



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

The Oakland High School

2016-17 Measure N Commission

Presentations



Presented by Oakland High School
Presented to Measure N Commission

May 2, 2017



Implementation Successes

- Implementing the 8-period A/B block schedule
 - Increased FTE to support the schedule change
 - Hired Lifelong Learning to support in planning curriculum
- Grades 10 and 11 are wall-pathways
 - Continued to develop Social Reform, PLTW, Khepera
 - Admin Pod support structure





Implementation Challenges

1. Being able to access Measure N funds in an efficient way

1. Developing a master schedule for the new block schedule

a. Staff turnover early in the year

b. As student earn more credits more quickly, anticipate a continued challenge of finding appropriate and relevant options for them

1. At times, lack of effectiveness and



Learning from Implementation Year 1

8-Period Block Schedule is EXPENSIVE

- ★ Unexpected costs and other logistics of implementing the block schedule
- ★ For some strategies and actions, we're moving from development to refinement (e.g. pathway balancing and placement)
- ★ Pathway Directors need additional support to balance pathway management with full-time teaching

Grounded: School Wide Root Cause Analysis



Focal Area	Root Cause Analysis
Graduate Outcomes	Too many scholars fail classes in the early grades and there are few opportunities to make up credit.
Post-Secondary Readiness	Too many scholars lack fundamental reading and writing skills, and also struggle with developing the social emotional skills needed to help them be successful in unfamiliar settings.
Climate & Culture	Too many scholars are not in pathways, where they receive the personalized support from their pathway teacher team.
Rigorous Academics	We are struggling with the relationship between AP courses and their place in pathways, as well as student readiness for AP courses.
Pathway Development	Certain conditions need to be in place for pathway teams to successfully engage in creating integrated

Moving forward

- Long-term, thoughtful professional development plan/calendar that aligns with needs and is built with overall strategic coherence

Learning Walks
→ **Professional Development Calendar**

2017-18 Measure N Budget

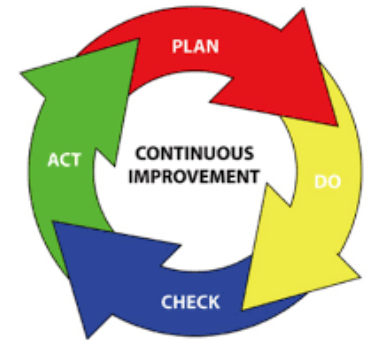
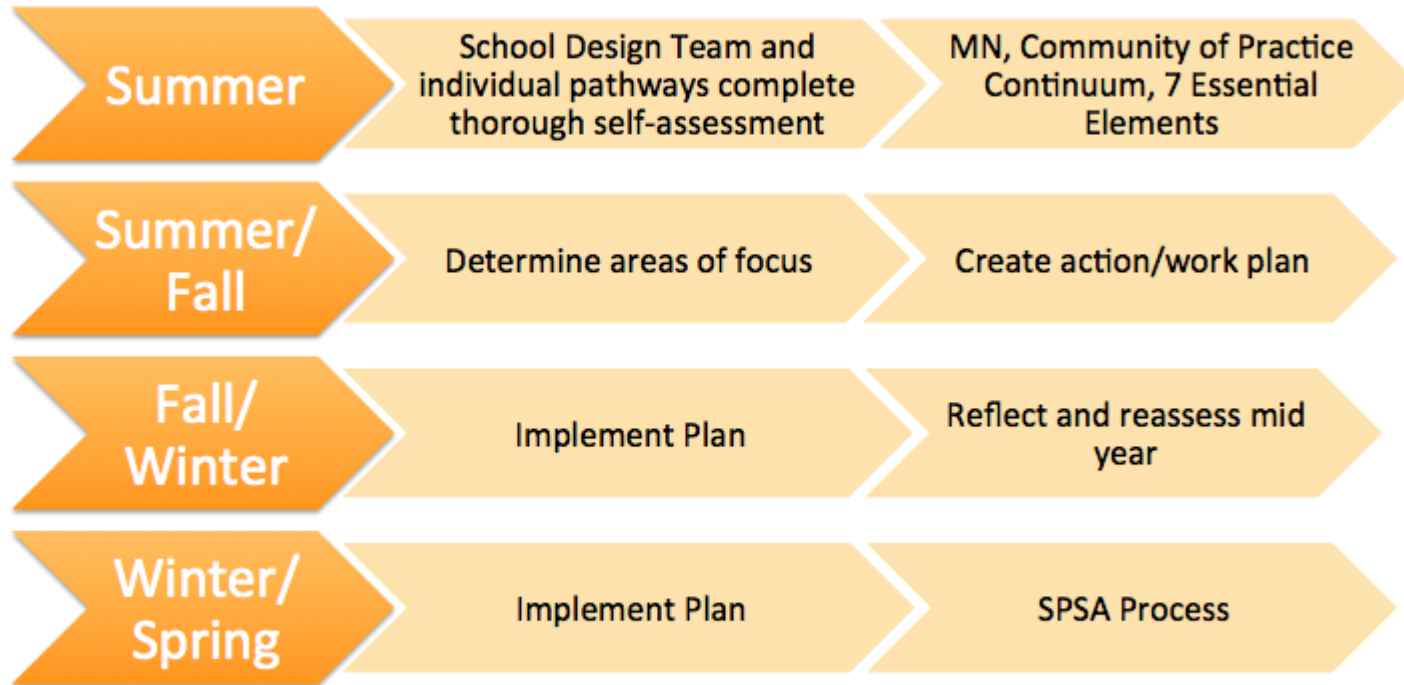


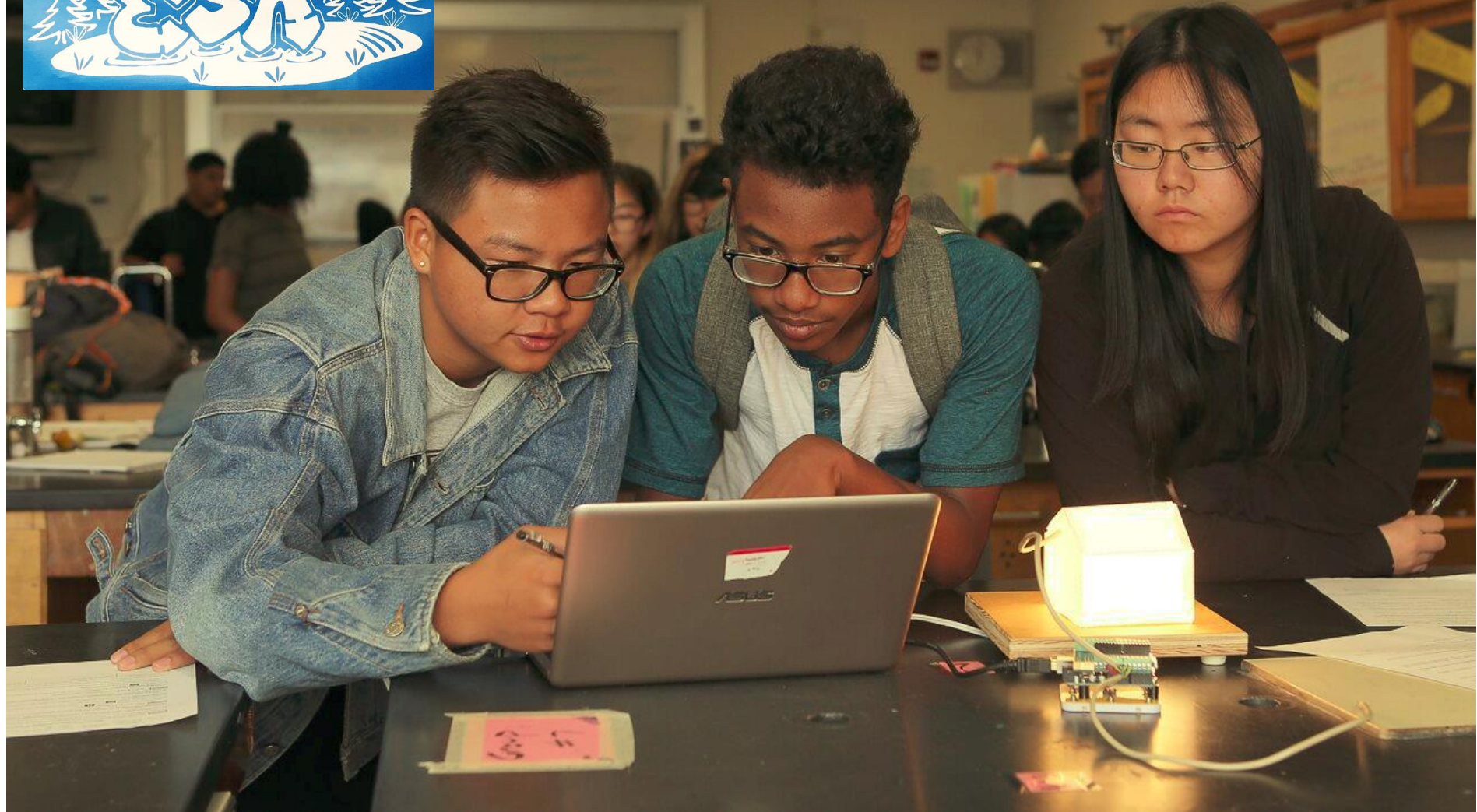
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Allocations

Expense	Description	Rationale
Counselor & AP	Additional counselor and additional AP to support a 1:1 pathway ratio of counseling services and administrator support	Our Admin Pod structure has been effective and we want to continue it.
Pathway Coach & WBLL	Linked Learning Pathway Coach and Work Based Learning Liaison	Integral roles for supporting pathway development across the school
Dual Enrollment	Expanding our DE course offerings to close to 10 courses for Fall 2017	These courses have several costs like textbooks & supplies, teacher of record stipends, coordinator on site
Additional FTEs	Two additional FTEs	Supports implementation of block schedule, that in turn supports pathway programs of

Implementation Year 2: School & Pathways





ESA: Implementation



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Successes

- New Leadership
 - Fostered community among staff and students
 - Developed “Big Questions” for cross-curricular units
 - More unified through shared goals and productive work time
 - First ever start-of-year community building event for entire pathway
 - Demographics shifting to represent the overall school

Continuing to build on successes

ESA: Implementation



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Challenges

1. Teacher Turn Over

- a. Brand new staff of science teachers for 16-17 (one not starting until a month into the school year)
- b. 11th grade teacher left in fall → substitutes for month until position filled
- c. Key 10th grade ES1/Chem teacher not returning next year

2. Building continuity with lack of pathway institutional knowledge

- a. Former teachers/directors left without sharing information

b. With only partial knowledge of what's

Learning from Pathway Implementation

Year 1: ESA



Team and Pathway Development

- ★ We work really well together as a team but change is hard and time consuming.
- ★ We need to expand our collaborations and consistency, then give ourselves and our work time so connections can happen for students and adults
- ★ Expectations for being part of a pathway, CTE standards, how to work together

Grounded: ESA Root-Cause Analysis



Focal Area	Root Cause Analysis
Graduate Outcomes	With math classes not cohorted with the pathway, students don't receive the benefits of personalized teacher support. Poor performance in math courses affect overall GPA and A-G readiness.
Post-Secondary Readiness	Students working below grade level are not receiving adequate interventions to catch them up.
Climate & Culture	Students' frames of mind around skill set get in way of learning and progress that often lead to self-selected "cliques" around skill level and a fixed mindset that can be challenging to change.
Rigorous Academics	Science teacher turnover means teachers are developing their courses while teaching them, with limited understanding of overall course trajectory

ESA: Moving forward

Intervention

→ New intervention strategy or approach

→ New model for directorship

- ◆ One person focused on gaining a better overall understanding of the workings of the pathway

Directorship

→ Give more time to community building across grade levels

Community Building

→ Give more time to solidify common units, build more of them, and improve scaffolding and vertical alignment

Team Time

ESA 2017-18 Pathway Measure N Budget Allocations



Expense	Description	Rationale
Student Interventions	Teacher focused on student intervention work and leads this part of team meetings	All teachers contribute to discussions and follow up but someone needs to own this area of the work
Senior Seminar Course	Continue to develop the curriculum, oversee the whole process, create advisory structure, coordinate with other pathways	Will be year 2 of implementation so still developing best practices
Teacher Planning	Time during summer to participate in PD, plan curriculum, and align WBL experiences	Difficult to do this type of work during school-year weekly collaboration time
Science &	Science and CTE teachers finish	Previous directors did



PHA

PHA: Implementation



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Successes

- Growth and achievement in college and career readiness
 - Increase in collaborative learning opportunities for students and thematic units - furniture to support collaborative learning
 - Block schedule → units recrafted to align with public health themes
 - Expanded WBL opportunities as a result of scope and sequence planning and building of new relationships with industry partners
- Development of pathway infrastructure

PHA: Implementation Challenges



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1. Finding the right balance of meeting topics to give each the appropriate attention
2. More clearly defining the role of AP and case manager (thought partner, disciplinarian, etc.)
3. Distributive leadership and sharing some of the work with others on the team
4. Vertical planning (to support senior project)
5. Coordinating WBL experiences to

PHA Learning from Pathway Implementation Year 1



**Strong
connections
with a
consistent team**

- ★ Strong connection within our team (students and teachers)
- ★ Delivering a really rich pathway experience is a tremendous amount of work, often the boundaries of traditional teaching experiences
- ★ Specific needs pathway students have around developing their Senior Project
- ★ If we're not curious and learning, our students aren't curious and learning

Grounded: PHA Root-Cause Analysis



Focal Area	Root Cause Analysis
Graduate Outcomes	Not enough support for bilingual Latino students who are not ESL but still bridge two languages between home and school
Post-Secondary Readiness	Need more further exploration around why certain genders perform better on SRI
Climate & Culture	Examine what incentives and deterrents we can provide seniors that will encourage better attendance
Rigorous Academics	Many students take AP classes for the GPA bump but do not do well on the exam.

PHA: Moving forward

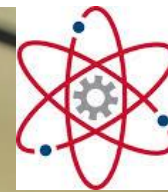
Alignment and Refinement

- Team members align themselves with a common instructional framework that will allow students to develop skills but also that their classroom experiences could be more consistent and accessible from one class to the next
- Use CCSS to inform our instructional practice
- Share the workload of the senior project (and plan more vertical support)
- Consider one teacher primarily focused on student intervention work

PHA 2017-18 Pathway Measure N Budget Allocations



Expense	Description	Rationale
PBL PD	Teachers receive PBL PD and develop integrated projects	District is offering this PD for the first time in many years and we want to take advantage of it, as it aligns with our goals
Success Celebrations	Pathway will celebrate academic successes in a way that includes parents, guardians, and families of students	Supports our continued focus on SEL and it is important for students to be recognized and celebrated for their achievements
Classroom Technology	Teachers maximize use of classroom technology	When teachers use it, students will build skill in it



PROJECT LEAD THE WAY

PLTW



PLTW: Implementation



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Successes

- Real-world work-based learning experiences
 - Specific connections to engineering curriculum and themes
 - Increased student engagement and academic achievement

- Unexpected brand-new team of teachers
 - Eagerly brought into the pathway
 - Embraced themes of the pathway
 - Committed to pathway work

PLTW: Implementation Challenges



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1. Accessing funds

- a. Process for doing so unclear/unknown
- b. Prevented purchase of needed materials for science and technology classes
- c. Not enough computers to meet requirements to run particular software required for PLTW courses

1. PBL Training

- a. Interest in it but not enough training provided

PLTW Learning from Pathway Implementation Year 1



**Hard work =
positive effects
and outcomes
for students and
teachers**

- ★ Building a pathway team with a common vision and mission is challenging but if the message remains consistent, eventually everyone buys in

Grounded: PLTW Root-Cause Analysis



Focal Area	Root Cause Analysis
Graduate Outcomes	Have not yet found ways to integrate engineering concepts into all courses so students are not yet benefitting from engagement and connections across all their pathway courses.
Post-Secondary Readiness	Lack of motivation from students taking the SRI
Climate & Culture	Direct link to low performance and low attendance, especially in Periods 1 and 2
Rigorous Academics	With not having an aligned math course for our pathway, this impacts ability to do targeted intervention in this area



PLTW: Moving forward

**Build our our
team time to be
more effective
and go deeper
with important
topics**

- We would like to more consistently use the Data Driven Instruction Cycle to support improvement in and alignment of teacher practice to improve student achievement.
- Extend weekly collaboration time in order to more consistently cover different topics (pathway development, team development, student intervention, etc.)
- Strategically plan work based learning events to prevent conflict with end-of-marking periods and ensure students aren't out of the class too often

PLTW 2017-18 Pathway



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Measure N Budget Allocations

Expense	Description	Rationale
CTE Teacher Developme nt	Participate in training for 3D printer, Autodesk, and PLTW courses	We have a new 3D printer but need to learn how to use it. We want students to earn certificates in Autodesk but teachers need it first. PLTW training is required.
WBL Summer Student Internships	Stipends for student internships in summer 2018 (\$400/student)	District provides the other half of the stipend
PD on DDI	Teachers receive training on Data Driven Instruction to use as an embedded cycle of inquiry within their team	Started the process this year but lacked appropriate training and support to fully



SJR

SJR: Implementation



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Successes

- Design of new courses
 - Students demonstrating curiosity and passion for politics shown through increased academic discussion
 - Great cross-curricular collaboration across English and social science classes
- Implementation of worthwhile study trips
 - Fit nicely with pathway and individual class themes
 - Led to community building - important for new pathway

SJR: Implementation Challenges



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1. Being a new pathway on a site with well established pathways and being held to same expectations
 - a. Finding out what we don't know and how to get help

1. Defining roles/relationships with new positions
 - a. Work Based Learning Liaison
 - b. College & Career Readiness Specialist

SJR Learning from Pathway Implementation Year 1

It takes time!

- ★ How much time is actually needed to develop a newly-formed team while also developing integrated curriculum, teaching it, reflecting on it, and then starting the process over
 - Time and logistics for getting things ordered that are required for implementing the new courses
- ★ It takes a culture shift to get teachers new to pathway work adjusted to the new way of teaching/working as a team
 - Eventually it will make job easier, but right now it's a challenge

Grounded: SJR Root-Cause Analysis



Focal Area	Root Cause Analysis
Graduate Outcomes	New pathway (with more openings/space) so we inherited more transfer students who were credit deficient
Post-Secondary Readiness	Our 11th grade students did not have the benefit of a 10th grade pathway experience, where there would have been more intervention and support
Climate & Culture	This is the first year of our pathway so we are just beginning to establish pathway-themed courses, as well as routines and expectations
Rigorous Academics	We need a report from counseling with student reclassification data and scores. We had a new counselor and AP assigned to our pathway this year.

SJR: Moving forward

Program of Study Development

- Continuing to build out our program of study with high quality CTE courses and aligned WBL experiences
- Develop an Advisory Board to support development of curriculum, host WBL, mentor students, advise teachers, etc.
- Build a more robust student intervention plan/procedure that is time efficient yet has effective

SJR 2017-18 Pathway Measure N Budget Allocations



Expense	Description	Rationale
CTE & new course development	Supplies for forensic biology course. Time for teachers to more fully develop the new CTE courses and build out curriculum	This is was our first year of implementation of our pathway so not all courses are fully developed yet.
College and Workplace Study Trips	Costs related to transportation, registration, entry fees, planning, etc. for WBL trips and visits to colleges	We want to provide WBL experiences at related industry sites (like the courthouse) and visits to colleges that excel in related areas of study
Advisory Board Development	Solidify members and host meetings where they provide input on curriculum, help plan and host study trips, mentor students, etc.	As a new pathway, we need to build our board of partners who we can lean on for support and connection to industry



VAAMP

VAAMP: Implementation



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Successes

- Implementing new, and more, courses
 - Senior Seminar (and client-based model for senior project)
 - Dance
 - Ceramics
 - Dual Enrollment - Digital Photography and Web Design
 - Incorporating art-themed math classes into program of study
- Technology
 - Using Google Classroom

VAAMP: Implementation Challenges



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1. Making strides with SDC and RS students

1. Senior Project

a. Vertical and horizontal alignment for senior project

b. Essay rubric for senior project

1. Advisory - didn't get it fully implemented

VAAMP Learning from Pathway Implementation Year 1

Prioritize

- ★ Had too many goals this year; want to hone in on a certain few this year
- ★ With demands of MN and what's asked of teachers, we have to prioritize and determine what will have the greatest impact on student achievement

Grounded: VAAMP Root-Cause Analysis



Focal Area	Root Cause Analysis
Graduate Outcomes	We lost our pathway counselor and intervention specialist. We were assigned a new counselor who is split between two pathways. Our new intervention specialist has needed time to acclimate and get to know our students.
Post-Secondary Readiness	Students are struggling to succeed in math, English, and social science. Teachers across the school are using outdated teaching practices that don't reflect more recent research on how students learn. VAAMP will be working on developing student-centered approaches to instruction in those content areas.
Climate & Culture	We are not sure why our students are struggling in attendance, but our intervention specialist has agreed to target the bottom 5% and commit to a strong support system to improve academics and attendance.

VAAMP: Moving forward

→ We don't want to add any more new things. We just want to work on perfecting what we introduced this year.

**Go slow to go
fast**

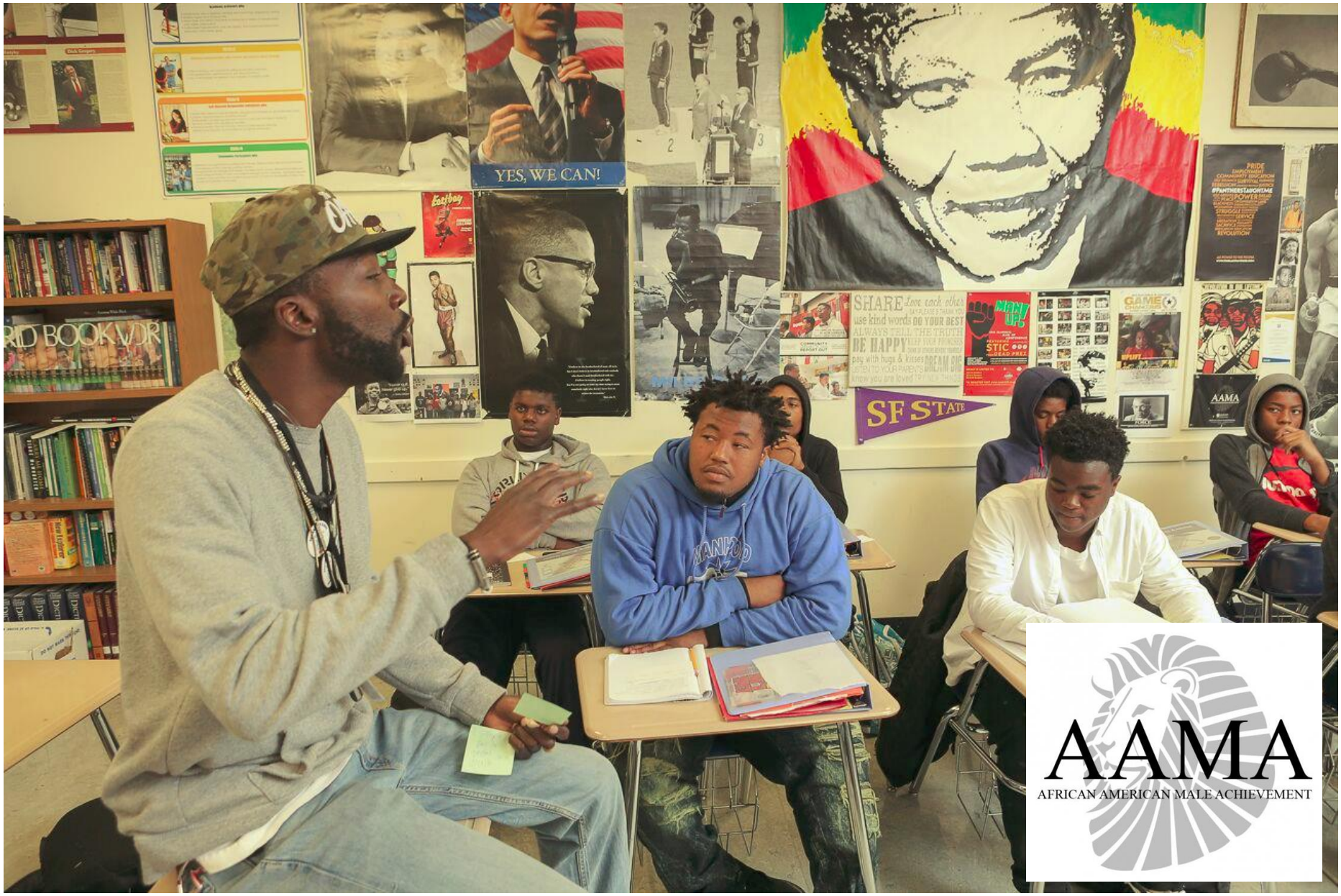
VAAMP 2017-18 Pathway



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Measure N Budget Allocations

Expense	Description	Rationale
Intersession Learning Experience	Students plan projects and activities for a week in May, and then implement	Opportunity for students to have control over different learning and experiences they would like to have, outside of the traditional classroom
Dual Enrollment Course Equipment	Implementing new Media course: Acting & Directing for the Camera. We need to purchase equipment required for this course.	Required for new course
WBL Summer Student Internships	Stipends for student internships in summer 2018 (\$400/student)	District provides the other half of the stipend
Teacher	Time during summer to participate in	Difficult to do this type of



YES, WE CAN!

SF STATE



AAMA

AFRICAN AMERICAN MALE ACHIEVEMENT

Khepera: Implementation



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Successes

RELATIONSHIPS

- Positive relationships with the teacher/facilitator had with the Kings
- Informal counseling

EXPOSURE

- Exposing the Kings to different careers, field trips, and learning opportunities this year

ACADEMY STRUCTURE

- Khepera team meetings (Principal, WBL, Pathway coach, AAMA director, teachers,



Khepera: Implementation Challenges



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1. Classroom Academy Structure

a. Transition in Khepera leadership

1. Curriculum

a. Curriculum for CTE courses and alignment with vertical common core standards

1. Cohort

a. Class sizes- not enough students to sustain the pathway to continue funding

1. Outreach

a. Need more structure and support for parent engagement

Learning from Pathway Implementation

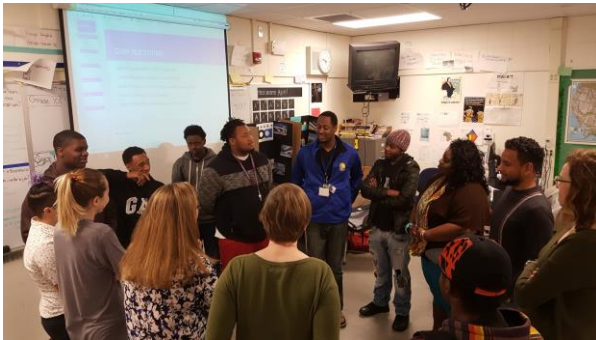
Year 1: Khepera



- ★ We have learned that academies have many obstacles that require lots of attention and effort to overcome
- ★ In order to create an academy, it takes a team and this year we created a functioning team
- ★ In order to sustain an academy currently, we must have two cohorts of students per grade level, at least 60 students
- ★ When providing our students with an opportunity to learn from each other and their cultural perspective, their value for learning rises



Khepera: Update & Looking forward



- There is a significant need for this population of students to have individual counseling and advocacy to plan out their futures starting next year.
- Next year, will reimagine and plan the Khepera Academy with only one cohort and how to make it sustainable for future years
- Will seek additional funding through grants and partnerships to continue the Khepera Academy in the future.

EVERY STUDENT THRIVES!



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