

Oakland Unified School District

Public Hearing: Funding for One-Time Common Core State Standards (CCSS)



November 6, 2013

Agenda

- A. Funding Origins and Scope**
- B. Purpose of Funding in OUSD**
- C. Priorities for OUSD**
 - I. CCSS-Aligned Instructional Materials for English Language Arts (ELA)**
 - II. Technology-Based Instruction**
 - III. Professional Development**
- D. Questions & Answers / Discussion**

Funding Origins

- Pursuant to California Assembly Bill 86, Section 85 (Chapter 48, Statutes of 2013) School districts are to use these allocated funds to support integration of academic content standards in instruction adopted in kindergarten and grades 1 to 12, inclusive for purposes of establishing high-quality instructional programs for all pupils.

Funding Scope

School districts shall expend funds allocated pursuant to this section for any of the following purposes:

- (1) **Professional development** for teachers, administrators, and paraprofessional educators or other classified employees involved in the direct instruction of pupils that is aligned to the academic content standards
- (2) **Instructional materials** aligned to the academic content standards
- (3) Integration of these academic content standards through **technology-based instruction** for purposes of improving the academic performance of pupils, including, but not necessarily limited to, expenditures necessary to support the administration of computer-based assessments and provide high-speed, high-bandwidth Internet connectivity for the purpose of **administration of computer-based assessments**.



Purpose in OUSD

Ensure all students **graduate** from high school with *21st century* learning skills so that they are prepared to succeed in **college and career**.



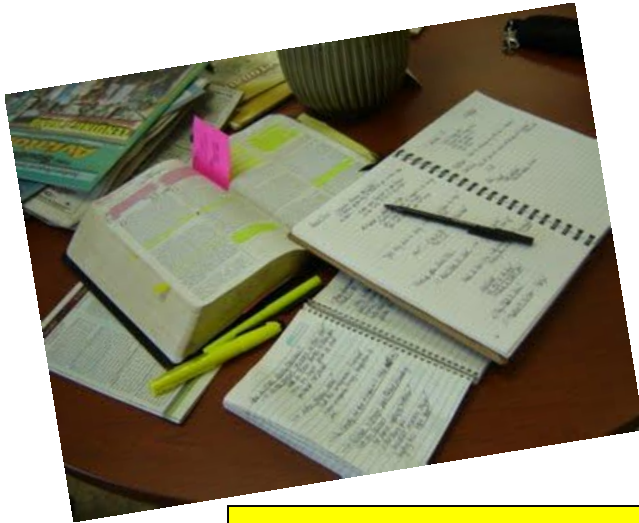
“**21st century learning** means that students ***master content*** while ***producing, synthesizing, and evaluating information*** from a wide variety of subjects and sources with an understanding of and respect for diverse cultures. Students demonstrate the **three Rs**, but also the **three Cs**: creativity, communication, and collaboration.”

- Barnett Berry, 2010



Priority Academic Focus

**Close Reading of Complex Text
(Non-Fiction & Fiction)**



Academic Discussion



Writing Arguments with Evidence



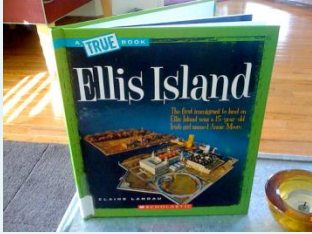




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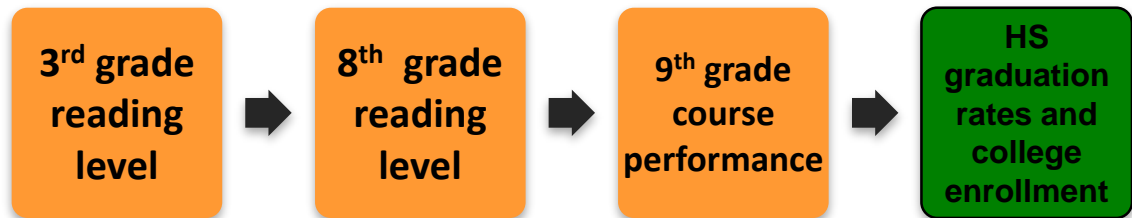
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Instructional Materials

Common Core Instructional Materials

Shifts in Common Core	Required Instructional Materials
<p>Balance of narrative, informational, and opinion/argument.</p> 	<p>Classroom Libraries Springboard</p>
<p>Increase in the quantity and complexity of writing</p> 	<p>Lucy Calkins Writing Units of Study Traits Writing Inquiry By Design Modules</p>
<p>Increase in direct engage complex literary and informational texts.</p> 	<p>Suggested number of texts from OUSD Recommend Reading Lists (at grade and independent reading levels). Achieve 3000</p>

Instructional Materials & Professional Development



- *Purchase* of high quality CCSS-aligned instructional materials to support K-12 **Balanced Literacy** instruction
- *Professional learning* to support implementation of instructional materials

Elementary Implementation Timeline: Balanced Approach to Literacy



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2012-2013

6 Cohort Schools
5 Partnerships Around
Literacy Strategies (PALS)
schools
50 Teachers

2013-2014

Double the number of
schools and teachers

2014-2015

All schools

Secondary Implementation Timeline: Balanced Approach to Literacy



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2012-2013

Year 1 of Springboard
curriculum pilot
(12 cohort schools)

September-October 2013

Year 2 of Springboard
curriculum pilot
(12 cohort schools)
Recruit Teachers for ELA
Curriculum Adoption
Committee

January 2014-March 2015

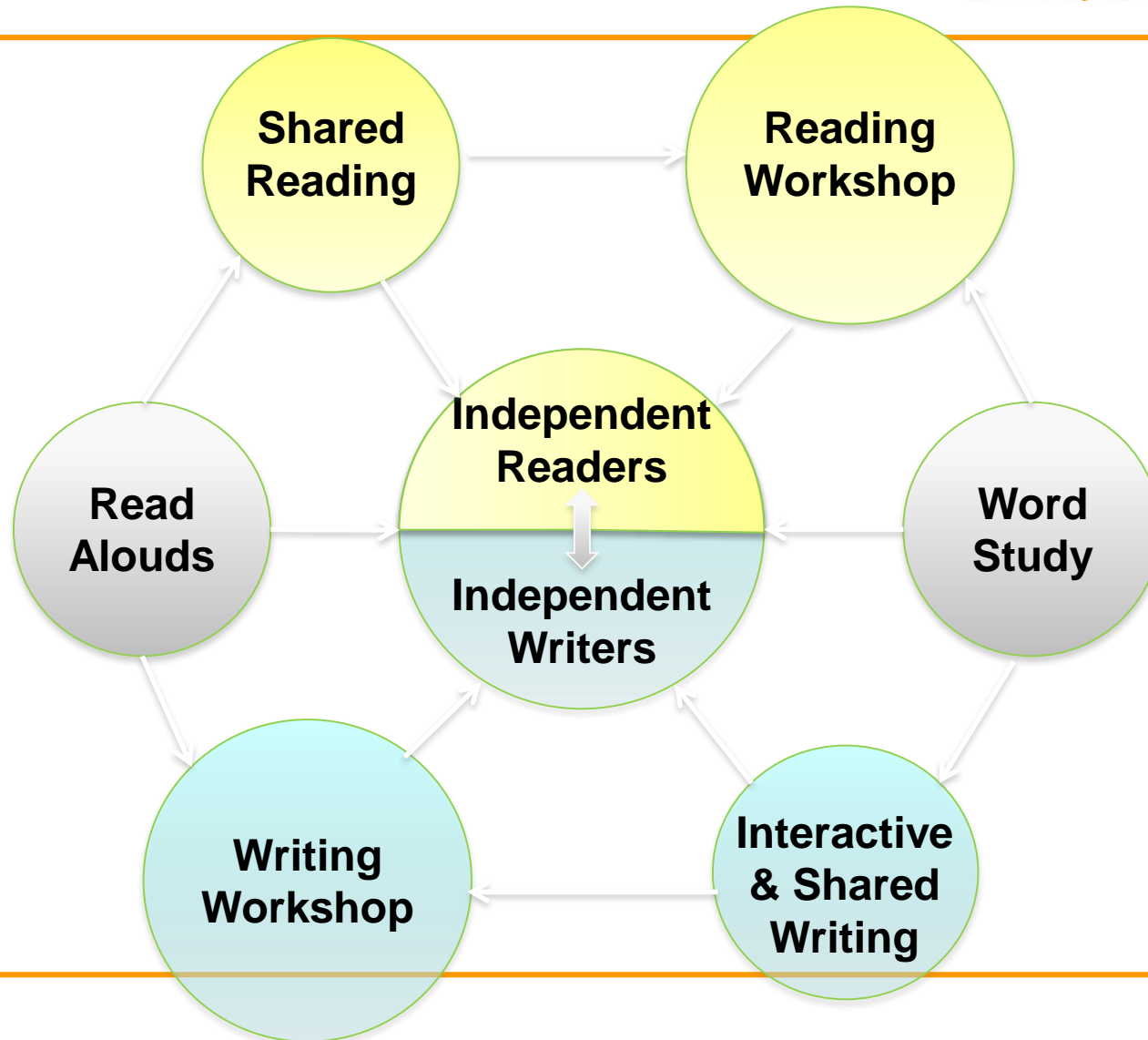
Teachers give feedback on
curriculum materials.
LCI ELA team hosts public
forums/makes
recommendation to board for
curriculum adoption

What is the OUSD Balanced Approach to Literacy?



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Reading Bill of Rights

Time to read

- Malcom Gladwell's *Outliers*:
10,000 hours
- Lucy Calkins: two hours a
day of actual reading.
Serious readers do at least
an hour each night.





Comfy Reading Area



Good Readers...

- Choose books we "Love"
- Take charge of reading
- Read books that are "Just-Right"
- Read longer and stronger
- Make mental movies
- Retell what just happened
- Remember characters, names and setting
- Notice when confused
- "Open ourselves up to "Books" "Let Them In!"

EXCUSES STOP HERE

Follow my lead.
READ!

WISCONSIN

Reading

LOVE

RESPECT

SUPPORT

Love



Leveled Library

Instructional Materials Professional Development

Elementary Instructional Materials

- Provide **54 elementary sites** adopted CCSS-aligned instructional materials to support Balanced Literacy instruction—classroom libraries
 - \$2000 per teacher (900 OUSD TK-5 teachers, including Special Day Class) = **\$1,800,000**
- Guided Reading Bookrooms
 - \$15,000 per 37 sites (Balanced Literacy cohort sites have received this investment) = **\$555,000**

Elementary Professional Learning for New Instructional Materials

- Balanced Literacy 5-Day Summer Institute
 - 30 hours at \$22.99/hour = \$689.70/teacher (500 teachers) = **\$344,850**

Instructional Materials Professional Development



Secondary Instructional Materials

- Provide **250 secondary teachers** CCSS-aligned student texts to accompany CCSS-aligned curriculum units
 - 2 sets of core reading text based on OUSD Recommended Reading list
 - \$1000 per ELA teacher (250 teachers) = **\$250,000**
- Development of ELA pilot for secondary teacher



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Technology-Based Instruction

Need Computers for Senior Projects at Fremont



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Seniors at Fremont High School, working hardware, students are working on their phones to complete their senior projects.

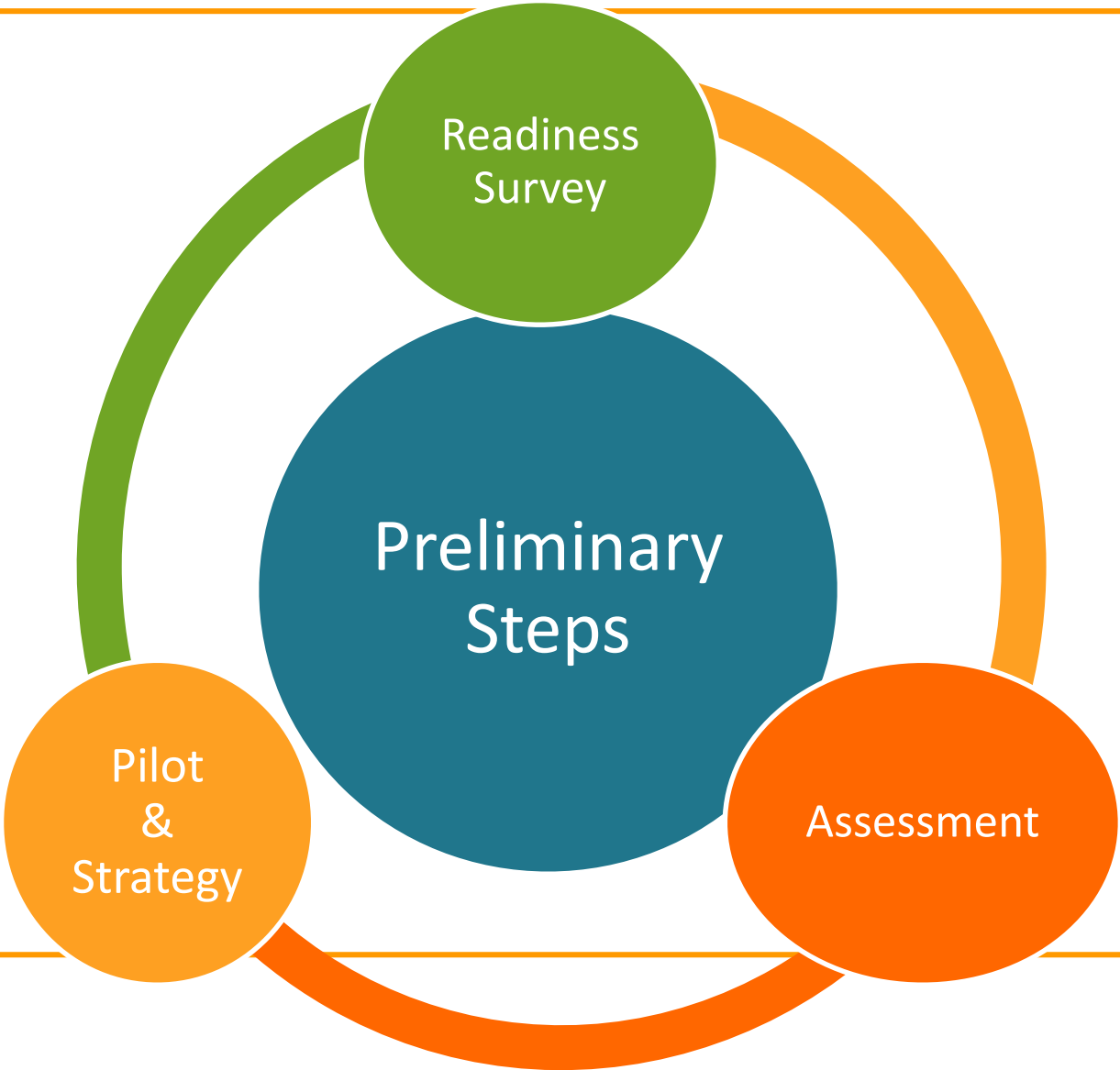
The teachers have instilled the 'need to know'. We as the district need to provide the adequate working conditions to support these young minds properly.

Oakland Tech Lab Time Challenges

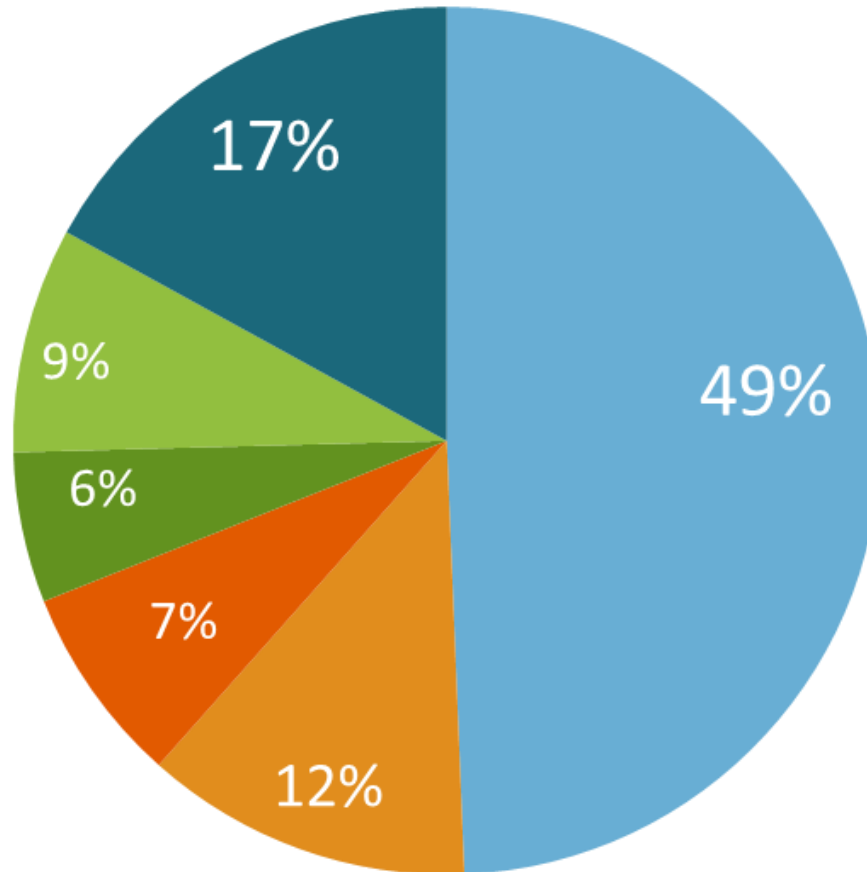


Patrick Friedman, teacher at Oakland Tech and Teacher Leader with Educating for Democracy in the Digital Age (EDDA), is supporting his students on a research project in which students create wiki pages, detailing the health of a nation.

Funding for Technology for Instruction, Learning, & Assessments



Teacher Survey



- We don't have enough quality computers for students to use.
- Content filters and firewalls block the websites I need.
- I need additional professional learning on how to effectively integrate technology into my school.
- The Internet speed is too slow
- The lack of tech support
- Other (please specify)

Needs

- More Devices
- More Network
- More Support



Who Takes the Tests?

- SBAC defined grades that will test:
 - Elementary: Grades 3-5
 - Middle School: Grades 6-8
 - High School: Grade 11

Considerations

- **Classes:** how many classes of test takers
- **Test Starts:** Each class takes 4 tests
 - 2 ELA and 2 Math
- **Environment:** a lab or computer cart for a class
- **Opportunity:** times a lab or cart is used per day for testing



Testing Window

- 15 days
- 5 weeks
- Testing Tuesday, Wednesday, Thursday
- Testing Mornings only

Optimal Environment

- SBAC assessments are standardized tests and should be administered on standard computing devices
- OUSD should provide equitable testing equipment across schools.
- OUSD does not have the human resources in Technology Services or schools to support setting up heterogeneous environments
- Standardized tests should not depend on parents and volunteers for support

Considerations

- Allow for testing flexibility and capacity without labs.
- Portable in carts with a dedicated wireless access points.
- Use in classrooms for CCSS-aligned teaching and learning, Blended and Personalized Learning, 21st Century Skills development.

OUSD Requirements



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- Standardized testing environment
 - Equitable across sites
 - Supportable with existing resources
 - Cost effective within budget
-



Recommendation: Chromebooks

- No installations of secure browser or upgrades necessary
 - Set up without additional infrastructure
 - OUSD has already "Gone Google"
 - Good results in Blended Learning pilot schools
 - Cost effective
-



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Professional Development



Professional Support to Build Personalized and Blended Learning Environments

ELA, Mathematics and Instructional Technology

Purpose

- Lead site-based professional learning on new standards and the development of personalized and blended learning environments
- Increase site knowledge of new standards and assessments
- Build leadership capacity of teachers to:
 - implement CCSS-aligned curriculum/Balanced Approach to Literacy, administer/analyze SBAC-aligned online assessments
 - use technology as an instructional tool to support CCSS instructional shifts

Cost

- 1 ELA, 1 Instructional Technology and 1 Mathematics Teacher Leader at 87 sites (Minimum 3 total per school) Plus funds for 87 more for high need sites due to size and need for impact
- \$1500 per Teacher Leader
- \$4500 (87 sites) + \$1500 * 87 for high need sites = **\$522,000**

Technical Support

- Internet, network, and wireless upgrades at all sites funded by E-rate and Measure J
 - Technical Support provided by IT
 - Replacements distributed by IT Help Desk
 - Best practices for security and logistics developed and distributed by IT
 - 3 year warranty
 - Long term replacement plan
-

Summary

\$ 6.9 Million total One-Time funding allocated to OUSD from California Department of Education

- \$3.4 Million for Curriculum Materials & Professional Development
- \$3.5 Million for Technology for Instruction, Learning, & Assessment



Questions & Discussion

