Sarah Smith, Education Programs Consultant, at [SSmith@cde.ca.gov](mailto:SSmith@cde.ca.gov).



# California Serves Grant DRAFT Application

[RFP is here](#)

**Due Date: Thursday, January 30, 2025, 4 p.m.\***

California Department of Education  
Professional Learning Support Divisions  
Phone: 916-323-6440  
Please direct questions to: [SSCE@cde.ca.gov](mailto:SSCE@cde.ca.gov)

## Cal Serves Grant Submission Timeline

Submission Parts	Who is responsible	-Draft Due Date -FINAL Due Date	Progress/ Notes
<a href="#">Grant application</a>	Joanna & Curtiss: editing, finalizing content, portal submission	Ongoing Final: 2/24	Outline ready
Executive Summary	Joanna		
Theory of Action	Claire		
Need: Service Learning Climate	Adriana & Vonzele		
Need: Equitable Access	Adriana & Vonzele		
Past & Ongoing Service Learning Efforts	Adriana & Vonzele		
Proposed Activities	ALL		
Current Research	Vonzele?		
Proposed Metrics: Measures & Data	Kevin?		
Proposed Metrics: Methods			
Proposed Metrics: Capacity	Kevin, Curtiss and Joanna		
Proposed Metrics: Process	Kevin?		
<a href="#">Timeline document</a>	ALL		
<a href="#">Budget form</a>	Claire, Joanna and Curtiss		

## High level funding IDEAS for OUSD NEEDS:

- Civic engagement strategy : 11 month central TSA (\$154,998K) who is managing this work, creating coherence between work with ultimate goal of increasing coordination and outcome of student access. 2 years of this support will help us build systems and structures. Strategy around civic learning and outcome is who is achieving the SEAL. Big vision is 9th through 12 civic engagement, but the outcome is 12th grade seal. Extended hours, etc.
  - How is this TSA developing capacity? Progress monitor, coordinate and collaborate. Roll out higher level of coordination and service. We already have experience and this will help us coordinate systems and structures to build access. Increase communication.
  - Partnership with Cal can be developing the capacity of our team? TSA PD and teachers? Also leadership?
  - How many teachers are we trying to impact? Let's look at end of budgeting.
  - Questions: how many seals in past?
  - Youth Action Summit support (transportation and staff stipends, workshop presenters, instructional materials) Is this just all-city council?
- 
- Personnel to connect seniors to orgs for capstone project coordination and teacher support for building systems
  - 
  - Cal partnership for PD 2 year series
  - Raquel: personnel for coordinating service learning related work. (question: about funding for evaluation -- is it just for extra time for teachers, etc.)
  - Question about budget -- can we use to pay for overtime/ extra time. Joanna ask/ look in notes.

## RESOURCES:

- [Full RFP](#)
- Grant informational [webinar slides](#)
- [Budget form](#) (to be filled out)
- [Timeline document](#) (to be filled out)
- Info about the [State Seal of Civic Engagement](#)
- [Cal Serves grant webpage](#)

**Service Learning and the Inquiry Cycle:**  
**mind the following considerations and resources:**

**Strong applications will keep in**

- EC Section 51475(d)(4) defines “service learning” as an educational approach that intentionally combines meaningful community service activities with instruction and reflection to support pupil progress toward academic and civic engagement learning objectives while meeting societal needs. Applications should include programs that clearly reflect this definition and integrate service learning throughout the program.
- Consider service-learning programs that require students to engage in a cycle of inquiry (for example, the inquiry arc outlined in the College, Career, and Civic Life [C3] Framework<sup>1</sup>) that guides students from developing compelling civic questions and investigating those questions, finding and evaluating evidence to answer them, and communicating and/or taking civic action on those answers.
- Consider incorporating suggestions and research from *Appendix H: Practicing Civic Engagement: Service-Learning in the History–Social Science Framework*<sup>2</sup> of the 2017 California History–Social Science Framework.
- All service-learning programs should explicitly support student progress towards a SSCE upon graduation, including fulfilling all five SSCE statewide criteria in addition to any additional local criteria and additional program requirements.
- Develop service-learning experiences in an ongoing process that allows educators, administrators, communities, and students to define civic engagement and service needs.
- Set specific goals based on the needs of the school and any problems identified to be addressed.

The CDE Resources to Support Civic Engagement web page at <https://www.cde.ca.gov/ci/pl/civicingprojects.asp> also features foundational resources on civic learning, civic engagement, and service learning.

### **State Seal of Civic Engagement Criteria**

The five criteria presented below are meant to provide LEAs with a framework for making determinations of student qualifications required to earn the SSCE, based on their own local contexts. The criteria are written to ensure that no student is excluded from an opportunity to earn the SSCE based on academic ability, alternative school settings, or unique or unconventional expressions of civic engagement.

The student must:

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<sup>1</sup>. College, Career, and Civic Life (C3) Framework. (2013).  
<https://www.socialstudies.org/sites/default/files/c3/c3-framework-for-social-studies-rev0617.pdf>.

<sup>2</sup>. California History–Social Science Framework, *Appendix H: Practicing Civic Engagement: Service-Learning in the History–Social Science Framework*. (2017).  
<https://www.cde.ca.gov/ci/hs/cf/documents/hssappendixh.pdf>.

1. Be engaged in academic work in a productive way;
2. Demonstrate a competent understanding of United States and California constitutions; functions and governance of local governments; tribal government structures and organizations; the role of the citizen in a constitutional democracy; and democratic principles, concepts, and processes;
3. Participate in one or more informed civic engagement project(s) that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts;
4. Demonstrate civic knowledge, skills, and dispositions through self-reflection; and
5. Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society.



# California Serves Grant Program Application

## Application Narrative

Applicants should address the prompts in each section of the narrative description and refer to the Evaluation Rubric in Appendix A. Responses exceeding character limits will not be captured and will not be reviewed.

### Project Title

Oakland Unified School District's Civic Engagement and Service Learning Expansion Project

### Project Abstract:

The Oakland Unified School District is requesting a Cal Serves grant of \$499,986 to build our civic engagement strategy with a higher level of coordination and service over the next two years, helping at least 500 12th-grade students over the grant period achieve the SSCE. This grant will provide funding for a centralized Teacher on Special Assignment role to coordinate and manage the capacity-building project, professional development for educators, and direct engagement activities for students in our 10 high schools -- ultimately building lasting systems, and increasing equity in access to the SSCE for more than 2,500 students over the next two years.

### Section A:

#### 1. **Executive Summary** (1,250 characters max) **1248 now**

Provide an executive summary statement, containing the following:

- The current status of the SSCE in the applicant LEA.
- A summary of the theory of action (applicants will expand on this in the next section) which addresses how the LEA will promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.
- An approximate number of educators and students to be affected by this work.
- How the LEA plans to use these funds to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.

OUSD's goal -- to graduate students who are civically engaged community leaders, is directly aligned with California Serves. OUSD has integrated service learning and civic

engagement into our high school curriculum and provided opportunities for 12th graders to achieve the SSCE in growing numbers.

Though we awarded 90 seals in 2024, with more than 2,400 12th-graders, the gap in eligible or interested students, and those awarded the SSCE is clear. California Serves is an opportunity to build increased equity in access and support for more students to engage in service learning and achieve the SSCE.

If granted, OUSD will leverage this funding to build our civic engagement strategy with a higher level of coordination and service -- investing in a centralized Teacher on Special Assignment role. The TSA will provide a hub of coordination for our diverse civic engagement strategies, working with 10 high schools to build lasting systems, and impact more than 500 students over the next two years.

We will also provide 20 educators with a two-year long professional development engagement through a UC Berkeley partnership aimed to increase teachers' civic engagement tools and skills (impacting up to 2,500 of their students across schools).

## **2. Funding Uses**

Which allowable uses for funding are you proposing over the course of the grant period (select all that apply):



- a. Paid planning time for teachers to increase the use of service learning in instruction.
- b. PD on service learning for administrators and teachers.
- c. Purchase of instructional materials to help integrate service learning in instruction.
- d. Participation costs, including materials or travel expenses related to service-learning activities.
- e. Personnel costs for coordinating service learning at the LEA or a school site.
- f. Participation costs associated with grant program evaluation.

## **Section B: Theory of Action**

### **3. Theory of Action**

Articulate a theory of action which will support the goals of the grant to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.

Include each of the following in the response:

-  What are the LEA's specific goals based on the needs of the LEA and any problems identified to be addressed?
-  How will the LEA identify participants for the activities of this grant?
- How will the LEA ensure active participation?
- What are the outcomes expected by the LEA as a result of the grant activities?

**Provide the theory of action, keeping in mind the above instructions: (2,700 max -- 2679 now** 

OUSD's vision and mission are grounded in equity. A decade ago, we designated equity as our north star to address deep racial disparities in education, health, and life outcomes for Oakland's children. We prepare students to be engaged civic leaders ready to pursue their college, career and post-K-12 educational dreams.

OUSD's goal is for all students to graduate college, career, and community ready. Highly aligned with an intentional service learning educational approach, our graduate profile for students is: Community leaders; Resilient learners; Creative problem solvers; Critical thinkers; and Collaborative Teammates.

With the California Serves grant, OUSD will expand services that are both supportive of our goal to graduate students who are civically engaged community leaders and in alignment with the state's goal to expand equity and access to the SSCE through service learning.

OUSD will leverage this funding to build organizational capacity to sustain strong, cohesive service learning-related programming. We will accomplish this goal by investing in a centralized role that serves as a hub of coordination and communication for OUSD's service learning and civic engagement strategies. With two years of funding, we can hire a Teacher on Special Assignment (TSA), tasked with building out a higher level of collaboration, coordination, and service for our civic engagement strategies. The TSA will develop structures and processes to systematize and elevate service learning opportunities, monitor progress, and expand key community partnerships -- together resulting in increased equity in access to SSCE awards.

A cross-departmental team of OUSD leaders using our internal data collection tools to analyze attendance, grades, and enrollment in coursework will identify potential student participants who are under-exposed to service learning opportunities, students and educators unaware of the SSCE, and students underrepresented in current programming or who face barriers to obtaining the SSCE.

We expect to impact 500 students as a result of this grant over just two years. Active and increased participation will be ensured by providing expanded support across stakeholders, including professional development for educators, increased student opportunities, new partnerships, increased communication about the seal, and improved systems for monitoring progress.

OUSD's theory of action in promoting access to effective service learning for students specifically in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE, is grounded in our primary goal to graduate all students college, career, and community ready.

## Section C: **Demonstrated Need**

### 4. **Service-Learning Climate**

- Describe the general climate within your LEA as it pertains to civic engagement, service learning, and the SSCE for the past 12–24 months.
- Describe student population subgroups that have been involved in these opportunities and the nature of their involvement.

**Describe the service-learning climate and student population subgroups within your LEA, keeping in mind the above instructions: (1,250 character max) 1249**

Civic engagement and service learning are central to OUSD's educational framework, with pathways in our 16 high schools emphasizing public health, law, education, social justice, community action, environmental science, and experiential learning. Integral to our pathways is the 12th-grade capstone project, providing action-oriented opportunities to embed service learning into the curriculum, helping students explore real-world applications of their academic studies.

OUSD has increased civic engagement through our pathways programming and partnerships like Connecting Congress to the Classroom, Youth Together, and Oakland Kids First. High schools provide opportunities for student internships, including MetWest's integrated model. OUSD's US Government curriculum and the All City Council provide direct access points for civic engagement inside and outside of classrooms. In 2023, we awarded 23 students with the SSCE. In 2024, that number more than tripled -- with 90 seals at 10 high schools. The potential for growth is clear.

Subgroups of 12th grader seal awardees are 67% female and predominantly students of color (60% Latino, but only 12% Black). Those who have achieved the SSCE have at least 90% attendance and a GPA of 2.5 or higher.

### 5. **Equitable Access– Seal Submissions**

- Who are the students that would benefit most from achieving the SSCE through service learning?
- What do you know about their academic, social, and civic experiences?



- In what ways would a service-learning program help promote civic engagement and learning, including equitable access to the SSCE?

**Describe these students and how a service learning program would promote civic engagement and learning, keeping in mind the above instructions: (1,250 max)**  
**1,245**

OUSD's students who will benefit from increased access to the SSCE include two groups: those who participate in service-oriented activities, yet remain unaware of the SSCE or lack key tailored supports; and those who need increased access to service learning opportunities. To date, the majority of awardees are female, which means there is a gap in male students' engagement.

Though we know hundreds of students are engaged in service-oriented activities, we need to build awareness of the SSCE process. Students in All City Council, those in service-learning focused pathways programs and related capstone projects, as well as those volunteering in civic-oriented clubs and other programs would benefit from increased SSCE promotion.

We also know that students with IEPs, Black students, and men of color need targeted opportunities for civic engagement and service learning, which would support not only long-term academic success, but vital community building and connections. With this funding, we can provide centralized support and build a sustainable, more equitable approach to our student's civic engagement and service-learning programming, and help to build in the systems and structures needed to successfully address existing gaps.

## **6. Past and Ongoing Service-Learning Efforts**

Describe past and/or ongoing opportunities that exist for students to engage in service learning and civic engagement, including working towards a SSCE.

- If the LEA currently offers the SSCE, please describe relevant local programming to offer the SSCE through service learning.
- If the LEA does not yet offer the SSCE, please describe service learning and civic engagement opportunities available to students that will form the basis of a local SSCE program.

**Describe relevant local programming to offer the SSCE through service learning:**  
**(1,500 character) 1493**

OUSD provides civic engagement and service learning through our high schools' US History and Government classes, Leadership classes, student unions, Linked Learning Pathways, the All City Council (reps from each high school), student internships, and service learning projects in partnership with school clubs, local non-profit organizations, businesses, governmental agencies, and other community based organizations

throughout the city of Oakland. In 2024, 90 12th-grade students from 10 high schools were awarded the SSCE.

One highlight of civic engagement over the last two years was the local campaign organizing efforts of OUSD's All City Council. Collaborating with adult decision-makers, students are empowered to amplify youth perspectives and organize for positive change. Last year, 70 students played a critical role in campaigning and helping successfully implement Measure QQ, a groundbreaking law allowing 16 and 17-year-olds to vote in local school board elections. This effort highlighted the potential for student-led coalitions to drive meaningful civic change and resulted in the Oakland Youth Vote civic engagement curriculum.

Reflections from students over the past two years reveal they value meaningful service learning experiences, allowing them to address local issues, volunteer, and make a difference. We know from this feedback that students are also civically engaged outside of school and interest in increased access to service learning opportunities is high.

## Section D: Proposed Activities

### 7. *Summary of Proposed Activities* [CAL Proposal](#)

Proposed activities should reflect an understanding and integration of the five statewide SSCE criteria, and the definition of service learning as outlined in EC Section 51475(d)(4).

- Articulate the LEA's proposed activities regarding how they will address the goals of the California Serves Grant Program.
- Explain how funds will be used for eligible training, resources, and other activities to promote access to effective service learning for students in grade twelve, with the goal of expanding access for graduates in obtaining a SSCE through service learning.

**Articulate the LEA's proposed activities and explain how funds will be used, keeping in mind the above instructions: (0 of 2,500 character maximum) 2449**

California Serves funding will enable OUSD to build a cohesive program that not only increases SSCE access for underrepresented students, but also builds long term organizational capacity and increases all students' opportunities for service learning. Funds will support a Teacher on Special Assignment (TSA) to build a structured hub of civic engagement and support integration of service learning district wide, increasing coordination among schools and pathways, and building the systems and partnerships

needed to ensure long term capacity. This role will also interface with our leadership team and the Research, Assessment, and Data (RAD) department.

This funding will also be used to provide professional development in civic engagement to 20 teachers over the next two years -- in partnership with the [UC Berkeley History-Social Science Project](#) -- increasing our capacity, integrating strategies and best practices, and building institutional knowledge across OUSD high schools.

Additionally, we will invest in direct student services, including youth action conferences, and launching an annual service learning fair model, as we expand and elevate student engagement opportunities and build awareness of the SSCE.

We will also increase engagement across stakeholders by:

- Building strong partnerships with local organizations and governance around youth student learning
- Developing clear communication systems for students, families, and educators about the SSCE
- Developing clear systems for data tracking around the SSCE

In order to address the gaps in SSCE awards, we will explore existing programs and provide a higher level of coordination. With the Office of Equity, African American Male Achievement, and Manhood Development classes, we will explore direct access points to increase equity in seal achievement for Black male students, for example. Students with Individualized Education Programs (IEPs) who are already enrolled in career or academic pathways, as well as juniors and seniors who are on track for the SSCE, but require additional support to complete final requirements, would also benefit significantly from a cohesive elevated service model.

By centralizing support and increasing professional development for our teachers, with a strategic focus on equity, we can ensure all students—especially those in underrepresented subgroups—have access to the resources, guidance, and mentorship they need to succeed and earn the SSCE.

## **8. Current Research**

- Describe how the applicant will leverage current research and work related to service learning and student civic engagement.
- If the LEA proposes to implement PD and/or curriculum, detail which evidence-based strategies will be utilized.

**Describe how current research will be leveraged and any evidence-based strategies that will be utilized, keeping in mind the above instructions:**

*(0 of 2,500 character maximum)* **2490**

Data tells us that students engaged in civic service learning experiences are more likely to be engaged adults. A 2024 CIRCLE study showed 81% of youth who remembered student voice experiences in high school said they were extremely likely to vote in 2024, compared to 44% of those who did not recall experiences. The same study also noted, “Less than half of all young people recalled high school experiences in which their voice was valued; Black and Asian youth were less likely to remember having those experiences.” This illustrates the need to provide increased support for our students who are not represented in the SSCE awards.

Our graduate profile describes the capacities we want every Oakland student to graduate feeling competent in, so they can reach their college and career aspirations. The experience of linked learning is about supporting students' learning experience with real world relevance. Service learning is a specific example of how students can learn in a real world context.

Our vision for high quality experiences for OUSD students is rooted in linked learning. With the Cal Serves grant, we can create more opportunities within our pathways for students to experience service learning directly, as it relates to community action, solving problems, and local governance.

According to a [Get Out the Vote study](#), among youth (14 to 17), when asked what prevents them from being civically engaged, the top three answers were “lack of connectedness or not seeing the value in engagement” (31%), “lack of knowledge or awareness” of civic engagement activities (29%), and not having time to do so (28%). After analyzing current student data, we know that there are sharp disparities in who is accessing opportunities in civic engagement and achieving the SSCE. Last year, 67% were female, 35% were non-US born, 60% were Latino, and only 12% were Black. With this in mind, we will be able to implement targeted strategies to increase male engagement and particularly Black student engagement in service learning and awareness of the SSCE.

The PD we will provide with [UC Berkeley's History-Social Science Project](#) is informed by the work of the [Integrated Action Civics Project](#), initiated in 2017 as a collaboration among the UC Berkeley History-Social Science Project, the Santa Clara and San Mateo County Offices of Education, and an ongoing teacher cohort who classroom-tested the strategies and scaffolds that will be provided in the professional development provided.

## **Section E: Proposed Metrics**

### **9. *Measures and Data***

Grant recipients will be required to report to the CDE all of the following information:

- The number of participating pupils, schools;
- The demographics of pupils engaged in service learning as a result of the grant;



- The impact of the service performed by pupils & school staff as a result of the grant

Describe what other measures the LEA will use to assess pupil outcomes in the academic, civic engagement, and other learning objectives. **Describe other measures the LEA will use, and any other types of data you would expect to see, keeping in mind the above instructions: (0 of 2,500 character maximum)** 2469

To enhance equitable access to the California State Seal of Civic Engagement, we are eager to build on our current foundation, expanding partnerships, sustaining engagement with underrepresented student subgroups, and further embed service learning in pathways and 12th grade capstone projects. In order to assess the outcomes of this grant, OUSD will measure progress using data that illustrates the needs among all stakeholders, including:

- Students who are engaged in: high school Ethnic Studies courses, All City Council and Youth Action Summits, campus based student unions and Leadership classes, Pathways including Law, Social Justice, Environmental Science, and Health, African American Male Achievement and Latino Student Achievement participants, and 11th and 12th graders in US History and Government courses.
- Teachers who support relevant courses and have experience in civic engagement (History, Ethnic Studies, pathway CTE teachers)
- Leaders who help support [pathways aligned to service learning](#), including: Law & Social Justice Pathway @ Oakland High, Race, Policy & Law @ Tech, Education and Community Health Academy @ Skyline, Education Pathway @ Street Academy, and Metwest High School.

In partnership with Research, Assessment, and Data (RAD) staff, we will gather and analyze student data to monitor progress and adjust our approach as needed. We will use several measures, in addition to those required, to assess outcomes and share with the CDE, including:

- Government or U.S. History course pass rate
- Rate of absenteeism
- Gender identity
- Racial identity
- Focal groups/ subgroups including Latino male and Black male engagement
- Number of schools represented
- Number of pathways represented
- Growth within criteria, including grade point average and attendance
- Number of students, that we anticipate to be /or were awarded the seal, and the amount of increase compared to previous year(s) and year over year during this grant period
- Participating teachers and the represented pathways with UC Berkeley PD
- Capstone projects with civic engagement numbers increase
- Increase in local partnerships with community organizations, businesses, government agencies, religious institutions, and others

- Student reflections submitted when applying for the seal (they report back on the impact of the project) will tell us the types of civic engagement
- Engagement activities
- All City Council/MSE End of year report
- Service Learning Fair data: Number of attendees and number of community partners

## 10. **Methods**

What other types of data would you expect to see to demonstrate that effective service-learning programs are leading to expanded access to the SSCE? Describe the methods that will be used, keeping in mind the above instructions: (0 of 1,500 character) 1500

In order to increase SSCE access, we will build a more cohesive, expanded civic engagement effort, including these key components:

-Service Learning Fair, measured by: Number of attendees, Interest in aspects of fair, Partnerships engaged, and Reflections from event.

- Professional Development will be measured via surveys and feedback over the two-years. We will also partner with select participating teachers to follow and assess impact on students, which may include improved attendance and increased SSCE awards.

We expect to also see data demonstrating effectiveness of our service-learning programs and their impact on the goal to expand access to the SSCE, including: student and educator feedback; capstone presentations feedback from panels; and student interviews outside of capstone projects.

Additionally, all SSCE qualified students undergo a reflection process, which helps us track and assess the quality of civic engagement experiences. Reflections from students and mentors include:

- What meaningful problems/issues have you attempted to address?
- What actions have you taken to understand, build awareness, and address problems/issues?
- Which decision-makers or systems of power/governance have you engaged with and how have you engaged?
- What key lessons have you learned from your civic engagement project/activities?

The TSA will work closely with the OUSD RAD team to gather and evaluate these data to demonstrate the effectiveness and expanded access to the SSCE.

11. **Capacity** (1,500 characters max)

- a. Describe the LEA's capacity to collect the identified outcome measures.
- b. Explain how the LEA will handle internal administration of the grant, including personnel, record-keeping, and communication.

**Describe the LEA's capacity to collect identified outcome measures, including the approach to internal administration of the grant, keeping in mind the above instructions: (0 of 1,500 character maximum) 1467**

OUSD's Research, Assessment, and Data (RAD) team is a leading entity in educational data nationwide. The RAD team supports schools and the central office to make decisions in the best interest of students through accurate, accessible, and actionable data analysis and expertise. OUSD utilizes data stored in our student information system, and the RAD team has created and maintains over 100 data dashboards that are available to all district staff in order to explore data outcomes at the district, school, and student level. A wide variety of measures are included in these data dashboards, not limited to attendance, course passing, on-track to graduation status, and work based learning and internship participation.

The OUSD team that will both implement and manage this Cal Serves grant project includes the TSA, Social Studies Coordinator, Executive Director of Instruction, Secondary, our partners in the RAD department, and the Office of Equity, including the Student Engagement Specialist.

We expect to meet monthly over the grant period as we build the expansion of this work and will ensure there is an appropriate cadence and structure in order to consistently provide communication, monitor program challenges and successes, and collect and analyze the data that becomes available.

OUSD has secured and successfully managed both state and private long-term multi-million dollar grants that have produced impact on a large scale throughout the system.

12. **Process** (1,500 characters max)

**Describe the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact. (1,500 characters) 1501**

Ultimately, we aim to promote increased access to effective service learning for thousands of high school students, with the goal of awarding 500 high school graduates the SSCE through service learning in our schools. OUSD's RAD department will help our Service Learning and Civic Engagement team to analyze and respond to the data collected to ensure we are meeting all goals. With this team approach and a designated

TSA to coordinate and manage the project, we will build the systems and structures that are key to long-term growth and sustainability.

In order to continue systematizing the process of SSCE awards, OUSD will use data from our student information system to identify students who are conditionally eligible for the SSCE based on attendance, GPA, on-track to graduate status, and history course grades. Students who are eligible will be sent a link to provide additional information and reflection about their civic engagement project, connect with project mentors, and then have information verified. In order to collect information that is not available in our student information system, such as student reflection on their civic engagement project, we utilize google forms and surveys that allow us to monitor students completion of all requirements of the SSCE and follow-up when necessary.

The impact of our PD partnership with UC Berkeley will be analyzed with feedback from participating teachers, data pulled on those teachers' students, and feedback from our partners.

## **Application Attachments**

Required attachments will be requested at the end of the online application. The only attachments allowed are the required California Serves Grant Program Project Timeline and Proposed Budget. These files must be saved into a single zip file for uploading into the system as only one file may be uploaded per applicant. No additional information included in the zip file will be reviewed. The zip file size limit is 20MB.

### **Project Timeline**

A project timeline is required as part of the application package. The timeline may be provided as a Microsoft Word, Excel, or PDF file.

### **Proposed Budget**

Applicants must use the California Serves Grant Program Budget template -- see link above. The California Serves Grant Program Proposed Budget must be submitted as an Excel file through the online application. Please do not convert the Excel file to a PDF. The budget will be reviewed and scored.

Please note that although the grant period ends on June 30, 2027, LEAs may expend all California Serves Grant Program funds early.

Complete only the sections of the budget forms necessary to align with the project's timeline. Provide expenditure amounts for the following areas, as needed:



- a. Internal staff compensation
- b. Compensation for educators' or substitute costs associated with participation at professional learning events
- c. Supplies required to support LEAs and grant participants
- d. Services provided by the applicant and external entities
- e. Any travel and/or communication expenses
- f. Indirect charges

Please see Appendix A for the Evaluation Rubric, and Appendix C for a description of each budget category.

Group object codes chronologically.	Add additional rows as needed.	Detailed explanation of expenditure. Include calculations for how totals were determined for each line item.	Total Proposed Budget
1000	Certificated Salaries	11 month Teacher on Special Assignment position to manage, coordinate, and build out the OUSD SSCE program	\$ 154,998.00
2000	Classified Salaries		\$ -
3000	Employee Benefits		\$ -
4000	Books and Supplies		\$ -
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)		\$ -
5100	Subagreement for Services <b>(not subject to indirect costs)</b>		\$ -
5200	Participant Travel/ Project Staff Travel		\$ -
5800	Professional/Consulting Services &		\$ -

	Operating Expenses		
6000	Capital Outlay (not subject to indirect costs)		\$ -
7000	Indirect Costs - Must not exceed LEA's approved rate	<i>Include rate</i>	\$ -
	<b>TOTAL:</b>		<b>\$ 154,998.00</b>

### Proposed Budget Narrative

Within the proposed budget, the applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed goals and activities, including why the costs are reasonable and necessary to support the proposal's goals and activities.

- A detailed budget narrative (description) must be provided for each line item included in the grant period.
- The narrative should include how the proposed costs are necessary and reasonable in terms of grant activities, benefits to participants, and grant outcomes.
- Provide sufficient detail and a breakdown/calculation that justifies each line item. Group line items by the Object Code series and provide lines for Object Code totals.
- The Proposed Budget Summary should provide totals for each Object Code and should align with the Proposed Budget Narrative.

Name the Excel Proposed Budget file as follows:

CalServesProposedBudget\_[LEAname]

Example: CalServesProposedBudget\_CaliforniaUnifiedSchoolDistrict

## Appendices

## Appendix A: Evaluation Rubric

The scoring rubric is valued at a maximum of 76 points. The grant may not necessarily be awarded to the application that has the highest score. These scores are advisory to the panelists who will make the final decisions to ensure that the applications meet the goals and requirements of the program. The table below displays the maximum point values for each section:

Application Sections	Description	Point Value
Section A	Executive Summary	4
Section B	Theory of Action	12
Section C	Demonstrated Need	12
Section D	Proposed Activities	16
Section E	Proposed Metrics	16
Timeline	Project Timeline	8
Budget	Proposed Budget	8
<b>Total Points</b>		<b>76</b>

## Application Narrative

### Section A: Executive Summary (4 Total Possible Points)

Question	Outstanding (4 points)	Strong (3 points)	Adequate (2 points)	Minimal (1–0 points)
1. Executive Summary	<p>LEA provides all of the information required in the executive summary:</p> <ul style="list-style-type: none"> <li>a. The current status of the SSCE.</li> <li>b. Summary of the theory of action which addresses how the LEA will promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.</li> <li>c. An approximate number of educators and students to be affected by this work.</li> <li>d. How the LEA plans to use these funds to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.</li> </ul>	Not applicable	Not applicable	<p>LEA provides partial or none of the information required in the executive summary:</p> <ul style="list-style-type: none"> <li>a. The current status of the SSCE.</li> <li>b. Summary of the theory of action which addresses how the LEA will promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.</li> <li>c. An approximate number of educators and students to be affected by this work.</li> <li>d. How the LEA plans to use these funds to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.</li> </ul>

## Section B: Theory of Action (12 Total Possible Points)

Question	Outstanding (12–10 points)	Strong (9–7 points)	Adequate (6–4 points)	Minimal (3–0 points)
3. Theory of Action	<p>Thoroughly and convincingly articulates a theory of action that supports the goals of the grant to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.</p> <p>The LEA includes all of the following:</p> <ul style="list-style-type: none"> <li>a. The LEA's specific goals based on the needs of the LEA and any problems to be addressed.</li> <li>b. How the LEA will identify participants for the activities of this grant.</li> </ul>	<p>Clearly articulates a theory of action that supports the goals of the grant to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.</p> <p>The LEA includes most of the following:</p> <ul style="list-style-type: none"> <li>a. The LEA's specific goals based on the needs of the LEA and any problems to be addressed.</li> <li>b. How the LEA will identify participants for the activities of this grant.</li> <li>c. How the LEA will ensure active participation.</li> </ul>	<p>Adequately articulates a theory of action that supports the goals of the grant to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.</p> <p>The LEA includes some of the following:</p> <ul style="list-style-type: none"> <li>a. The LEA's specific goals based on the needs of the LEA and any problems to be addressed.</li> <li>b. How the LEA will identify participants for the activities of this grant.</li> <li>c. How the LEA will ensure active participation.</li> </ul>	<p>Minimally articulates a theory of action that supports the goals of the grant to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.</p> <p>The LEA minimally includes the following:</p> <ul style="list-style-type: none"> <li>a. The LEA's specific goals based on the needs of the LEA and any problems to be addressed.</li> <li>b. How the LEA will identify participants for the activities of this grant.</li> <li>c. How the LEA will ensure active participation.</li> </ul>



<b>Question</b>	<b>Outstanding (12–10 points)</b>	<b>Strong (9–7 points)</b>	<b>Adequate (6–4 points)</b>	<b>Minimal (3–0 points)</b>
	c. How the LEA will ensure active participation.  d. Outcomes expected by the LEA as a result of the grant activities.	d. Outcomes expected by the LEA as a result of the grant activities.	d. Outcomes expected by the LEA as a result of the grant activities.	d. Outcomes expected by the LEA as a result of the grant activities.

**Section C: Demonstrated Need (12 Total Possible Points)**

<b>Question</b>	<b>Outstanding (4 points)</b>	<b>Strong (3 points)</b>	<b>Adequate (2 points)</b>	<b>Minimal (1–0 points)</b>
4. Service-Learning Climate	Thoroughly and convincingly describes:  a. The general climate within the LEA as it pertains to civic engagement, service learning, and the SSCE for the past 12–24 months.  b. The student population subgroups that have been involved in these opportunities and the nature of their involvement.	Clearly describes:  a. The general climate within the LEA as it pertains to civic engagement, service learning, and the SSCE for the past 12–24 months.  b. The student population subgroups that have been involved in these opportunities and the nature of their involvement.	Adequately describes:  a. The general climate within the LEA as it pertains to civic engagement, service learning, and the SSCE for the past 12–24 months.  b. The student population subgroups that have been involved in these opportunities and the nature of their involvement.	Minimally describes:  a. The general climate within the LEA as it pertains to civic engagement, service learning, and the SSCE for the past 12–24 months.  b. The student population subgroups that have been involved in these opportunities and the nature of their involvement.

Question	Outstanding (4 points)	Strong (3 points)	Adequate (2 points)	Minimal (1–0 points)
5. Equitable Access	<p>Thoroughly and convincingly describes:</p> <ul style="list-style-type: none"> <li>a. The students that would benefit most from achieving the SSCE through service learning.</li> <li>b. What is known about their academic, social, and civic experiences.</li> <li>c. The ways in which a service-learning program would help promote civic engagement and learning, including equitable access to the SSCE.</li> </ul>	<p>Clearly describes:</p> <ul style="list-style-type: none"> <li>a. The students that would benefit most from achieving the SSCE through service learning.</li> <li>b. What is known about their academic, social, and civic experiences.</li> <li>c. The ways in which a service-learning program would help promote civic engagement and learning, including equitable access to the SSCE.</li> </ul>	<p>Adequately describes:</p> <ul style="list-style-type: none"> <li>a. The students that would benefit most from achieving the SSCE through service learning.</li> <li>b. What is known about their academic, social, and civic experiences.</li> <li>c. The ways in which a service-learning program would help promote civic engagement and learning, including equitable access to the SSCE.</li> </ul>	<p>Minimally describes:</p> <ul style="list-style-type: none"> <li>a. The students that would benefit most from achieving the SSCE through service learning.</li> <li>b. What is known about their academic, social, and civic experiences.</li> <li>c. The ways in which a service-learning program would help promote civic engagement and learning, including equitable access to the SSCE.</li> </ul>

Question	Outstanding (4 points)	Strong (3 points)	Adequate (2 points)	Minimal (1–0 points)
6. Past and Ongoing Service-Learning Efforts	<p>Thoroughly and convincingly describes past and/or ongoing opportunities that exist for students to engage in service learning and civic engagement, including working towards a SSCE.</p> <ul style="list-style-type: none"> <li>• If the LEA currently offers the SSCE, thoroughly and convincingly describes relevant local programming.</li> <li>• If the LEA does not yet offer the SSCE, thoroughly and convincingly describes service learning and civic engagement opportunities available to students that will form the basis of a local SSCE program.</li> </ul>	<p>Clearly describes past and/or ongoing opportunities that exist for students to engage in service learning and civic engagement, including working towards a SSCE.</p> <ul style="list-style-type: none"> <li>• If the LEA currently offers the SSCE, clearly describes relevant local programming.</li> <li>• If the LEA does not yet offer the SSCE, clearly describes service learning and civic engagement opportunities available to students that will form the basis of a local SSCE program.</li> </ul>	<p>Adequately describes past and/or ongoing opportunities that exist for students to engage in service learning and civic engagement, including working towards a SSCE.</p> <ul style="list-style-type: none"> <li>• If the LEA currently offers the SSCE, adequately describes relevant local programming.</li> <li>• If the LEA does not yet offer the SSCE, adequately describes service learning and civic engagement opportunities available to students that will form the basis of a local SSCE program.</li> </ul>	<p>Minimally describes past and/or ongoing opportunities that exist for students to engage in service learning and civic engagement, including working towards a SSCE.</p> <ul style="list-style-type: none"> <li>• If the LEA currently offers the SSCE, minimally describes relevant local programming.</li> <li>• If the LEA does not yet offer the SSCE, minimally describes service learning and civic engagement opportunities available to students that will form the basis of a local SSCE program.</li> </ul>

**Section D: Proposed Activities (16 Total Possible Points)**

Question	Outstanding (8–7 points)	Strong (6–5 points)	Adequate (4–3 points)	Minimal (2–0 points)
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<p>7. Summary of Proposed Activities</p>	<p>Thoroughly and convincingly:</p> <p>a. Articulates the LEAs proposed activities regarding how they will address the goals of the California Serves Grant Program.</p> <p>b. Explains how funds will be used for eligible training, resources, and other activities to promote access to effective service learning for students in grade twelve, with the goal of expanding access for graduates in obtaining a SSCE through service learning.</p> <p>Proposed activities reflect deep understanding and integration of the five statewide SSCE criteria.</p>	<p>Clearly:</p> <p>a. Articulates the LEAs proposed activities regarding how they will address the goals of the California Serves Grant Program.</p> <p>b. Explains how funds will be used for eligible training, resources, and other activities to promote access to effective service learning for students in grade twelve, with the goal of expanding access for graduates in obtaining a SSCE through service learning.</p> <p>Proposed activities reflect clear understanding and integration of the five statewide SSCE criteria.</p>	<p>Adequately:</p> <p>a. Articulates the LEAs proposed activities regarding how they will address the goals of the California Serves Grant Program.</p> <p>b. Explains how funds will be used for eligible training, resources, and other activities to promote access to effective service learning for students in grade twelve, with the goal of expanding access for graduates in obtaining a SSCE through service learning.</p> <p>Proposed activities reflect adequate understanding and integration of the five statewide SSCE criteria.</p>	<p>Minimally:</p> <p>a. Articulates the LEAs proposed activities regarding how they will address the goals of the California Serves Grant Program.</p> <p>b. Explains how funds will be used for eligible training, resources, and other activities to promote access to effective service learning for students in grade twelve, with the goal of expanding access for graduates in obtaining a SSCE through service learning.</p> <p>Proposed activities reflect minimal understanding and integration of the five statewide SSCE criteria.</p>
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Question	Outstanding (8–7 points)	Strong (6–5 points)	Adequate (4–3 points)	Minimal (2–0 points)
8. Current Research	<p>a. Thoroughly and convincingly describes how the applicant will leverage current research and work related to service learning and student civic engagement.</p> <p>b. If the LEA proposes to implement PD and/or curriculum, thoroughly and convincingly details which evidence-based strategies will be utilized.</p>	<p>a. Clearly describes how the applicant will leverage current research and work related to service learning and student civic engagement.</p> <p>b. If the LEA proposes to implement PD and/or curriculum, clearly details which evidence-based strategies will be utilized.</p>	<p>a. Adequately describes how the applicant will leverage current research and work related to service learning and student civic engagement.</p> <p>b. If the LEA proposes to implement PD and/or curriculum, adequately details which evidence-based strategies will be utilized.</p>	<p>a. Minimally describes how the applicant will leverage current research and work related to service learning and student civic engagement.</p> <p>b. If the LEA proposes to implement PD and/or curriculum, minimally details which evidence-based strategies will be utilized.</p>

### Section E: Proposed Metrics (16 Total Possible Points)

Question	Outstanding (4 points)	Strong (3 points)	Adequate (2 points)	Minimal (1–0 points)
9. Measures and Data	<p>Thoroughly and convincingly describes the:</p> <ul style="list-style-type: none"> <li>a. Other measures the LEA will use to assess the impact of the grant program.</li> <li>b. Other types of data the LEA would expect to see to demonstrate that effective service-learning programs are leading to expanded access to the SSCE.</li> </ul>	<p>Clearly describes the:</p> <ul style="list-style-type: none"> <li>a. Other measures the LEA will use to assess the impact of the grant program.</li> <li>b. Other types of data the LEA would expect to see to demonstrate that effective service-learning programs are leading to expanded access to the SSCE.</li> </ul>	<p>Adequately describes the:</p> <ul style="list-style-type: none"> <li>a. Other measures the LEA will use to assess the impact of the grant program.</li> <li>b. Other types of data the LEA would expect to see to demonstrate that effective service-learning programs are leading to expanded access to the SSCE.</li> </ul>	<p>Minimally describes the:</p> <ul style="list-style-type: none"> <li>a. Other measures the LEA will use to assess the impact of the grant program.</li> <li>b. Other types of data the LEA would expect to see to demonstrate that effective service-learning programs are leading to expanded access to the SSCE.</li> </ul>
10. Methods	<p>Thoroughly and convincingly describes the methods that will be used to collect the outcome data.</p>	<p>Clearly describes the methods that will be used to collect the outcome data.</p>	<p>Adequately describes the methods that will be used to collect the outcome data.</p>	<p>Minimally describes the methods that will be used to collect the outcome data.</p>

Question	Outstanding (4 points)	Strong (3 points)	Adequate (2 points)	Minimal (1–0 points)
11.Capacity	<p>Thoroughly and convincingly:</p> <ul style="list-style-type: none"> <li>a. Describes the LEA's capacity to collect the identified outcome measures.</li> <li>b. Explains how the LEA will handle internal administration of the grant, including personnel, record-keeping, and communication.</li> </ul>	<p>Clearly:</p> <ul style="list-style-type: none"> <li>a. Describes the LEA's capacity to collect the identified outcome measures.</li> <li>b. Explains how the LEA will handle internal administration of the grant, including personnel, record-keeping, and communication.</li> </ul>	<p>Adequately:</p> <ul style="list-style-type: none"> <li>a. Describes the LEA's capacity to collect the identified outcome measures.</li> <li>b. Explains how the LEA will handle internal administration of the grant, including personnel, record-keeping, and communication.</li> </ul>	<p>Minimally:</p> <ul style="list-style-type: none"> <li>a. Describes the LEA's capacity to collect the identified outcome measures.</li> <li>b. Explains how the LEA will handle internal administration of the grant, including personnel, record-keeping, and communication.</li> </ul>
12.Process	<p>Thoroughly and convincingly describes the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact.</p>	<p>Clearly describes the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact.</p>	<p>Adequately describes the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact.</p>	<p>Minimally describes the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact.</p>

**Project Timeline (8 Total Possible Points)**

Item	Outstanding (8–7 points)	Strong (6–5 points)	Adequate (4–3 points)	Minimal (2–0 points)

### Proposed Budget (8 Total Possible Points)

Item	Outstanding (4 points)	Strong (3 points)	Adequate (2 points)	Minimal (1–0 points)
Proposed Budget	Thoroughly and convincingly identifies the allowable and appropriate project expenses to support the activities of the grant for the project's performance period.	Clearly identifies the allowable and appropriate project expenses to support the activities of the grant for the project's performance period.	Adequately identifies the allowable and appropriate project expenses to support the activities of the grant for the project's performance period.	Minimally identifies the allowable and appropriate project expenses to support the activities of the grant for the project's performance period.
Budget Narrative	<p>Provides a thorough and convincing budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.</p> <p><b>Budget narrative includes each of the following:</b></p> <ul style="list-style-type: none"> <li>a. A detailed budget narrative for each line item included in the grant period.</li> <li>b. How the proposed costs are necessary and reasonable in terms of grant activities, benefits to</li> </ul>	<p>Provides a clear budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.</p> <p><b>Budget narrative includes most of the following:</b></p> <ul style="list-style-type: none"> <li>a. A detailed budget narrative for each line item included in the grant period.</li> <li>b. How the proposed costs are necessary and reasonable in terms of grant activities, benefits to</li> </ul>	<p>Provides an adequate budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.</p> <p><b>Budget narrative includes some of the following:</b></p> <ul style="list-style-type: none"> <li>a. A detailed budget narrative for each line item included in the grant period.</li> <li>b. How the proposed costs are necessary and reasonable in terms of grant activities, benefits to</li> </ul>	<p>Provides a minimal budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.</p> <p><b>Budget narrative includes minimal or none of the following:</b></p> <ul style="list-style-type: none"> <li>a. A detailed budget narrative for each line item included in the grant period.</li> <li>b. How the proposed costs are necessary and reasonable in terms of grant</li> </ul>

Item	Outstanding (4 points)	Strong (3 points)	Adequate (2 points)	Minimal (1-0 points)
	<p>participants, and grant outcomes.</p> <p>c. Sufficient detail and a breakdown/calculation that justifies each line item. Line items are grouped by the Object Code series and lines are provided for Object Code totals.</p> <p>d. Budget summary provides totals for each Object Code and aligns with the budget narrative.</p>	<p>participants, and grant outcomes.</p> <p>c. Sufficient detail and a breakdown/calculation that justifies each line item. Line items are grouped by the Object Code series and lines are provided for Object Code totals.</p> <p>d. Budget summary provides totals for each Object Code and aligns with the budget narrative.</p>	<p>participants, and grant outcomes.</p> <p>c. Sufficient detail and a breakdown/calculation that justifies each line item. Line items are grouped by the Object Code series and lines are provided for Object Code totals.</p> <p>d. Budget summary provides totals for each Object Code and aligns with the budget narrative.</p>	<p>activities, benefits to participants, and grant outcomes.</p> <p>c. Sufficient detail and a breakdown/calculation that justifies each line item. Line items are grouped by the Object Code series and lines are provided for Object Code totals.</p> <p>d. Budget summary provides totals for each Object Code and aligns with the budget narrative.</p>



## Appendix B: Online Application Instructions

Applicants should use the instructions below for completing the California Serves Grant Program online application, a link to which will be available on the RFA web page, found on the CDE California Serves web page at

<https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp> shortly after the RFA is released.

Complete all required fields in the application, upload attachments, and provide the appropriate digital signature. The CDE must receive your online submission **no later than 4 p.m. on date specified** on the RFA web page at

<https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp>.

You must adhere to character limits for each of the fields. **Responses that exceed the character limits will not be captured by the system and will not be reviewed.**

### Saving Responses

You must select the Save Responses button on the first or subsequent pages of the online application if you do not intend to complete the application in one session. Once you select the Save Responses button, a page will appear that asks for your email address. You will receive an email with a unique URL (web address) for entrance back into the application. It is recommended that you copy the URL on the application page and save it in case you do not receive the confirmation email. This URL will allow you to return to your application.

### Applicant Information

Application Field	Instructions
<b>Project Director First Name</b>	Provide the first name of the Project Director. This person will be the main point of contact between the CDE and the grantee.
<b>Project Director Last Name</b>	Provide the last name of the Project Director.
<b>Project Director Title</b>	Provide the title of the Project Director.
Project Director Office	Provide the name of the Project Director's office.

Application Field	Instructions
Project Director Telephone Number	Provide the Project Director's telephone number. This number will be used to contact the Project Director, if needed.
Project Director Telephone Extension	Provide the Project Director's telephone extension number, if necessary.
Project Director Email Address	Provide the Project Director's email address. Most communication with the grantee will be through email, so please ensure the email address is correctly inputted.
Name of Entity Applying	Provide the name of the LEA applying for the grant.
Applicant Street Address	Provide the street address of the applying entity.
Applicant City	Provide the city where the applying entity is located.
Applicant State (Ex: CA)	Provide the state where the applying entity is located.
Applicant Zip Code (5-digit: 00000)	Provide the zip code where the applying entity is located.
County-District-School (CDS) Code	Provide 14-digit CDS code of the applying LEA. For help locating your code, please access the CDE California School Directory web page at <a href="https://www.cde.ca.gov/schooldirectory/">https://www.cde.ca.gov/schooldirectory/</a> .

<b>Application Field</b>	<b>Instructions</b>
Requested Grant Amount	Provide the amount of the grant for which you are applying. The maximum grant amount is \$500,000 per eligible LEA.
Project Title (100 characters max)	Provide a project title.
Project Abstract (600 characters max)	Provide a brief outline of the project purpose, priorities, scope of this opportunity, and grant beneficiaries. Beneficiaries include any communities, persons, or entities that benefit from this funding.
Fiscal Agent Information (optional)	Provide the name of the person who will serve as the Fiscal Agent of the grant if this person is different from the Project Director. This person will be included on communications regarding budget and accounting for the grant.
Fiscal Agent First Name	Provide the first name of the Fiscal Agent.
Fiscal Agent Last Name	Provide the last name of the Fiscal Agent.
Fiscal Agent Title	Provide the title of the Fiscal Agent.
Fiscal Agent Office	Provide the office of the Fiscal Agent.
Fiscal Agent Telephone Number	Provide the Fiscal Agent's telephone number.

Application Field	Instructions
Fiscal Agent Telephone Extension	Provide the Fiscal Agent's telephone extension number, if needed.
Fiscal Agent Email Address	Provide the Fiscal Agent's email address.

### Application Narrative

Application Field	Instructions
<b>Executive Summary— Executive Summary</b> (1,250 characters max)	Provide an executive summary statement, containing the following: <ol style="list-style-type: none"> <li>The current status of the SSCE in the applicant LEA.</li> <li>A summary of the theory of action (applicants will expand on this in the next section) which addresses how the LEA will promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.</li> <li>An approximate number of educators and students to be affected by this work.</li> <li>How the LEA plans to use these funds to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.</li> </ol>

Application Field	Instructions
<p><b>Executive Summary—<i>Funding Uses</i></b> (select all that apply)</p>	<p>Which allowable uses for funding are you proposing over the course of the grant period (select all that apply):</p> <ul style="list-style-type: none"> <li>a. Paid planning time for teachers to increase the use of service learning in instruction.</li> <li>b. PD on service learning for administrators and teachers.</li> <li>c. Purchase of instructional materials to help integrate service learning in instruction.</li> <li>d. Participation costs, including materials or travel expenses related to service-learning activities.</li> <li>e. Personnel costs for coordinating service learning at the LEA or a school site.</li> <li>f. Participation costs associated with grant program evaluation.</li> </ul>

Application Field	Instructions
<p><b>Theory of Action—</b>  <i>Theory of Action</i>  (2,700 characters max)</p>	<p>Articulate a theory of action which will support the goals of the grant to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning. The U.S. Department of Education defines a theory of action as:</p> <p style="padding-left: 40px;">Exactly how a policy is intended to change behavior and improve outcomes is described in a theory of action. A theory of action is a logical argument of how a policy is intended to work; specifically, it is the logical sequence of steps and policy mechanisms that collectively influence one another to result in the long-term objective of the policy in question. If the stated purpose of the policy is the why, the theory of action depicts the how.</p> <p>Additional information about a theory of action is available from the U.S. Department of Education web page, <i>Evaluating State Accountability Systems Under ESEA: Module 1: Theory of Action (September 2024)</i>, available from <a href="https://www.ed.gov/teaching-and-administration/lead-and-manage-my-school/state-support-network/ssn-resources/evaluating-state-accountability-systems-under-esea-module-1-theory-of-action">https://www.ed.gov/teaching-and-administration/lead-and-manage-my-school/state-support-network/ssn-resources/evaluating-state-accountability-systems-under-esea-module-1-theory-of-action</a>.</p> <p>The theory of action should include responses to the following questions:</p> <ol style="list-style-type: none"> <li>a. What are the LEA’s specific goals based on the needs of the LEA and any problems identified to be addressed?</li> <li>b. How will the LEA identify participants for the activities of this grant?</li> <li>c. How will the LEA ensure active participation?</li> <li>d. What are the outcomes expected by the LEA as a result of the grant activities?</li> </ol>



Application Field	Instructions
<b>Demonstrated Need— Service-Learning Climate</b> (1,250 characters max)	<ol style="list-style-type: none"> <li>Describe the general climate within your LEA as it pertains to civic engagement, service learning, and the SSCE for the past 12–24 months.</li> <li>Describe student population subgroups that have been involved in these opportunities and the nature of their involvement.</li> </ol>
<b>Demonstrated Need— Equitable Access</b> (1,250 characters max)	<ol style="list-style-type: none"> <li>Who are the students that would benefit most from achieving the SSCE through service learning?</li> <li>What do you know about their academic, social, and civic experiences?</li> <li>In what ways would a service-learning program help promote civic engagement and learning, including equitable access to the SSCE?</li> </ol>
<b>Demonstrated Need— Past and Ongoing Service-Learning Efforts</b> (1,500 characters max)	<p>Describe past and/or ongoing opportunities that exist for students to engage in service learning and civic engagement, including working towards a SSCE.</p> <ul style="list-style-type: none"> <li>If the LEA currently offers the SSCE, describe relevant local programming to offer the SSCE through service learning.</li> <li>If the LEA does not yet offer the SSCE, describe service learning and civic engagement opportunities available to students that will form the basis of a local SSCE program.</li> </ul>
<b>Proposed Activities— Summary of Proposed Activities</b> (2,500 characters max)	<p>Proposed activities should reflect an understanding and integration of the five statewide SSCE criteria, and the definition of service learning as outlined in <i>EC</i> Section 51475(d)(4).</p> <ol style="list-style-type: none"> <li>Articulate the LEA’s proposed activities regarding how they will address the goals of the California Serves Grant Program.</li> <li>Explain how funds will be used for eligible training, resources, and other activities to promote access to effective service learning for students in grade twelve, with the goal of expanding access for graduates in obtaining a SSCE through service learning.</li> </ol>

Application Field	Instructions
<b>Proposed Activities— Current Research</b> (2,500 characters max)	a. Describe how the applicant will leverage current research and work related to service learning and student civic engagement.  b. If the LEA proposes to implement PD and/or curriculum, detail which evidence-based strategies will be utilized.
<b>Proposed Metrics— Measures and Data</b> (2,500 characters max)	Grant recipients will be required to report to the CDE all of the following information: <ul style="list-style-type: none"> <li>● The number of participating pupils, schools</li> <li>● The demographics of pupils engaged in service learning as a result of the grant</li> <li>● The impact of the service performed by pupils and school staff as a result of the grant</li> </ul> a. Describe what other measures the LEA will use to assess pupil outcomes in the academic, civic engagement, and other learning objectives.  b. Identify the other types of data would you expect to see to demonstrate that effective service-learning programs are leading to expanded access to the SSCE.
<b>Proposed Metrics— Methods</b> (1,500 characters max)	Describe the methods that will be used to collect the outcome data.
<b>Proposed Metrics— Capacity</b> (1,500 characters max)	a. Describe the LEA's capacity to collect the identified outcome measures.  b. Explain how the LEA will handle internal administration of the grant, including personnel, record-keeping, and communication.
<b>Proposed Metrics— Process</b> (1,500 characters max)	Describe the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact.

## Electronic Signature

Application Field	Instructions
<b>Project Statement of Assurances</b>	Please select the checkbox to declare:  I have reviewed the California Serves Grant Program Statement of Assurances and hereby certify that each of the requirements contained therein will be met.
<b>Signature by Authorizing Official</b>	The authorizing official should type their name in the field which will serve as a signature that certifies agreement with the statement below.  I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application.

## Attachment Instructions

Required attachments will be requested at the end of the online application. The only attachments allowed are the required California Serves Grant Program Project Timeline and Proposed Budget. These files should be saved into a single zip file for uploading into the system as only one file may be uploaded per applicant. No additional information included in the zip file will be reviewed. The zip file size limit is 20MB.

## Appendix C: Budget Categories

Each budget category is described below.

Object Code	Description
<b>1000</b>	<p><b>Certificated Salaries</b></p> <p>Certificated salaries are salaries that require a credential or permit issued by the California Commission on Teacher Credentialing (CTC). List all certificated project employees, including percentage or fraction of full-time equivalent (FTE) and rate of pay per day, month, and/or annual salary.</p> <p><b>Note:</b> Funds in this category are not intended to supplant current fixed costs.</p>
<b>2000</b>	<p><b>Classified Salaries</b></p> <p>Classified salaries are salaries for services that do not require a credential or permit issued by the CTC. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or annual salary.</p> <p><b>Note:</b> Funds in this category are not intended to supplant current fixed costs.</p>
<b>3000</b>	<p><b>Employee Benefits</b></p> <p>Record employer's contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed.</p>
<b>4000</b>	<p><b>Books and Supplies</b></p> <p>Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the LEA capitalization threshold, but greater than the LEA's inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds must be recorded and maintained in the file.</p>

Object Code	Description
5000	<p><b>Services and Other Operating Expenditures</b></p> <p>Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures.</p> <p><b>Travel and Conference:</b> Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes.</p> <p><b>Contracting Services:</b> Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services(s) will be provided. Appropriate activities include conducting workshops, trainings, and technical assistance activities.</p>
6000	<p><b>Capital Outlay</b></p> <p>(Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA's threshold for capitalization. Refer to the LEA's threshold amount for capitalization; anything less than this amount should be posted in Object Code 4000). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings.</p>
7000	<p><b>Indirect</b> if applicable (not to exceed CDE-approved rate)</p> <p>Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE ICR web page at <a href="https://www.cde.ca.gov/fg/ac/ic/">https://www.cde.ca.gov/fg/ac/ic/</a>.</p>

## **Appendix D: Project Statement of Assurances**

### **California Serves Grant Program**

I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. I also certify that each of the following requirements of the California Serves Grant Program Application will be met:

- A budget revision is required if expenditures exceed 10 percent of the authorized budget item total in the approved budget for a single year. The budget revision must be approved by the California Department of Education (CDE) before expenditures are made.
- All of the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantees agree to obtain a timely audit where required in accordance with applicable audit guidelines.
- All subcontracts or subgrants pursuant to this grant shall be subject to the examination and audit by the State Auditor for a period of five years after the final payment under the grant.
- Grantees will be adaptive, responsive, and work to ensure coherence with existing systems of support and professional learning within the state.
- Grantees will work to build the capacity of local educational agencies through professional learning, if applicable, aligned to the Quality Professional Learning Standards.
- Grantees will provide information and all reports according to the predetermined reporting schedule. Reports shall include at a minimum, activities accomplished; the impact of these activities; and the number of educators and school leaders, local educational agencies, and counties impacted by these activities.
- Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable state regulations.
- Grantees shall ensure that any new professional learning or course materials, including curriculum, developed as a result of this grant are available as open educational resources.
- Grantees commit to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available on the U.S. Department of Education FERPA web page at <https://studentprivacy.ed.gov/ferpa>.
- The Project Director will gather educator and student release forms for videos, interviews (which may include focus groups), and observations, if applicable. The Project Director must gather agendas and minutes for meetings of the partnership, professional learning activities, and follow-up professional learning.

California Department of Education  
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