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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Memo

To Board of Education

From Marion McWilliams, General Counsel

Board Meeting Date November 8, 2017

Subject 2017 Annual Report to the US Department of Education, OCR on the implementation of the VRP to address disproportionate discipline of African American Male Students

Action Requested Acceptance by the Board of the 2017 Annual Report to the U.S. Department of Education, Office for Civil Rights (OCR) on the implementation of the Voluntary Resolution Plan addressing disproportionate rates of discipline of African American males, OCR docket no. 09-12-5001.

Background and Discussion On September 30th of each year, the District is required to submit the annual report to the U.S. Department of Education, Office for Civil Rights (OCR) on the rates of discipline of African American males, OCR docket number 09-12-5001. The District's annual report is being submitted to the Board. The presentation to the Board of the update on implementation of the VRP is scheduled as well.

Recommendation Acceptance by the Board of the 2017 Annual Report to the U.S. Department of Education, Office for Civil Rights (OCR) on the implementation of the Voluntary Resolution Plan addressing disproportionate rates of discipline of African American males, OCR docket no. 09-12-5001.

Fiscal Impact N/A

Attachments

- 2017 Annual Report to U.S. Department of Education, Office for Civil Rights, OCR Docket Number 09-12-5001

Oakland Unified School District Response to the U.S. Department of Education Office of Civil Rights Data Request Pertaining to Voluntary Resolution Plan, Docket Number 09-12-5001

September 30, 2017

Below are responses to the data request from the Office for Civil Right (OCR) on Oakland Unified School District (OUSD) progress on the implementation of the Voluntary Resolution Plan (VRP) Agreement to Resolve (ATR) pertaining to racially disproportionate use of discipline. Responses are provided under each of OCR's questions.

1. As of September 1, 2017, the District's organizational chart for the 2017-2018 school year.

Please see the organizational chart for Oakland Unified School District's Advisory Team, OUSD Business Operations and Leadership (BOLT) Team, OUSD Continuous School Improvement Team, OUSD Financial Services Team, and OUSD Systems and Strategy Team, attached as Appendix 1.

2. A description of the VRP team structure and the VRP lead Team individuals who oversaw project management of the components of this Agreement during the 2016-2017 school year.

The VRP Lead Team, overseeing project management and implementation of the components of the Agreement to Resolve comprised the following individuals during the 2016-17 school year (listed alphabetically by last name):

Name	Position
Sondra Aguilera*	Deputy Chief, Student Services
Andrea Bustamante*	Executive Director, Community Schools & Student Services
Chris Chatmon	Deputy Chief, Office of Equity
Theresa Clincy	Coordinator, Attendance & Discipline Support Services
Moira DeNike	VRP Project Manager (consultant)
Seth Eckstein	Attorney, Legal
Andrea Epps	Attorney, Legal
Sharon Falk	Director, Special Education
Wesley Jacques	Executive Director, Personalized Professional Development
Raquel Jimenez	Coordinator, Community Engagement
Christina McClain	Data Specialist for Behavioral Health
Barbara McClung	Director, Behavioral Health
Marion McWilliams	General Counsel
Kate Sugarman	Program Manager, Teacher Growth & Development (joined team in March)
Jody Talkington	Director of Project Management for the Chief Academic Officer
Gerald Williams	Research Analyst, AAMA/RAD
Jean Wing	Executive Director, Research Assessment and Data (RAD)

*The titles listed in this table reflect positions held in 2016-17; their titles are now different (please see organizational charts for new job titles).

3. A copy of the agenda and notes, if available, of all VRP team meetings any other VRP related meetings between August 1, 2016 and August 1, 2017.

Documents, including meeting notes, agendas, and, in some cases, meeting materials, for the following meeting dates are included as Appendix 2:

Date	Document
8.3.2016	Meeting with Sondra and Moira re: VRP Leadership
8.12.2016	Meeting with OCR
8.15.2016	VRP Leadership Group Planning Meeting
8.23.2016	VRP Lead Team Agenda
8.23.2016	VRP Lead Team Meeting Notes
8.30.2016	Culturally Relevant Pedagogy Workgroup Meeting Agenda
8.30.2016	Culturally Relevant Pedagogy Workgroup Meeting Notes
9.27.2016	VRP Lead Team Agenda
9.27.2016	VRP Lead Team Meeting Notes
10.5.2016	Cultural Responsiveness Workgroup Meeting Agenda
10.5.2016	Cultural Responsiveness Workgroup Meeting Notes
10.10.2016	Meeting with Network Superintendents
10.17.2016	Cultural Responsiveness Workgroup Meeting
10.25.2016	Action Item Review from September 2016 Meeting
10.25.2016	October VRP Data Presentation
11.3.2016	Meeting with Sondra and Moira re: VRP Leadership
2.6.2017	Meeting with Network Superintendents (and Network Partners)
2.6.2017	PPT for Network Supes Meeting
2.6.2017	Obstacles to Effective Implementation Worksheet (for Network Supes)
2.6.2017	VRP Lead Team Meeting Notes
2.23.2017	Safe and Strong Schools Committee (SSSC) Agenda
2.23.2017	Safe and Strong Schools Committee (SSSC) PPT
2.23.2017	Safe and Strong Schools Committee Meeting Notes
2.28.2017	VRP Lead Team Agenda
2.28.2017	VRP Lead Team Meeting Notes
3.21.2017	Implicit Bias Training Planning Session
3.27.2017	Meeting with Network Superintendents
3.28.2017	VRP Lead Team Agenda
3.28.2017	VRP Lead Team Meeting Notes
3.30.2017	MTSS District Capacity Assessment Meeting Notes
5.8.2017	Meeting with Network Superintendents
5.23.2017	VRP Lead Team Agenda
5.23.2017	Sustainability Plan for Racial Equity in Discipline Work (discussion guide)
5.23.2017	VRP Lead Team Notes
5.25.2017	MTSS Team Formation Meeting Notes
6.27.2017	VRP Lead Team Agenda
6.27.2017	OUSD Plan for Advancing Racial Equity in Discipline (discussion guide)
6.27.2017	VRP Lead Team Meeting Notes
6.27.2017	New Teacher Training in Cultural Responsiveness Meeting
7.17.2017	Implicit Bias Implementation Meeting

4. A copy of the District's line-item budget for the implementation of this Agreement in the 2016-2017 school year.

VRP AGREEMENT TO RESOLVE PROGRAM EXPENDITURES		
AAMA Teachers' Salaries & Stipends	549,322	
AAMA Stipends	16,072	
AAMA Teachers' Benefits	237,463	
AAMA Supervisor and Administrative Salaries	516,424	
AAMA Supervisor Benefits	183,917	
AAMA Supplies	4,023	
AAMA Mileage/Personal Exp Reimbursement	278	
AAMA Consultants	6,150	
AAMA Equip Maintenance Agreement	984	
AAMA Subtotal		1,514,633
Consultants	60,000	
Consultant Subtotal		60,000
Teacher Stipends	11,553	
Teacher Benefits	2,292	
RJ Facilitator Salaries	1,459,346	
RJ Facilitator Overtime	27,304	
RJ Supervisor and Administrative Salaries	303,912	
RJ Supervisor and Administrative Stipends	508	
RJ Facilitator, Supervisor and Administrative Benefits	701,074	
Restorative Justice Subtotal		2,505,989
TOTAL 2016-17 VRP Budget		4,080,622

As OUSD has noted in previous reports to OCR, the figures above are not inclusive of additional dollars leveraged through philanthropic partners and Department of Education grants (e.g., the School Culture Transformation Grant, which allocates $2.6 million over 5 years, and the Project Prevent grant which provides $2.9 million over 5 years). It should also be noted that the district commits additional resources to VRP/ATR implementation, considering the proportion of time that VRP Lead Team members dedicate to VRP-related activities. The only VRP Lead Team members whose compensation is included above are the project manager and the executive director of AAMA, but all VRP Lead Team members devote some portion of their time to the work. Certain members devote a majority of their time to VRP work as their job functions are closely tied to transforming school culture and/or eliminating disparities. While this document does not quantify the monetary equivalent of VRP Lead Team members' time, it is an underlying investment that should be recognized.

5. An updated list of the RTI/MTSS program(s) selected by each of the VRP Cohort schools and their stages of implementation of the program(s). {Sec. ll.b}

Below is a list of RTI programs being implemented at the VRP cohort schools. At each site, "0" indicates no implementation, "1" indicates implementation that is new or has low fidelity, and "2" indicates implementation with fidelity and authentic influence on school culture.

School Name	School Level	PBIS	RJ	MDP
Allendale Elementary School	Elementary	2	0	0
Alliance Academy Middle School	Middle	1	1	2
Bret Harte Middle School	Middle	1	1	0
Castlemont High School	High	1	1	1
Claremont Middle School	Middle	2	1	2
Coliseum College Prep Academy (High School)	High	1	1	0
Community Day High School	High	0	0	0
Community Day Middle School	Middle	0	0	0
Dewey Academy High School	High	0	1	2
Edna Brewer Middle School	Middle	0	2	0
Elmhurst Community Prep (Middle)	Middle	0	1	0
Fremont High School	High	1	0	1
Frick Middle School	Middle	1	1	2
Garfield Elementary School	Elementary	1	1	2
Glenview Elementary	Elementary	2	1	0
Hillcrest (K-8)	K8	1	0	0
Lafayette Elementary School	Elementary	1	0	2
Life Academy (6, 9-12)	Mid/High	1	1	0
Madison Park Academy (lower)	K5	1	0	0
Madison Park Academy (upper)	Mid/High	0	1	0
Martin Luther King, Jr	Elementary	1	0	0
McClymonds High School	High	1	1	1
Melrose Leadership Academy (K-8)	K8	2	2	0
Met West High School	High	0	1	2
Montera Middle School	Middle	2	1	2
Oakland High School	High	2	2	2
Oakland International High School	High	0	1	0
Oakland Tech High School	High	2	1	1
Ralph J Bunche	High	0	2	2
Roosevelt Middle School	Middle	1	1	0
ROOTS International Academy (6-8)	Middle	1	1	0
Rudsdale Continuation School	High	0	0	0
Sankofa Academy (PreK -8)	K8	1	0	0
Skyline High School	High	1	1	2
United for Success Academy (6-8)	Middle	2	1	1
Urban Promise Academy	Middle	1	1	0
West Oakland Middle School	Middle	1	1	2
Westlake Middle School	Middle	1	1	1

6. Of the VRP cohort schools who selected alternative programs as their RTI/MTSS approach, a description of the alternative program. {Sec.ll.c.vii}

- *Hillcrest Elementary School's* suspension rate does not show African American disproportionality in school suspensions. In fact, school data show 0% of African American students to have been suspended over the past five years (the student population is currently 8% African American). In

2016-17 the entire school had no recorded out of school suspensions for any students. Hillcrest personnel have received training in Caring School Community. Hillcrest is beginning PBIS in 2017-18.

- The two *Community Day Schools* continue to implement a mental health enriched milieu approach that is aligned with the needs of expelled students and which uses a restorative lens. It is felt that the intentionally therapeutic and restorative school-wide approach taken at these schools is a better fit for the Community Day School students than the other MTSS approaches.
- *Rudsdale Continuation School* similarly has its own highly targeted culture/climate approach designed to support older students who are engaged in credit recovery towards graduation. In the past five years, Rudsdale suspension data do not show a pattern of African American disproportionality in school suspensions, and in 2016-17 there were no out of school suspensions recorded for any students.
- Madison Park Academy (lower) was not included on the original list of VRP cohort schools. At that time, Madison Middle School was included on the VRP cohort list, but the elementary school that now comprises Madison Park Academy (lower) was then Sobrante Park Elementary – a school that was *not* found to have significantly disproportionate discipline in the OCR investigation. Sobrante Park Elementary merged with Madison Middle School in 2013-14, into Madison Park Academy (MPA). MPA lower shows no African American disproportionality in discipline. RJ and MDP are active in the upper grades at MPA. MPA (lower) is beginning PBIS in 2017-18.

7. An updated list and/or phased plan for non-VRP Cohort schools who began, during the 2016-2017 school year, or who will begin, during the 2017-2018 school year, to incorporate RTI/MTSS programs described in the Agreement.

Non-VRP-Cohort School Name	Restorative Justice	PBIS	MDP
Acorn Woodland		X	
Bella Vista		X	
Bridges		X	
Brookfield		X	
Burckhalter		X	
Carl Munck (JH)		X	
Chabot	X		
Cleveland		X	
Crocker	X		
CUES	X	X	
Emerson	X	X	
EnCompass			
East Oakland/PRIDE	X	X	
Esperanza		X	
Franklin		X	
Fruitvale	X	X	
Futures	X	X	
Gateway			
Global		X	

Non-VRP-Cohort School Name	Restorative Justice	PBIS	MDP
Grass Valley		X	
Greenleaf	X	X	
Hoover	X	X	
Horace Mann		X	
Howard		X	
ICS		X	
Joaquin Miller	X		
Kaiser		X	
Korematsu		X	
La Escuelita	X		
Laurel		X	
Lincoln			
Manzanita Community		X	
Manzanita SEED		X	
Markham		X	
Montclair		X	
New Highland	X	X	
Parker	X		X
Peralta	X		
Piedmont		X	X
Prescott		X	
REACH Academy	X	X	X
Redwood Heights		X	X
RISE	X	X	
Sequoia		X	
Sojourner Truth			
Street Academy			
Think College Now		X	
Thornhill	X		

New PBIS sites for 2017-18 include Joaquin Miller, La Escuelita, Parker, MPA (lower), Chabot, Crocker, Hillcrest, Peralta, Thornhill, and Urban Promise Academy. This will bring the total proportion of OUSD schools implementing PBIS to 83%.

8. State whether and if so, how, the District intends to use MTSS metrics, including the results of the March 30, 2017 MTSS District Capacity Assessment, to evaluate the progress made in meeting the goals in the Agreement and to identify areas of need and the steps that will be taken to address the areas of need during the 2017-2018 school year.

On March 30, 2017, a large team of OUSD personnel partook in a facilitated assessment of district readiness for the implementation of multi-tiered systems of support (MTSS). The facilitator was Rob Horner, one of the creators of the PBIS model, who used the District Capacity Assessment (DCA), the standard tool for district-level assessment in PBIS. The DCA provided a numerical rating to represent the district's ability to implement PBIS and provided explicit recommendations for how to improve implementation fidelity through improved leadership capacity. The assessment process and the resulting DCA recommendations provide a balcony view around how to integrate the MTSS framework

into planning processes throughout all levels of the organization. The DCA results and action plan attached as Appendix 3.

In order to implement the DCA action plan, OUSD's Behavioral Health Unit Director, Barbara McClung is establishing a district leadership team for PBIS/MTSS which will systematically work through the recommendations. That team was assembled once (please see notes from 5.25.2017 included in Appendix 2 in response to Question 3 of this report). The plan is for that team to meet at least quarterly to address the items in the DCA action plan. Additional leadership for MTSS implementation will be provided by Sondra Aguilera, David Chambliss, and Andrea Bustamante, to ensure the work connects to high-level decision-making in the district. The priority for the coming year will be to build MTSS understanding and capacity at the Network Superintendent level.

9. An updated list of events, targeted outreach and communication, community (including student, family, advocate, and stakeholder) engagements and convenings during the 2016-2017 school year organized by District departments and programs to promote and encourage positive school engagement and cultural awareness and appreciation amongst and between OUSD's ethnically diverse communities.

OFFICE OF EQUITY | 2016-17 COMMUNITY ENGAGEMENT

Date	Name of Event	# of Attendees
9/28/16	Seniors 2 Success - Oakland High & Skyline High	64
10/7/16	Seniors 2 Success - Castlemont High School	37
10/14/16	Seniors 2 Success - Dewey Academy	42
10/20/16	Seniors 2 Success - McClymonds High School	35
10/21/16	Seniors 2 Success - Ralph Bunche Academy	28
11/3/16 - 11/4/16	AAMA Fall Forum	74
11/5/16	Man Up! XIII Youth Conference	210
2/1/17	Community Forum - AAGYWA	250
2/17/17	Montera Middle School's Brother to Brother Conference	200+
2/18/17	Black College Expo Field Trip	Unknown
2/22/17	Glenview Story Night	48
2/28/17	Brothers & Sisters Conference at Skyline College	23
3/8/17 - 3/10/17	Office of Equity Spring Symposium	67
3/11/17	Man Up! XIV Youth Conference	143
4/12/17	Berkeley Ropes Course with Alliance Academy	30
4/25/17	Office of Equity Community Conversation	46
5/6/17	End of the Year Celebration and Student Showcase	421
5/15/17	16th Annual African American Honor Roll Celebration	600+
5/24/17	Story Night at Garfield Elementary	17
5/31/17	Pac-12 Studios Field Trip with Alliance Academy	25
6/12-6/16	Sankofa 2017 College Success Summer Institute	Unknown

Additionally, the Student and Family Engagement unit facilitated parent, family, student, and community engagements small and large throughout the school year – many of these were at school sites and offered the added benefit of providing opportunities for school personnel and family/community members to communicate and engage with each other. Student and Family Engagement unit internal data show that during 2016-17, there were 2,644 points of contact with

parents, 614 points of contact with support staff, 266 points of contact with teachers, 194 points of contact with principals, 504 points of contact with students, and 46 points of contact with community through above structured learning and coaching activities. For more detail on these activities, please see the Student and Family Engagement Year-End Summary provided as Appendix 4 and the Engagement Team Log provided as Appendix 5.

10. A description and copy of any new or revised District policies from the 2016-2017 school year that relate to the use of school discipline or the implementation of the terms of this Agreement. Please provide the version approved by the District's Board of Education, or the most recent draft, and a timeline for drafting implementing Administrative Regulations (if not already in place). {Sec. Ill}

During the 2016-17 school year, no new or revised district policies were established that relate to the use of school discipline or the implementation of the terms of the Agreement to Resolve.

11. A data extraction, using URF data for 2016-2017, disaggregated by elementary, middle, K-8 and high school levels showing the extent to which the discipline policies and matrix are being implemented regarding the following {Sec. Ill. f}:

a. Whether three supportive interventions being tried consistently before an office referral is made;

Among the 13240 URFs that were entered in 2016-17, 11521 (87%) showed evidence that at least one supportive Pre-Referral Intervention had been attempted; 11169 (84%) showed evidence of two or more Pre-Referral Interventions; and 10844 (82%) showed evidence of three (or more) Pre-Referral Interventions. It should be noted that in 2015-16, only 34.4% of office referral URFs showed that three Pre-Referral Interventions had been attempted, demonstrating that there has been a tremendous increase in the recorded use of Pre-Referral Interventions.

b. Whether Tier I practices are being consistently applied by school personnel making disciplinary office referrals; and

Key Tier 1 practices within PBIS include initiating five positive interactions for every corrective interaction, explicitly modeling the positive behavior expectations that the school identifies for itself, and prompting, teaching, and re-teaching the desired behavior. The table below lists these Tier 1 practices, as well as several other non-punitive supports that URF data show were attempted before an office referral was made. These data show that Tier 1 and other supportive practices were applied consistently when school personnel made disciplinary office referrals in 2016-17.

Intervention/Support	Pre-Referral Intervention 1	Pre-Referral Intervention 2	Pre-Referral Intervention 3	Total #	Total %
5-1 Positive Reinforcement	2,247	377	302	2,926	22%
Behavior Contract	474	367	188	1,029	8%
Buddy Room	665	593	154	1,412	11%
Conflict Mediation	817	615	447	1,879	14%
Explicitly Modeled Rules & Expectations	3,920	1,961	1,204	7,085	54%
Other Pre-referral Approaches	277	354	1,485	2,116	16%
Parent Consultation	982	1,127	989	3,098	23%
Problem Solving	401	759	679	1,839	14%

Intervention/Support	Pre-Referral Intervention 1	Pre-Referral Intervention 2	Pre-Referral Intervention 3	Total #	Total %
Prompting Desired Behavior	966	2,362	1,497	4,825	36%
Proximity	207	678	1,145	2,030	15%
Restorative Conversation	349	1,305	1,137	2,791	21%
Reteaching Desired Behavior	236	631	1,541	2,408	18%
Written Mutual Agreement	30	40	76	146	1%
Total #	11,571	11,169	10,844	33,584	*
Total %	87%	84%	82%	*	*

*Total percentages are not provided because counts are duplicative (sum will exceed 100%).

c. Whether post-referral disposition fields correspond to listed behaviors in a way that demonstrates that the discipline matrix is being followed.

Data suggest that 96.5% of suspension incidents in 2016-17 were consistent with parameters laid out in the Discipline Matrix. The Discipline Matrix indicates that 5 days is the maximum number of days allowed for suspension, and that certain behaviors are not appropriate for suspension at all. Out of 1936 total suspension incidents, 18 (1%) showed penalties in excess of 5 days, indicating that the Discipline Matrix was not being followed in those cases. Additionally, 51 suspension incidents (2.6% of suspensions) corresponded to behavior listed as not appropriate for suspension in the Discipline Matrix. So, data for a total of 69 suspensions (3.5% of total suspensions) indicate that the Discipline Matrix was not followed, which means that ***96.5% of suspension incidents show adherence to Discipline Matrix.***

Suspension Code	# of Suspensions in Excess of 5 Days
*Caused/attempted/threatened injury 48900 (a)(1)	8
*Commit/Attempt sexual assault/battery 48900 (n)	1
*Damage School/Private Property 48900 (f)	2
*Firearm/knife/explosive/object 48900 (b)	1
*Obscene Act/Profanity/Vulgarity 48900 (i)	2
*Stole School/Private Property 48900(g)	1
*Willfully used force or violence 48900 (a)(2)	3
Total	18
Behavior Not Appropriate for Suspension Based on Discipline Matrix	**# of Suspension Incidents**
Dress code violation	0
Picking on, bothering or distracting other students	0
Technology violation (i.e. using cell phone in class without permission)	8
Use of profanity or vulgarity (not directed towards adults)	*
Failure to follow directions (all grades)/Defiance	21
Cutting class or repeatedly truant	0
Possessed or used tobacco	18
Sexual Harassment (applied to K-4 or in excess of 3 days)	4
Total	51

*Suspension is permitted, although discouraged, if profanity is directed toward adults. A total of 96 suspension incidents are recorded under “Obscene Act/Profanity/Vulgarity 48900 (i).” It cannot be determined at this time if any of these 96 incidents represents a violation of the Discipline Matrix,

although it is not impossible that a deeper data dive might reveal some violations. The category, therefore, is included on the table, but the 96 incidents are not included in the count.

12. As they pertain to the implementation of this Agreement, the number of hours of professional development/training on the following topics that was delivered during the 2016-2017 school year, a brief description of the content of the professional development/training, and how many members of the Superintendent's cabinet and network superintendent leaders attended professional development/training during the 2016-2017 school year.

a. OUSD policies and administrative regulations on school discipline and the discipline matrix

At meetings with Network Superintendents pertaining to VRP implementation held on 10/10/2016, 2/6/2017, 3/27/2017, and 5/8/2017, the importance of supporting schools in adoption and consistent use of the Universal Referral Form was discussed, as were other matters related to OUSD discipline policies and matrix.

b. Positive behavior interventions and supports

At meetings with Network Superintendents pertaining to VRP implementation held on 10/10/2016, 2/6/2017, 3/27/2017, and 5/8/2017, PBIS tenets, fidelity measures, and implementation status by site were presented for discussion.

c. Restorative Justice

At meetings with Network Superintendents pertaining to VRP implementation held on 10/10/2016, 2/6/2017, 3/27/2017, and 5/8/2017, RJ implementation status by site was presented for discussion. Additionally, on a separate date, David Yusem, Restorative Justice Coordinator for the district, presented to Network Superintendents on the Restorative Justice Implementation Guide and the Circle a Day card-ring (a guide for teachers to facilitate daily community circles, in alignment with OUSD's SEL approach).

d. Trauma-informed practices and supports

Joyce Dorado, Ph.D., presented on Trauma-Informed De-Escalation, Escalation Prevention, and Post-Escalation Repair to the full Cabinet on 11/4/2016. The presentation included an illustration of how trauma-informed supports align with and fit within a multi-tiered system of supports (MTSS), and included neuroscience, solutions, and interactive opportunities to integrate the lesson.

e. Engaging African American students in a culturally responsive and relevant manner

f. Unconscious bias/culturally responsive practices

The Deputy Chief of Equity, Christopher Chatmon, and consultant Baayan Bakari (AAMA curriculum developer and PLC facilitator) presented to OUSD Cabinet for three hours on racial equity, implicit bias, and AAMA practices for engaging African American students in a culturally responsive and relevant manner on October 14, 2016.

g. Family engagement around school culture and climate and/or discipline policies

On the following dates, the OUSD Student and Family Engagement unit met with or engaged Network Superintendents to impart and/or demonstrate family engagement strategies: 9/15/16, 2/23/17,

3/2/17, 3/16/17, and 5/17/17. For more detail on these activities, please see the Student and Family Engagement Year-End Summary provided as Appendix 4 and the Engagement Team Log provided as Appendix 5.

13. As they pertain to the implementation of this Agreement, the number of hours of professional development/training on the following topics that was delivered during the 2016-2017 school year, a brief description of the content of the professional development/training, and how many school administrators, certificated staff, classified staff, and OUSD Police Officers/School Security Officers attended professional development/training in the 2016-2017 school year. Please include a column to indicate whether the training was mandatory.

a. OUSD policies and administrative regulations on school discipline and the discipline matrix,

Date	Training Name	Time in Minutes	Who was trained	# of Participants	Mandatory
8/3/2016	Discipline Policies, Discipline Matrix, Universal Referral Form	90	New school administrators	20	yes
8/12&13/2016	Universal Referral Form – new data entry format and requirements*	30	School site clerical staff	54	yes
*Additional support and training was offered on an as needed basis to clerical staff who requested.					

b. Positive behavior interventions and supports,

Date	Training Name	Total Hours	# School Admins	# Certificated Staff	# Classified Staff	# Others	Total Attendees	Mandatory
9/30/2016	Discipline Policies	7	1	18	2	1	22	yes
11/7/2016	PBIS Training Tier II Intensive: Emphasis on Mentoring and Social Skills and CICO (check in, check out)	7	3	35	12	2	52	yes
8/11/2016	Tier 1 Orientation – Overview of PBIS and Getting Started-Implementation	7	11	30	4	8	53	yes
9/29/2016	PBIS Training: Tier 1 Refresher with Break Out Sessions	7	7	24	5	1	37	yes
9/30/2016	Discipline Policies	7	1	18	2	1	22	yes

Date	Training Name	Total Hours	# School Admins	# Certificated Staff	# Classified Staff	# Others	Total Attendees	Mandatory
11/7/2016	PBIS Training Tier II Intensive: Emphasis on Mentoring and Social Skills and CICO (check in, check out)	7	3	35	12	2	52	yes
2/9/2017	Tier 1: Classroom Systems and Practices	7	11	49	8	2	70	yes
2/9/2017	Tier II: Workshop Screening, Interventions, and Progress Monitoring	7	10	38	6	1	55	yes
4/14/2017	PBIS Year 1 & Beyond: Strengthening, Polishing and Sustaining your Tier 1 Systems	7	6	37	15		58	yes

c. Restorative Justice

Date	Training Name	Total Hours	# School Admins	# Certificated Staff	# Classified Staff	# Others	Total Attendees	Mandatory
2/9/17 - 2/10/17	Tier II Responding to Conflict and Harm	15		5	6	8	19	no
6/13/16 - 6/15/2016	Three-Day Intensive Restorative Practices Training	7.5		4	17	3	24	no
6/28/2016	Tier I Restorative Practices Training	7.5	1	7	1	4	13	no
7/7/2016	Tier I Restorative Practices Training	7.5	3	24	3	7	37	no
7/13/2016	Tier II Restorative Practices Training	7.5	1	13	6	8	28	no
7/14/2016	Tier II Restorative Practices Training	7.5	1	14	6	8	29	no

Date	Training Name	Total Hours	# School Admins	# Certificated Staff	# Classified Staff	# Others	Total Attendees	Mandatory
7/21/2016	Tier III Welcome & Support Circles Restorative Justice Training	7.5	2	8	10	6	26	no
8/10/2016	Building & Strengthening our Capacities as System Change Agents (3-day)	7.5			23		23	no
8/11/2016	Building & Strengthening our Capacities as System Change Agents (3-day)	7.5			23		23	no
8/12/2016	Building & Strengthening our Capacities as System Change Agents (3-day)	7.5			21		21	no
9/22/2016	Strengthening Your Circle Practice - Bringing Games and Movement into Circle RJ OUSD	4		1	5	3	9	no
9/23/2016	Tier I – Intro to Restorative Practices	7.5	1	7	11	12	31	no
9/29/2016	Strengthening Your Circle Practice- Community Building Circle Focus	2		3	2		5	no
10/14/2016	Tier I – Intro to Restorative Practices	7.5				9	9	no
10/27/2016	Tier II - Responding to Harm & Conflict (2-day)	7.5	1		7	12	20	no
10/28/2016	Tier II - Responding to Harm & Conflict (2-day)	7.5	1		7	10	18	no

Date	Training Name	Total Hours	# School Admins	# Certificated Staff	# Classified Staff	# Others	Total Attendees	Mandatory
11/15/2016	Strengthening Your Circle Practice - Tier II Responding to Conflict & Harm Focus	2		1	7	1	9	no
12/3/2016	Tier 1 - Intro to Restorative Practices	7	1	2	8	5	16	no
12/9/2016	Tier I – Intro to Restorative Practices	7.5	1	16	5	7	29	no
12/13/2016	Strengthening Your Circle Practice - Bringing Games and Movement into Circle RJ OUSD	3.5		2	4	6	12	no
1/26/2017	Tier I – Intro to Restorative Practices & Community Building Circles Training	7.5		13	8	8	29	no
2/9/2017	Elementary School Peer RJ	5				25	25	no
2/23/2017	Strengthening Your Circle Practice - Bringing Games and Movement into Circle RJ OUSD	3.5		10	5	4	19	no
3/9/2017	Elementary Schools Tier I – Intro to Restorative Practices & Community Building Circles Training	7.5	1	13	2	15	31	no
3/13/2017	Strengthening Your Circle Practice- Tier II Conflict, Harm & Healing Focus	7			2	25	27	no

Date	Training Name	Total Hours	# School Admins	# Certificated Staff	# Classified Staff	# Others	Total Attendees	Mandatory
3/17/2017	Tier III RJ Welcome & Support Circles Training	7.5		5	3	6	14	no
4/21/2017	Intro to Restorative Practices & Community Building Circles Training	7.5	1	14	4	7	26	no
4/25/2017	Elementary School Focus- Strengthening Your Tier 1 Circle Practice	7.5		2	1	5	8	no
6/23/2017	Tier I – Intro to Restorative Practices & Community Building Circles Training	7.5		7	3	8	18	no
6/29/2017	Tier I – Intro to Restorative Practices & Community Building Circles Training	7.5		6	3	13	22	no

d. Trauma-informed practices and supports

Date	Training Name	Time in Minutes	Who was trained	# of Participants	Mandatory
8/24/2016	Transforming Trauma: Promoting Resilience, Wellness, and Learning by Creating Safe and Supportive Schools	90	Teachers	82	yes
10/5/2016	Transforming Trauma: Promoting Resilience, Wellness, and Learning by Creating Safe and Supportive Schools	50	Teachers	59	yes
10/14/2016	Transforming Trauma: Promoting Resilience, Wellness, and Learning by Creating Safe and Supportive Schools	60	Teachers	51	yes
10/14/2016	Trauma-Informed De-Escalation, Escalation Prevention, and Post-Escalation Repair	60	Teachers	56	yes

Date	Training Name	Time in Minutes	Who was trained	# of Participants	Mandatory
10/14/2016	Trauma-Informed De-Escalation, Escalation Prevention, and Post-Escalation Repair	60	Teachers	18	yes
10/26/2016	Transforming Trauma: Creating Safe, Supportive, and Equitable Schools, ELLMA Speaker Series	150	Staff for Newcomer Students	15	yes
11/2/2016	Transforming Trauma: Promoting Resilience, Wellness, and Learning by Creating Safe and Supportive Schools	75	Teachers	50	yes
11/9/2016	Transforming Trauma: Promoting Resilience, Wellness, and Learning by Creating Safe and Supportive Schools	60	New Teachers	7	yes
11/29/2016	New Teacher RTIPS: Self-Care	60	New Teachers	8	yes
1/4/2017	Transforming Trauma: Promoting Resilience, Wellness, and Learning by Creating Safe and Supportive Schools	75	Teachers	15	yes
1/18/2017	Trauma-Informed De-Escalation, Escalation Prevention, and POST-Escalation Repair	60	Teachers	17	yes
1/27/2017	Trauma Informed De-Escalation	180	Teachers	29	yes
2/1/2017	Trauma-Informed De-Escalation, Escalation Prevention, and Post-Escalation Repair Part 2: Addressing Chronic Stress and Secondary Trauma	120	Teachers	11	yes
2/9/2017	Transforming Trauma: Promoting Resilience, Wellness, and Learning by Creating Safe and Supportive Schools	60	New Teachers	8	yes
2/16/2017	Transforming Trauma: Promoting Resilience, Wellness, and Learning by Creating Safe and Supportive Schools, Part 2	60	New Teachers	6	yes
2/22/2017	Transforming Trauma: Promoting Resilience, Wellness, and Learning by Creating Safe and Supportive Schools, Part 3	60	New Teachers	6	yes
2/23/2017	Trauma Informed De-Escalation, Escalation Prevention, and Post-Escalation Repair	60	New Teachers	8	yes
4/12/2017	Promoting School Success for Trauma-Impacted Students: Fostering	90	Teachers	12	yes

Date	Training Name	Time in Minutes	Who was trained	# of Participants	Mandatory
	Compassionate and Dependable Relationships				
4/19/2017	Creating Trauma Informed Communities	40	Teachers	40	yes
4/19/2017	Trauma Informed Escalation Prevention and De-Escalation Repair	60	Student Leaders	8	yes
5/3/2017	Creating Trauma Informed Communities	40	Teachers	40	yes
5/3/2017	Resilience and SEL	45	Teachers	15	yes
5/10/2017	Trauma Informed De-Escalation, Escalation Prevention, and Post-Escalation Repair	210	Newcomer Teachers PD	11	yes
5/17/2017	Creating Trauma Informed Communities	40	Teachers	40	yes

The UCSF HEARTS program, led by Dr. Joyce Dorado, provided Trauma-Informed Practices (TIPS) de-escalation training to 48 schools, with 33 schools participating in a second TIPS Part 2 session. All staff and faculty at the schools listed were expected to attend.

School	TIPS De-Escalation (1 hour)	TIPS Part 2 (1 hour)
Bella Vista Elementary	X	X
Chabot Elementary	--	--
Cleveland Elementary	--	--
Crocker Highlands Elementary	--	--
Franklin Elementary	--	--
Hillcrest School	--	--
Lincoln Elementary	--	--
Joaquin Miller Elementary	--	--
Montclair Elementary	X	--
Peralta Elementary	--	--
Piedmont Avenue Elementary	--	--
Redwood Heights Elementary	--	--
Thornhill Elementary	--	--
Carl Munck Elementary	--	--
Kaiser Elementary	X	--
Bridges	X	X
Community United	X	X
Esperanza	X	X

School	TIPS De-Escalation (1 hour)	TIPS Part 2 (1 hour)
Garfield	X	X
Global Family	X	--
ICS	X	X
Korematsu	X	X
Manzanita Community	X	X
MLA	X	X
SEED	X	X
ACORN Woodland	--	--
Burckhalter	--	--
East Oakland PRIDE	X	
EnCompass	X	X
Grass Valley	--	--
Greenleaf	X	X
Horace Mann	X	X
Howard	X	X
Madison K-5	X	X
New Highland	--	--
RISE	X	X
Allendale	X	--
Fruitvale	--	X
Futures	X	--
Glenview	X	--
La Escuelita	X	--
Laurel	X	X
Markham	X	X
Parker	X	
Sequoia	X	X
TCN		
Bret Harte	X	X
Claremont	X	X
Edna Brewer	X	X
Montera	X	X
Roosevelt	X	X
Roots	X	X
UFSA	X	X
UPA	X	X
Coliseum College Prep	--	--

School	TIPS De-Escalation (1 hour)	TIPS Part 2 (1 hour)
Dewey	--	--
Gateway to College	--	--
Life Academy	--	--
Madison Park, 6-12	--	--
MetWest	--	--
Oakland Community Day HS	--	--
Oakland Community Day Middle	--	--
Oakland Int'l	--	--
Bunche	--	--
Rudsdale Continuation	--	--
Sojourner Truth Independent Study	--	--
Street Academy	--	--
Alliance	--	--
Brookfield	X	--
ECP	X	--
Emerson	X	--
Frick	X	--
Hoover	X	X
Lafayette	X	--
MLK	X	--
PLACE	X	X
Reach	X	X
Sankofa	X	X
Westlake	X	X
WOMS	X	--
Total	48	33

Additionally, all school security officers (SSOs) serving the schools (about 100 unduplicated individuals) received 7 hours of training in Restorative Trauma-Informed Practices (RTIPs) during May and June of 2016 (before the 2016-17 school year started). And during August 2017 that same 7-hours of content were delivered to all Oakland School Police.

e. Engaging African American students in a culturally responsive and relevant manner

During the 2016-17 school year, AAMA supported 22 Manhood Development Program (MDP) facilitators with monthly Professional Learning Community (PLC) gatherings as well as onsite visits and one-on-one coaching. PLC met on the following dates: 9/27/2016, 10/14/2016, 10/25/2016, 11/29/2016, 2/28/2017, 3/28/2017, and 5/30/2017.

f. Unconscious bias/culturally responsive practices, and

Meetings were held with OUSD personnel and contractors who possess knowledge and experience in delivering professional development in culturally responsive teaching practices on 8/30/2016, 10/5/2016, 10/17/2016, 1/17/2017, 1/24/2017, 2/23/2017, and 3/21/2017. The purpose of these meetings was to first develop a definition of Cultural Responsiveness for the district, and then to scope out a training/professional development sequence. The team decided to focus initially on implicit racial bias, and used the meetings to develop a six-hour training module on understanding and dismantling implicit bias. The module was drafted during Spring and Summer 2017, and piloted with a group of thirteen OUSD personnel within the Behavioral Health Unit on 8/16/2017. This module is in the process of revision for roll-out during the 2017-18 school year.

g. Family engagement around school culture and climate and/or discipline policies

OUSD's Student and Family Engagement unit provided: five family engagement professional development (PD) sessions for principals on district family engagement deliverables and School Site Council (SSC) engagement aligned to budget development; three district-wide family engagement PD sessions for site family liaisons and community school managers on district family engagement deliverables; and five site based all staff PD sessions on family engagement core beliefs and partnership mindset. Additionally, the unit provided training for 45 teachers and staff on the parent-teacher home visit model, bringing the district total of teachers and staff trained in this model to 167 across 15 sites. Some specific training dates are listed below. For additional information on Student and Family Engagement unit activities, please see the Student and Family Engagement Year-End Summary provided as Appendix 4 and the Engagement Team Log provided as Appendix 5. The engagements listed were not mandatory.

Date	Training	Principals	Teachers	Non-Instructional Site-Based	District Central Office Personnel
11/16/2016	Family engagement PD for school staff	0	0	17	0
11/10/2016	Family engagement PD for New Principals	22	0	0	0
11/30/2016	Training for school staff on parent volunteer infrastructure & support, family resource centers	0	25	6	0
1/5/2017	Family engagement training for principals (11 VRP cohort schools)	16	0	0	6
2/13/2017	Family engagement PD for Principals and Teachers	1	16	3	0
2/23/2017	Family engagement PD for Principals	8	0	0	2
3/16/2017	Family engagement PD for Principals	8	0	0	2

14. Please provide a description of the District's efforts during the 2016-2017 school year to increase the reliability and use URF data by school site and a description of the District's planned efforts to increase the reliability and use of this data in the 2017-2018 school year. Please identify any schools that the District has determined need additional support in this area and the individuals by name and job title

who will be responsible for working with these school to improve the reliability and use of their data during the 2017-2018 school year.

At the end of 2015-2016 only 3 OUSD school sites had URF completion rates over 80%. To address this issue, at the beginning of the 2016-17 school year, an OUSD team including VRP Lead Team members Gerald Williams, Jean Wing, and Theresa Clincy, identified several changes to the Aeries data entry interface. An adjustment was made so that several of the URF data entry fields were now mandatory (meaning entry would not be completed if the fields were left empty). In addition to these technical changes, central office managers from Attendance and Discipline were assigned to provide on-site support for improved URF completion. This support included weekly and monthly reviews of URF completeness data and follow-up site visits to ensure accurate data entry. ***As a result, by the end of 2016-2017 all 86 sites had completion rates over 80% with a district average of 96% completeness.***

Furthermore, while at the end of 2015-16, there were 10 school sites reporting six or fewer URFs entered, an indication that URFs were probably not fully integrated into school procedures. That number is down to only 4 schools (Peralta, Place, Carl Munck, and Community Day Middle). The same Attendance and Discipline team supporting URF fidelity (led by Theresa Clincy and Shelia White) are working with these schools, and any other schools that demonstrate irregularly low numbers of URFs or low form completion rates, to investigate their current practice and support the integration of URF.

15. A description of any anticipated changes during the 2017-2018 school year to improve the District's ability to monitor its use of referrals (URF) and school discipline (Eagle Software/Aeries.net) in the 21 categories of data listed in the Agreement.

In August of 2017, Barb McClung, Shelia White, Gerald Williams, Christina McClain, Misha Karigaca, Lauran Cherry, and Theresa Clincy met to discuss URF oversight for the current year. In this meeting it was decided that Theresa Clincy would be taking the lead this year and that site assignments would be the same as last year. Managers from Attendance and Discipline will continue to monitor and support their assigned sites to ensure URF completion rates remain over 80%. They are also flagging sites that have few to no URFs in Aeries in order to investigate and resolve the reasons for low referrals. Shelia White and Theresa Clincy are overseeing this work. Additionally, central office PBIS leads (overseen by Barb McClung) will work with site culture and climate teams, to review and analyze URF completeness, to use URF data to assess the effectiveness of PBIS interventions, and to determine where additional support is needed. For example, three pre-referral interventions are not being listed consistently on URFs, the PBIS leads will enlist Behavioral Health for more training regarding pre-referral interventions.

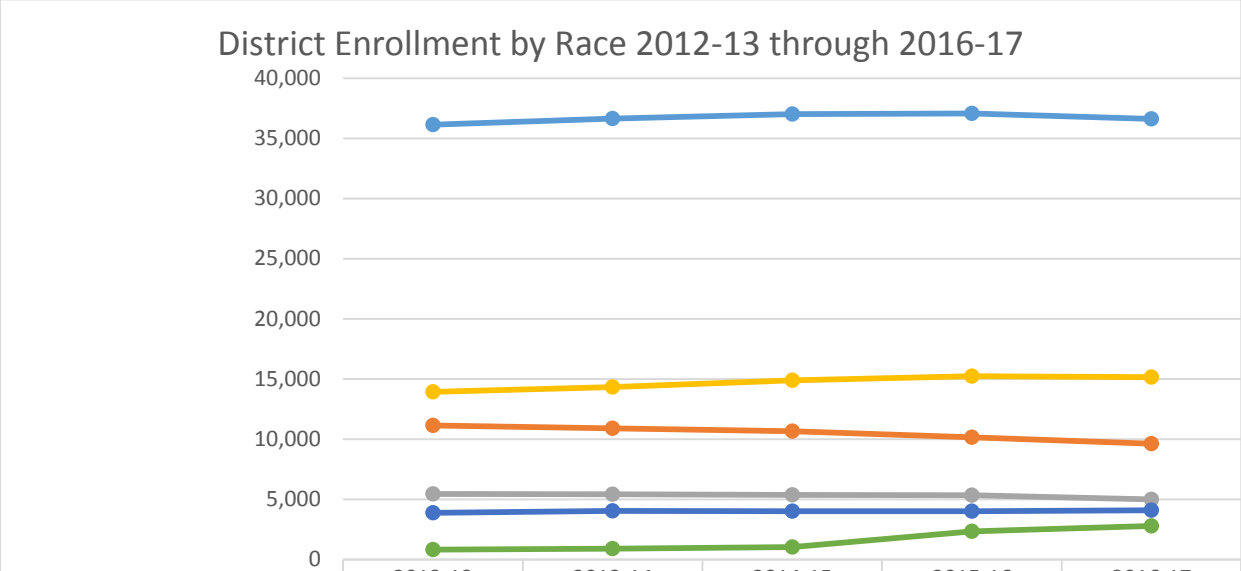
16. Charts showing changes in the use of discipline and arrests/citations for the following in a) the District; and b) the VRP Cohort. Please include the raw numbers and percentages in the charts:

Source data for the charts on the following pages pertaining to enrollment, students suspended, suspension rates, and suspension incidents were all obtained through OUSD's data dashboards (ousddata.org). Data in these dashboards are fed from school sites and updated monthly. OUSD's Research Analysis and Data (RAD) division designed the data dashboards and maintains accurate data for all of the dashboards used. It should be noted that RAD reviewed and cleaned suspension incident data for the past several years, and added the classification of "Harassment" this past year, so, while total incidents remains constant, the classification of suspension incidents is slightly different.

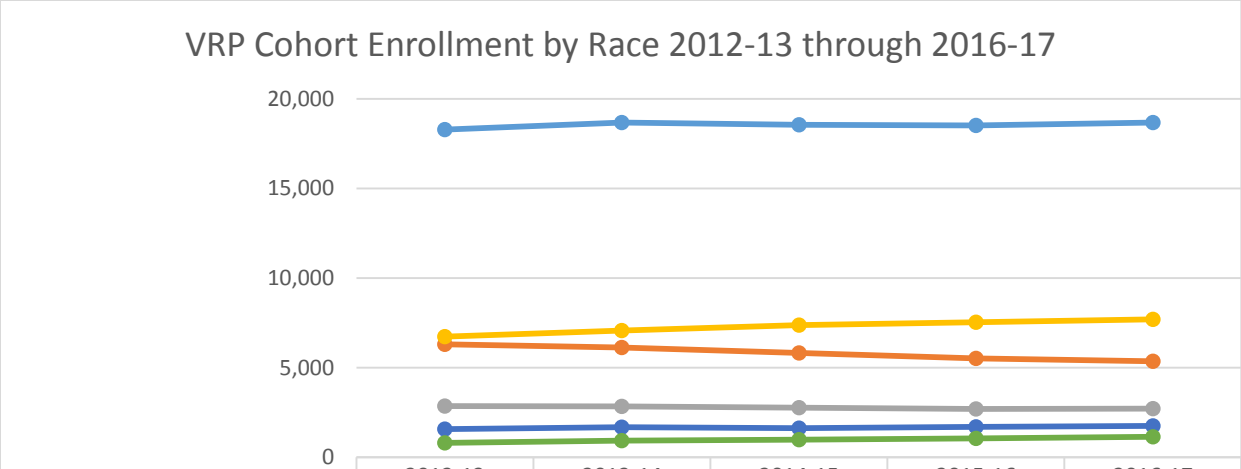
Data were extracted from the ousddata.org dashboards by the VRP project manager, who has aggregate-level access to the data points provided for questions 16.a. through 16.g. Data pertaining to expulsions (16.h.) was obtained directly from the Office of Attendance and Discipline. And data pertaining to arrests (16.i.) was obtained from the Oakland School Police Department.

The reader should note that in some tables, for the sake of simplifying data, Filipino is folded in with Asian, and Multi-Ethnic, Native American, Polynesian, Other, and Unknown are combined into a single category (Multi/Native/Other/Unk). This is done to accommodate complex data reporting needs when the number of students in these categories is small, and the number of reporting categories is large. It is not meant to imply that the students in these various categories are necessarily similar in any other way.

a. School enrollment by race SY 2012-2013 through 2016-2017

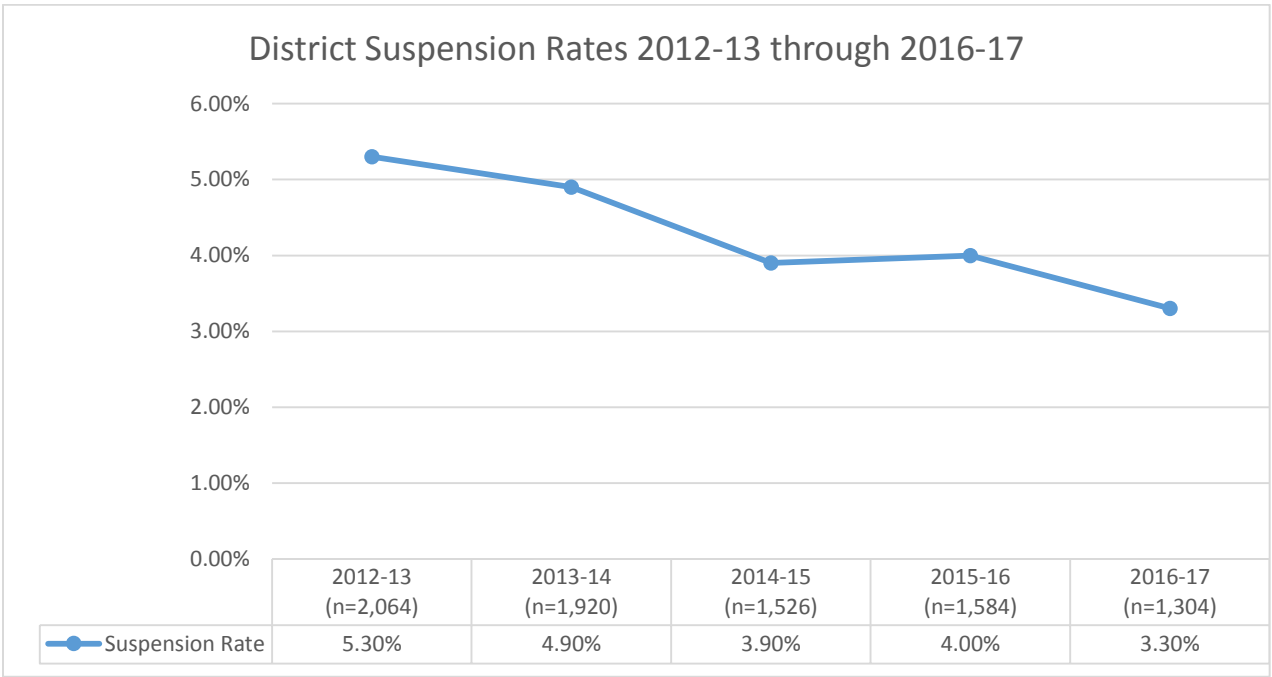


	2012-13	2013-14	2014-15	2015-16	2016-17
District	36,139	36,648	37,005	37,075	36620
African American	11,138	10,890	10,659	10,158	9621
Asian	5,429	5,424	5,365	5,339	5000
Latino	13,912	14,332	14,881	15,238	15146
White	3,860	4,033	4,006	4,004	4071
Multi/Native/Other/Unk	815	892	1,014	2,336	2782



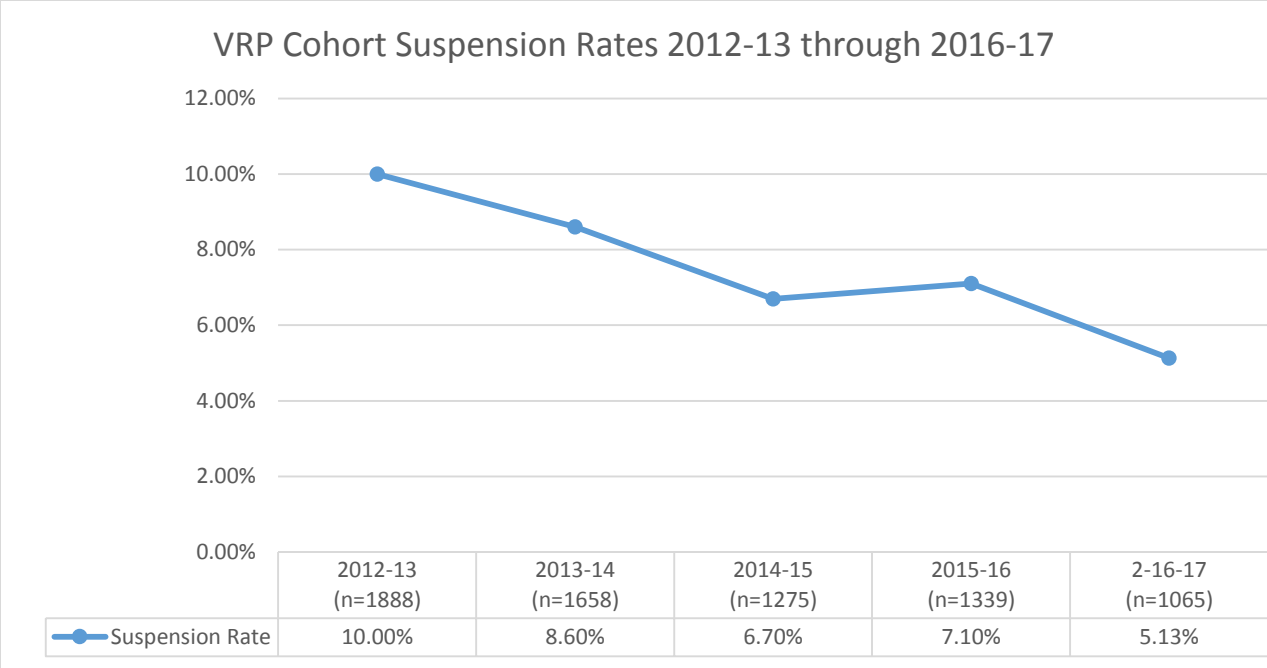
	2012-13	2013-14	2014-15	2015-16	2016-17
District	18,282	18,678	18,562	18,520	18,681
African American	6,301	6,134	5,820	5,526	5,368
Asian	2,859	2,849	2,765	2,707	2,719
Latino	6,743	7,081	7,372	7,533	7,701
White	1,575	1,679	1,619	1,692	1,754
Multi/Native/Other/Unk	804	935	986	1062	1139

b. District out of school suspensions SY 2012-2013 through 2016-2017 [students suspended one or more times] [1]

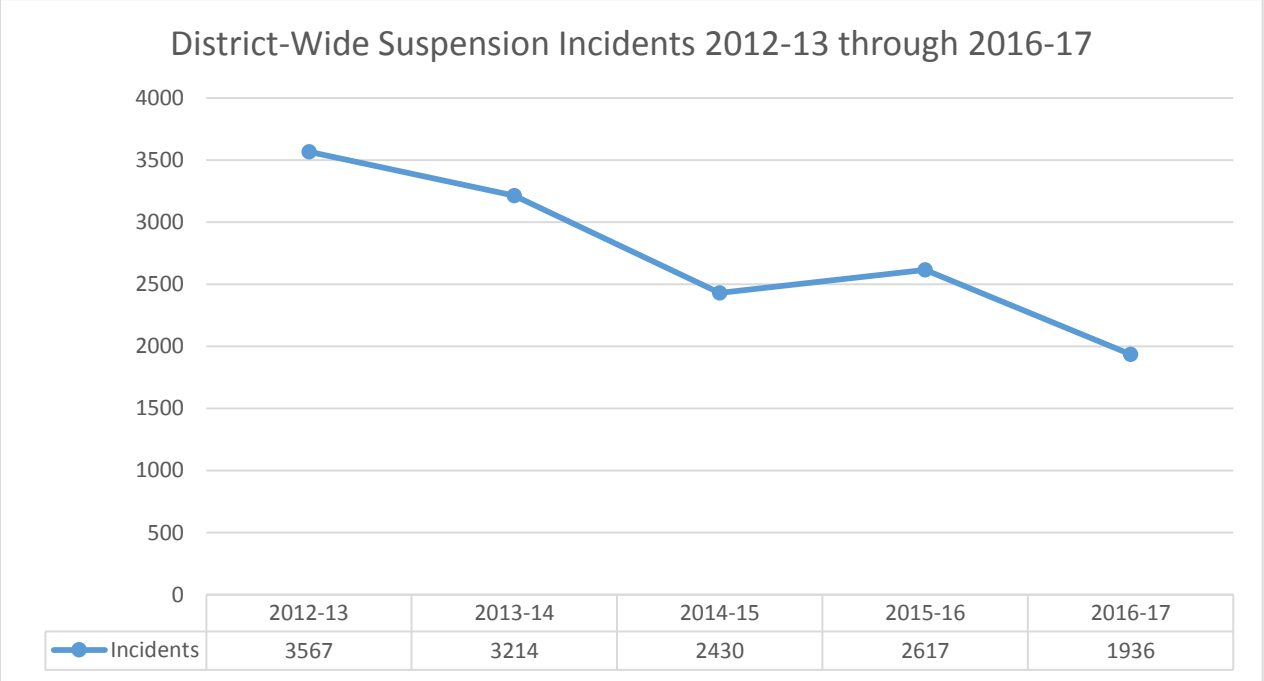


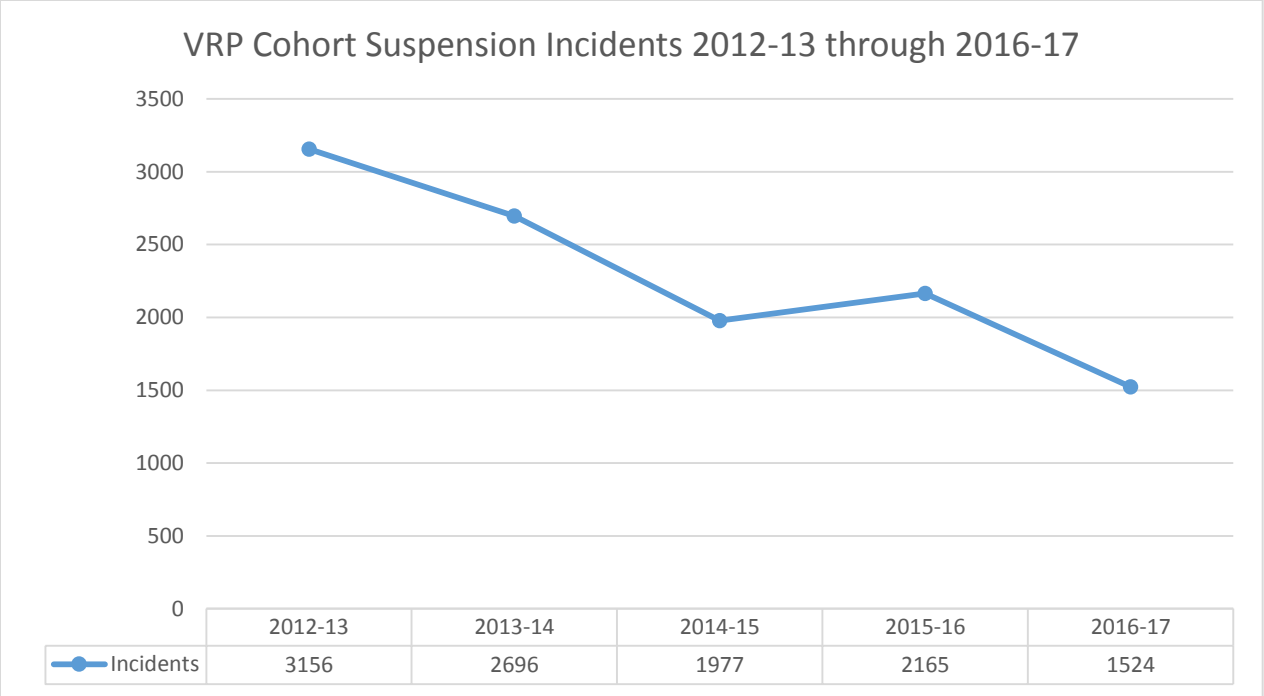
	2012-13 (n=2,064)	2013-14 (n=1,920)	2014-15 (n=1,526)	2015-16 (n=1,584)	2016-17 (n=1,304)
Suspension Rate	5.30%	4.90%	3.90%	4.00%	3.30%

[1] Please see actual number of students receiving one or more suspensions in parentheses below year in chart.



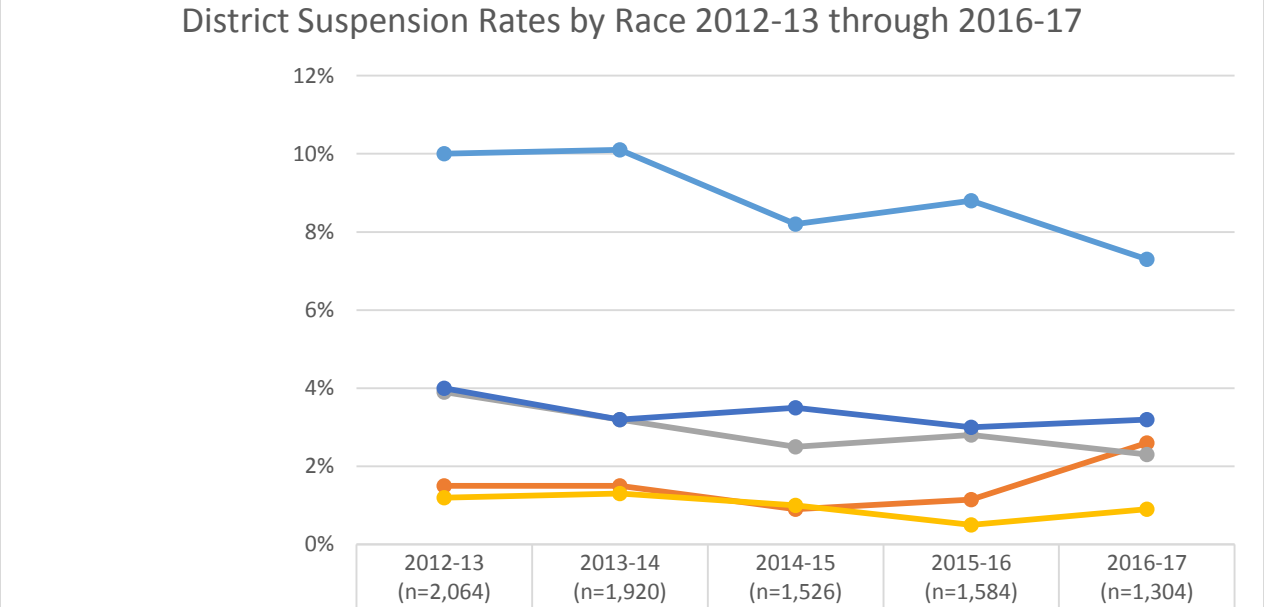
c. District out of school suspensions SY 2012-2013 through 2016- 2017 [suspension incidents]



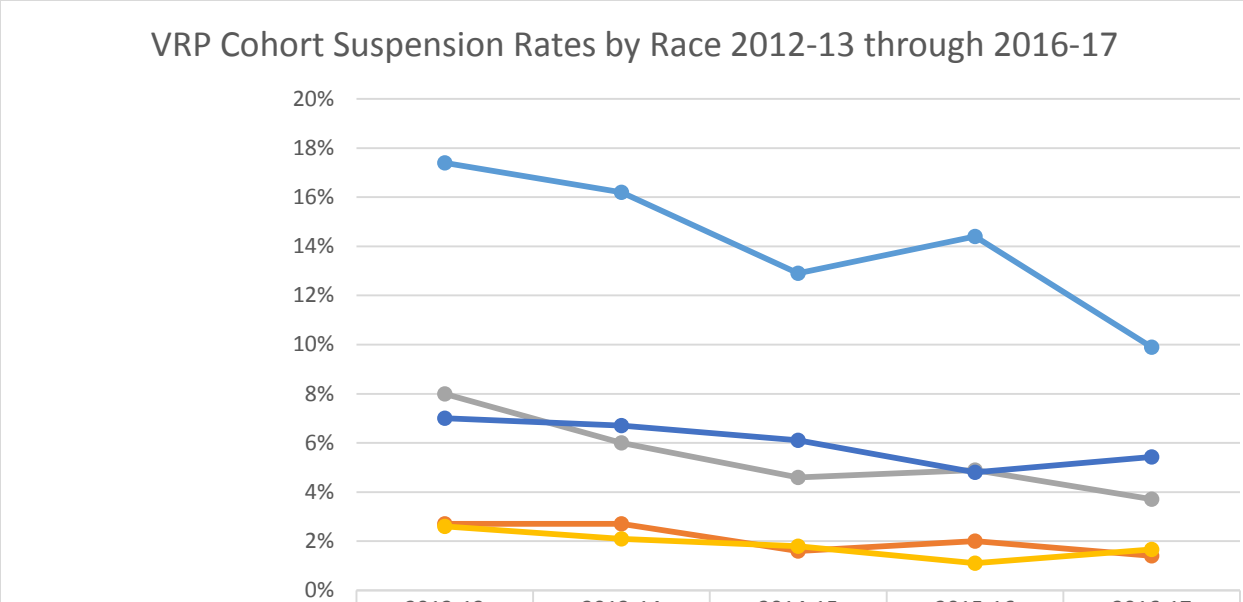


	2012-13	2013-14	2014-15	2015-16	2016-17
Incidents	3156	2696	1977	2165	1524

d. District out of school suspensions by race SY 2012-2013 through 2016-2017 [students suspended one or more times]

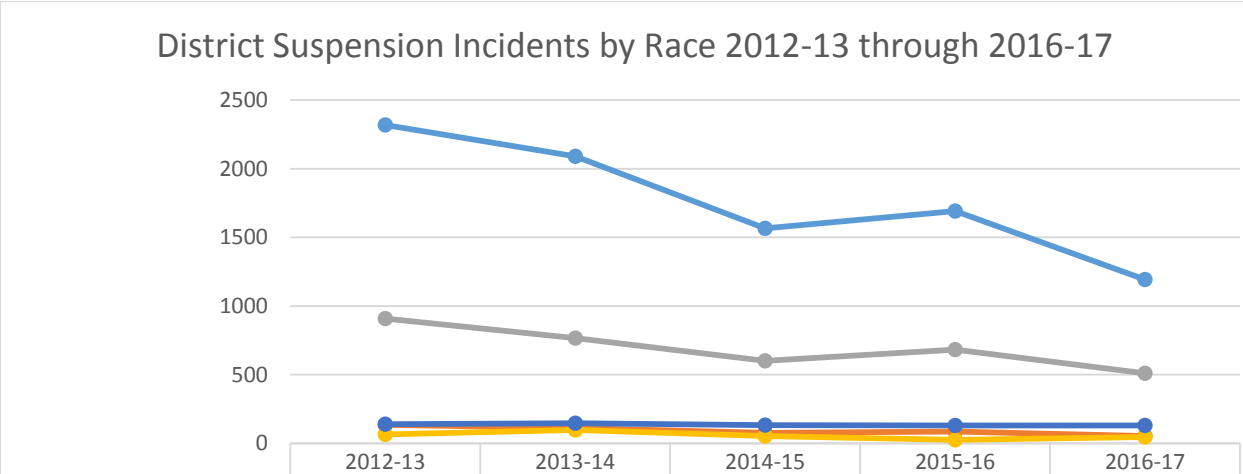


	2012-13 (n=2,064)	2013-14 (n=1,920)	2014-15 (n=1,526)	2015-16 (n=1,584)	2016-17 (n=1,304)
African American	10%	10.10%	8.20%	8.80%	7.30%
Asian	1.50%	1.50%	0.90%	1.15%	2.60%
Latino	3.90%	3.20%	2.50%	2.80%	2.30%
White	1.20%	1.30%	1.00%	0.50%	0.90%
Multi/Native/Other/Unk	4.00%	3.20%	3.50%	3.00%	3.20%

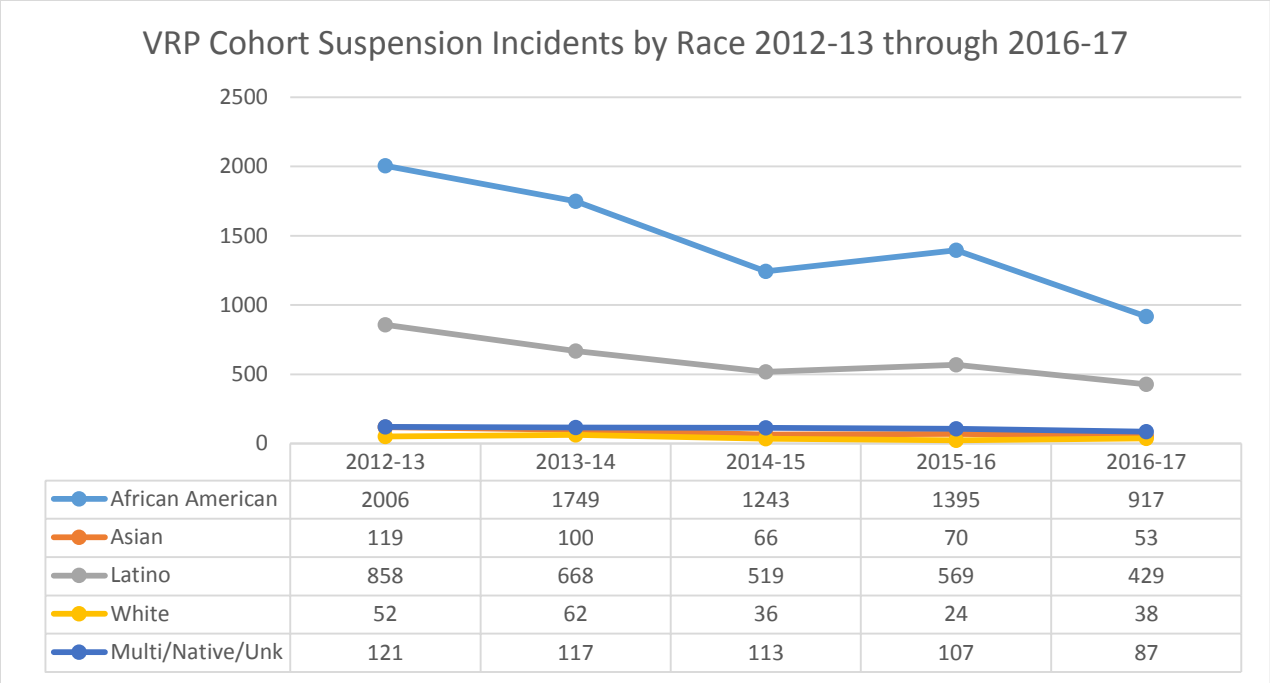


	2012-13 (n=1888)	2013-14 (n=1658)	2014-15 (n=1275)	2015-16 (n=1339)	2016-17 (n=1065)
African American	17.40%	16.20%	12.90%	14.40%	9.90%
Asian	2.70%	2.70%	1.60%	2.00%	1.40%
Latino	8.00%	6.00%	4.60%	4.90%	3.71%
White	2.60%	2.10%	1.80%	1.10%	1.67%
Multi/Native/Other/Unk	7.00%	6.70%	6.10%	4.80%	5.43%

e. District out of school suspensions by race SY 2012-2013 through 2016-2017 [suspension incidents]

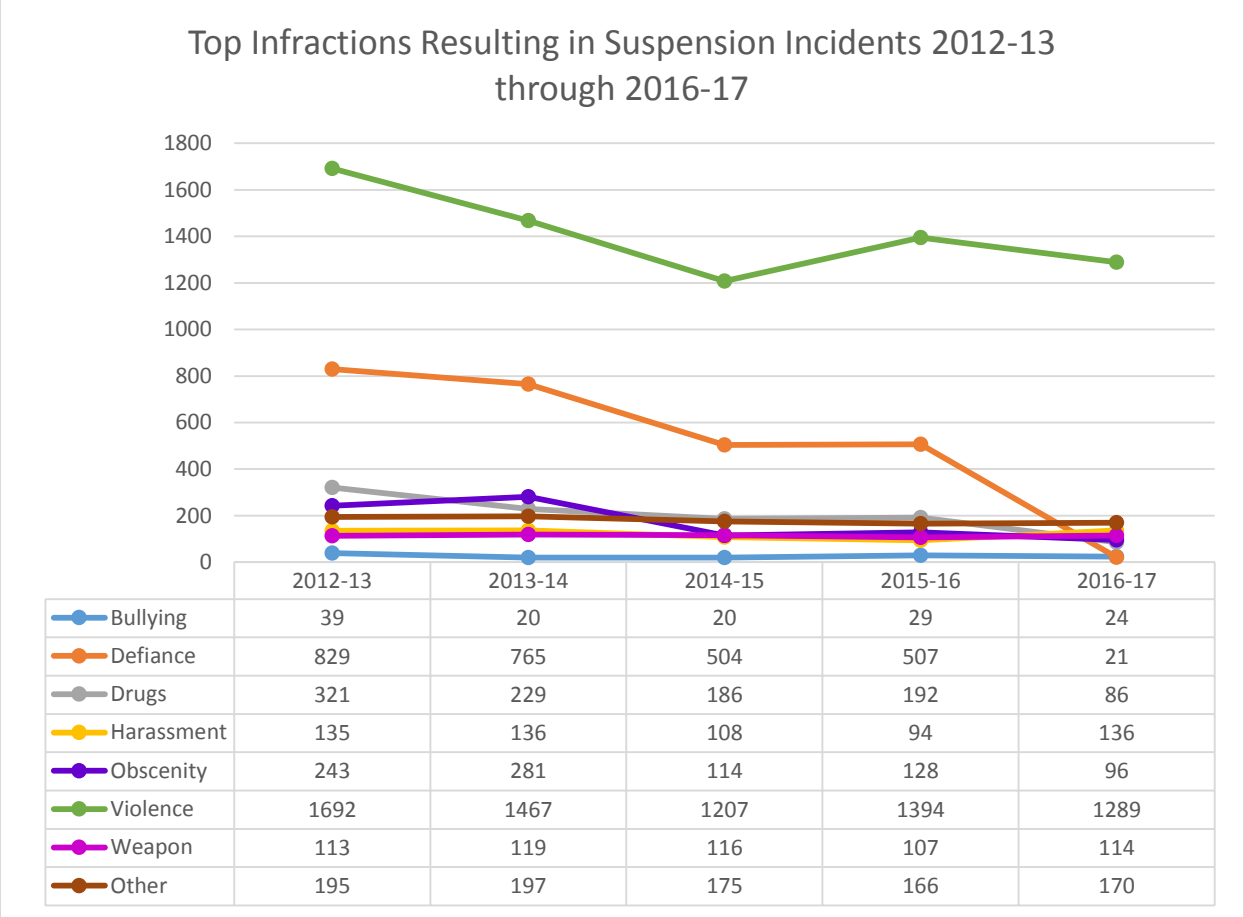


	2012-13	2013-14	2014-15	2015-16	2016-17
African American	2319	2090	1565	1692	1194
Asian	135	113	76	87	54
Latino	908	766	602	683	510
White	66	99	53	25	47
Multi/Native/Unk	139	146	134	130	131



	2012-13	2013-14	2014-15	2015-16	2016-17
African American	2006	1749	1243	1395	917
Asian	119	100	66	70	53
Latino	858	668	519	569	429
White	52	62	36	24	38
Multi/Native/Unk	121	117	113	107	87

f. Top ten most frequently used infraction codes for out of school suspensions SY 2012-2013 through 2016-2017



	2012-13	2013-14	2014-15	2015-16	2016-17
Bullying	39	20	20	29	24
Defiance	829	765	504	507	21
Drugs	321	229	186	192	86
Harassment	135	136	108	94	136
Obscenity	243	281	114	128	96
Violence	1692	1467	1207	1394	1289
Weapon	113	119	116	107	114
Other	195	197	175	166	170

g. Top ten most frequently used infraction codes for out of school suspensions of African American students SY 2012-2013 through 2016-2017.

Offense	2012-13	2013-14	2014-15	2015-16	2016-17
Bullying	18	9	15	21	13
Defiance	578	516	337	349	11
Drugs	139	96	76	84	31
Harassment	83	78	73	69	85
Obscenity	161	205	71	87	59
Violence	1167	1007	833	933	853
Weapon	59	67	57	50	55
Other	114	112	103	99	87

h. Expulsions by race, by primary infraction

Expulsions	African American	Latino	Asian	White	Other	Total
Male	15	9	2	0	1	27
Female	12	5	0	0	0	17
Total	27	14	2	0	1	44

Expulsions	African American	Latino	Asian	White	Other	Total
Weapons 48900 b	11	1	1	0	1	14
Violence 48900 a1, a2	15	10	1	0	0	25
Drugs 48900 c, d	0	3	0	0	1	4
Theft 48900 g	1	0	0	0	0	1
Total	27	14	2	0	1	44

i. School-related arrest and citations by race, by offense

These data were provided by Oakland School Police Department. All arrests listed below resulted in referrals to the County Juvenile Justice Center. In the table below, in the column labeled “Race,” African American students are designated “B” and Latino students are designated “H.”

Gender	Race	Date of Arrest	School	Felony/Misd	Offense Type
M	B	9/21/2016	SKYLINE	F	WEAPON
M	B	10/7/2016	FREMONT	M	RESISTING ARREST
M	B	10/7/2016	SKYLINE	M	WEAPON
M	B	10/11/2016	FREMONT	F	ROBBERY
M	B	10/11/2016	FREMONT	F	ROBBERY
M	H	10/20/2016	URBAN PROMISE	F	ROBBERY/ASSAULT
F	B	1/23/2017	SKYLINE	F	THREAT/BATTERY/WEAPON
M	B	1/25/2017	SKYLINE	F	WEAPON
M	B	2/6/2017	SKYLINE	M	STOLEN VEHICLE

Gender	Race	Date of Arrest	School	Felony/Misd	Offense Type
M	H	2/14/2017	SKYLINE	M	DOMESTIC BATTERY
M	B	2/21/2017	SKYLINE	M	WEAPON
F	B	3/6/2017	GREEN LEAF	F	ATTEMPT MURDER
M	B	3/13/2017	UNITED FOR SUCCESS	F	ROBBERY

17. Charts using URF data showing the following:

a. Total number of referrals in the District SY 2016-2017 by elementary, middle, and K-8 levels, by race

Race	Elementary (PreK-5)	Middle (6-8)	High (9-12)
African American	2808	3256	1551
Asian	167	94	112
Filipino	6	21	4
Latino	1252	1399	1287
Multi	149	92	52
Native Am	28	14	7
Pacific Islander	44	73	34
White	358	164	73
Not Reported	74	67	52
TOTAL	4886	5180	3172

b. Top ten most frequently used behavior to support an office referral SY 2016-2017

Behavior Listed as 1st Reason for Referral	Number of Referrals
1) Disrespect	3340
2) Physical Contact/Aggression	1555
3) Disruption	1346
4) Fighting	1304
5) Defiance	845
6) Inappropriate/Abusive Language	835
7) Harassment	508
8) Bullying	417
9) Electronic Device Possession	305
10) Horseplay	226

c. Top ten most frequently used behavior to support an office referral SY 2016-2017 by race

Top Referral Reasons for African American Students	# of Referrals
1) Disrespect	1985
2) Physical Contact/Aggression	885
3) Fighting	776
4) Disruption	761
5) Inappropriate/Abusive Language	526

Top Referral Reasons for African American Students	# of Referrals
6) Defiance	435
7) Harassment	267
8) Bullying	244
9) Horseplay	154
10) Impedes Teaching/Learning	133

Top Ten Referral Reasons for Latino Students	# of Referrals
1) Disrespect	1001
2) Disruption	425
3) Physical Contact/Aggression	359
4) Fighting	349
5) Defiance	348
6) Electronic Device Possession	194
7) Inappropriate/Abusive Language	191
8) Harassment	156
9) Bullying	114
10) Technology Violation	64

Top Ten Referral Reasons for Asian Students[2]	# of Referrals
1) Disrespect	75
2) Fighting	61
3) Physical Contact/Aggression	48
4) Disruption	42
5) Inappropriate/Abusive Language	27
6) Defiance	16
7) Harassment	15
8) Electronic Device Possession	13
9) Bullying	9
10) Horseplay	9

Top Ten Referral Reasons for Multiple Ethnicity Students	# of Referrals
1) Disrespect	68
2) Physical Contact/Aggression	59
3) Fighting	35
4) Disruption	22
5) Inappropriate/Abusive Language	17
6) Bullying	13
7) Harassment	10
8) Horseplay	8
9) Damage School/Private Property	7
10) Defiance	6

[2] Includes Filipino.

Top Ten Referral Reasons for Native American Students	# of Referrals
1) Disrespect	10
2) Fighting	10
3) Bullying	4
4) Physical Contact/aggression	4
5) Disruption	3
6) Inappropriate/Abusive language	3
7) Damage School/Private Property	2
8) Electronic Device	2
9) Harassment	2
10) Profanity	2

Top Ten Referral Reasons for Pacific Islander Students	# of Referrals
1) Disrespect	34
2) Fighting	21
3) Disruption	16
4) Physical Contact/Aggression	14
5) Inappropriate/Abusive Language	12
6) Defiance	9
7) Harassment	8
8) Electronic Device	4
9) Bullying	3
10) Threat	3

Top Ten Referral Reasons for White Students	# of Referrals
1) Physical Contact/Aggression	161
2) Disrespect	115
3) Disruption	59
4) Inappropriate/Abusive Language	48
5) Fighting	36
6) Bullying	27
7) Defiance	19
8) Harassment	15
9) Technology Violation	9
10) Horseplay	8

d. Total number of referrals in District SY 2016-2017 by race that resulted in an out of school suspension

Race/Ethnicity	# of Referrals (URF)	# of Suspensions	Referral to Suspension Conversion Rate
African American	7615	1194	15.7%
Asian	373	54	14.5%

Race/Ethnicity	# of Referrals (URF)	# of Suspensions	Referral to Suspension Conversion Rate
Filipino	31	6	19.4%
Latino	3938	510	13.0%
Multi	293	52	17.7%
Native Am	49	5	10.2%
Pacific Islander	151	27	17.9%
White	595	47	7.9%
Not Reported	193	41	21.2%
TOTAL	13238	1936	14.6%

18. The District's plan for ensuring the fair and appropriate application of interventions and student discipline in a manner that is compliant with Title VI of the Civil Rights Act of 1964 during the 2017-2018 school year and after OCR ends monitoring of the Agreement. Please include the following:

a. A description of the District's RTI/MTSS programs and practices relevant to Section II of the Agreement that the District intends to continue to implement along with any additional programs and practices relevant to the goals of the Agreement that the District anticipates implementing in the 2017-2018 school year.

OUSD will continue to implement Positive Behavior Interventions and Supports (PBIS) and Restorative Justice (RJ), annually increasing the number of schools implementing the practices by approximately 10, until it has reached all school sites (except for continuation and alternative schools that have other restorative and therapeutic school climate approaches in place). (Please note that PBIS is already being implemented, as of Fall 2017, at 83% of OUSD school sites).

b. A description of the District's evaluative and assessment tools for monitoring the fidelity of implementation of the RTI/MTSS programs and practices listed in Item 27.a. and their effectiveness and impact on African American students in the District. {Sec. II}

PBIS implementation fidelity is assessed at the site level using the Tiered Fidelity Index (TFI), a standard PBIS tool. At the district level, PBIS implementation fidelity is assessed using the District Capacity Assessment (DCA). TFI and DCA are both administered annually.

RJ implementation fidelity is assessed at the site level only, using the following tools: RJ Fidelity to Implementation, an observation tool, and RJ implementation survey, all created in collaboration with Sonia Jain, Ph.D. Additionally, sites implementing RJ can review implementation data on the interactive dashboard available at ousddata.org, which shows how many RJ processes have taken place, by tier and by student race/ethnicity.

c. A list of the individuals by name and job title who will be responsible for reviewing and analyzing the data gathered from the tools described in Item 27.b. and who have the responsibility and authority to ensure that action is taken based upon the data to improve the fidelity of implementation and the effectiveness with respect to African American students in the District.

PBIS and overall MTSS implementation are overseen by Barb McClung who relies on the district's PBIS coordinator, Ilene Fortune, to monitor and support PBIS implementation, and on data specialist,

Christina McClain for data analysis support. RJ implementation is also overseen by Barb McClung who relies on the district's RJ Coordinator, David Yusem, to closely monitor implementation and oversee site-based RJ facilitators. Barb McClung, Ilene Fortune, and David Yusem have the authority to ensure that action is taken by PBIS coaches and RJ facilitators to improve implementation fidelity as indicated by the data.

d. A description of how the District will continue to measure, monitor and determine at the school site level and district-wide whether students are being subjected to different treatment on the basis of race with respect to school discipline.

At the district level, annually, at the end of the academic year when data from the ousddata.org dashboards have been updated to reflect end-of-year numbers, members of the MTSS Implementation Team concerned with data (e.g., Christina McClain and Jean Wing), will update data fields on the finalized version of a Positive and Racially Equitable Discipline Goals and Reporting Format (currently in draft form, included as Appendix 6). Once finalized, this reporting format will be used by the MTSS Implementation Team to inform summer planning. In October it will be presented to Advisory and to Network Superintendents. Please note that the reporting format includes a guide for action planning under each data point, designed to help focus data discussions on concrete steps to be taken for continuous improvement.

For the plan for monitoring student treatment on the basis of race with respect to school discipline at the school site level, please see the response to question 18.g., below. In the table below, RACI refers to designated roles on a team of R for Responsible, A for Accountable, C for Collaborator, and I for Informed.[3]

[3] **Responsible:** The one who makes the final call on recommended next steps; as an 'R,' you: Articulate the 2-3 desired impacts of your sub-goal for this year and align all work streams to the desired impacts Review recommendations from collaborators Problem solve with C's around challenges Attend all superintendent work plan updates for your sub-goal; **Accountable:** The one ultimately answerable for thorough completion of the task. As an 'A,' you: Ensure coherence across the sub-goals to align with the overall goal Manage the workflow of all the sub-goals to ensure tasks are completed on time Synthesize the work of the individual sub-goals in reports back to the Superintendent Attend all superintendent work plan updates for your goal*Each A is supported by strategic project manager, noted in parentheses; **Collaborator:** Those who do the work to achieve the task; as a 'C,' you: Participate in sub-goal work plan meetings, including planning, implementation, and progress monitoring Collaborate with other C's to complete tasks on time Attend superintendent work plan updates as needed; **Informed**: Those who are kept up to date on progress - one way communication.

e. The list of individuals by name and job title who will oversee implementation of the plan during the 2017-2018 school year and the specific role and responsibility each individual will have in implementing the plan.

Name	Title	RACI	Role on Team (To ensure that MTSS implementation…)
Sondra Aguilera	Senior Deputy Chief, Continuous School Improvement	A	is supported at the highest levels of the district
Neena Bawa	Executive Director, Special Education	C	considers equity issues pertaining to Special Education
Andrea Bustamante	Executive Director CSSS	R	is executed as planned and is prioritized within Advisory
David Chambliss	Deputy Chief, Teaching and Learning	R	informs Teaching & Learning priorities around racial equity and the centrality of relationship
Christopher Chatmon	Deputy Chief, Office of Equity	C	aligns with the work of the Office of Equity
Theresa Clincy	Coordinator, Attendance & Discipline	C	aligns with Attendance & Discipline resources and goals
Seth Eckstein	Staff Attorney OUSD	C	has continuity with the terms of the VRP and Title VI
Ilene Fortune	PBIS Program Manager	C	connects to site-based PBIS implementation
Jerome Gourdine	Director, Manhood Development Program	C	aligns with AAMA and MDP strategies and wisdom
Wes Jacques	Executive Director, Professional Development	C	is prioritized in district-wide professional development
Raquel Jimenez	Director of Student & Family Engagement	C	includes authentic engagement of families and students
Nancy Lai	Director of Literacy	C	aligns with academic focus of the district
Laura Martinez	Office of Equity Project Management	C	aligns with Office of Equity projects and reporting
Christina McClain	Data Specialist for Behavioral Health	C	utilizes and produces actionable data
Barb McClung	Director of Behavioral Health	C	connects with other Behavioral Health supports
Network Superintendents[4]	Network Superintendents	R	reaches school sites and that school administrators are supported in their implementation of MTSS
Sara Nuño	School Governance Specialist	C	aligns with school governance process
Diana Sherman	School Site Plan Coordinator (Consultant)	C	aligns with school site planning
Kate Sugarman	Program Manager, Teacher Growth and Development System	C	aligns with teacher performance evaluation tools check for positive & racially equitable discipline
Megan Sweet	Director of Continuous School Improvement	C	is integrated with continuous school improvement cycles of learning
Jean Wing	Executive Director, RAD	C	utilizes data resources and is data-driven
David Yusem	Restorative Justice Coordinator	C	aligns with restorative principles and RJ site implementation

[4] Monica Thomas, Sara Stone, LaResha Martin, Mark Triplett, Preston Thomas, and Ron Smith.

f. A description of how the District will set targeted reductions in the overall use of suspensions as well as for specific demographic groups of students.

The Draft Positive and Racially Equitable Goals and Reporting Format (Appendix 6) includes targeted reductions in the overall use of suspensions as well as for specific demographic groups of students. These targets were developed by the VRP Lead Team in August 2017.

g. A description of the metrics the District will use to identify school sites that need targeted District support for school-wide and classroom interventions and targeted best practices for ensuring that discipline is appropriate and equitable.

i. Please describe the process for reviewing the data including the frequency with which the District will review the data; ii. Please list who, by name and job title, will review the school-based and District-wide data; iii. Please list who, by name and job title, will be responsible for determining which school sites to target for the necessary support; iv. Please list who, by name and job title, will be responsible for ensuring that identified school sites receive the necessary support; v. Please describe the types of support the District will provide to identified school sites and how the District will evaluate the effectiveness of the support provided.

The table below details the metrics that the district will use to identify schools in need of targeted support. In the first column is listed the data source, or "tool," that will demonstrate the need for additional support, the next column lists the "flag" that will signal the need for additional support, following that is the type of support the data point will trigger, the indicator of effectiveness of the support, the timing of the data review, and the listing of the people, by job title and name, who will be responsible for determining the need for support and ensuring support is delivered.

Tool	Flag	Level	Type of Support	Indicator	Timing	Who Reviews
RJ Dashboard	RJ processes below average for student population	School	Direct Support from RJ Facilitator Supervisor	10% increase in # of RJ processes	Monthly	OUSD RJ Coordinator (David Yusem)
URF	< 10 URFs entered or < 80% Completeness	School	On-Site Attendance & Discipline Coaching	100%-200% increase in URFs entered; 80%+ Completeness	Monthly	URF Team Leaders (Theresa Clincy & Shelia White)
Weekly Engagement Report	% of students suspended RED designation 4 weeks in a row	School	Principal/School-Site Support from Network Superintendent/Partner	Non-RED designation for 2 weeks	Monthly	Network Superintendents[5] and Network Partners[6]
Weekly Engagement Report	AA or AAM "Highest OSS Subgroup" RED designation 4 weeks in a row	School	Principal/School-Site Support from Network Superintendent/Partner	Non-RED designation for 2 weeks	Monthly	Network Superintendents and Network Partners
Suspensions Dashboard	Comparative likelihood of suspension for African American v. non-African American students that exceeds district's ratio (see Reporting Format, Appendix 6)	School	School-Wide Teacher & Staff Training on Dismantling Implicit Bias	Comparative likelihood equal to or less than district ratio	2X per year	MTSS Implementation Team (See response to 18.e., above)
TFI (PBIS Fidelity)	Low Fidelity Score for 2+ years	School	Intensification of PBIS Coaching	Improved TFI	Annual	PBIS Coaches[7]
TGDS/Teacher Observation	Observation of Racial Bias	Teacher	Teacher Training	Improvement on racial bias measures	2X per year	Principals/PBIS Coaches

[5] Sara Stone, Monica Thomas, LaResha Martin, Mark Triplett, Preston Thomas, Ron Smith

[6] Tamara Dukes, Orrie Henry, Brett Tankersley, Linda Pulido-Esquivel, Lars Jorgensen, and James Hilton Harrell

[7] Kat Romo, Joyce Hum, Aleja Rambonga, Mario Montesino, Sandra Simmons, Christina Gillen

h. A description of the framework and schedule for school sites to review their discipline data and identification of student and teacher needs for support.

i. A description of the framework for developing and a review process for school site discipline plans for reducing the use of exclusionary discipline and ensuring that discipline is appropriate and equitable.

Coordination of Services Teams (COST) meet weekly to discuss students who are struggling with behavior, attendance, academic achievement, and mental health needs. As student needs are identified, students are referred to Tier 2 and Tier 3 interventions and supports. Additionally, PBIS Coaches review URF data with school climate and culture teams on a monthly basis, and help schools to utilize URF data to bring their awareness to the who, what, where, when, and why of the disciplinary trends at their school, including both teachers and students who may be in need of additional supports and skill-building. Furthermore, indicators on the Weekly Engagement Report are produced every week to enable school principals to review the number of suspension incidents, the overall percentage of students suspended, and the percentage of students suspended by race. Where the suspension rates are higher than expected, the Weekly Engagement Report flags the data point in red. CSSS and Behavioral Health Unit leadership meet periodically with Network Superintendents to ensure they have access to the data and understand the range of supports available to ensure schools are making progress toward more positive and equitable discipline practices.

j. A description of the process for identifying, acknowledging and utilizing site administrators and teachers with demonstrated best practices with regard to implementation of RTI/MTSS programs and interventions to serve as coaches to their peers.

At this time, there is no systematic process in place for 2017-18 for identifying or acknowledging site administrators and teachers with demonstrated best practices.

k. The schedule for district and school site administrator and staff training on the following:

i. OUSD policies and administrative regulations on school discipline and the discipline matrix,

The OUSD Attendance and Discipline department is still in the process of working with the Director of Personalized Professional Development and Senior Deputy Chief of Continuous School Improvement to establish a schedule for in-person trainings with school site administrators. In the meantime, Attendance and Discipline leadership has ensured that Network Superintendents are leading this work with the schools in their networks. On 9/7/17 each Network Superintendent led one hour of professional development with their school administrators around the Discipline Matrix. Training consisted of a review of the matrix and case study discussion. Then on 9/21/2017, kiosks were set up for principals to stop by and pick up information from various departments, including Attendance and Discipline, who shared information about available discipline resources and how to access discipline-specific trainings on PD Go, OUSD's online training platform.

ii. Positive behavior interventions and supports,

Please see the internal schedule for 2017-18 for PBIS trainings attached as Appendix 7.

iii. Restorative Justice,

Please see the announcement for RJ trainings for the year, as well as the draft, internal schedule for 2017-18 for RJ trainings attached as Appendix 8.

iv. Trauma-informed practices and supports,

Training in trauma-informed practices and supports will take place at the Project Prevent schools (Castlemont, Fremont, Oakland High, Oakland Tech, McClymonds, and Skyline). Any schools that have not received the trauma-informed de-escalation training will be reached during 2017-18 (please see response to question 13.d. in this report). Additionally, on 9/21/2017, at the kiosk-format professional development opportunity for principals described above in the response to question 18.k.i., resources for schools to access trauma-informed training were provided.

v. Engaging African American students in a culturally responsive and relevant manner,

Monthly professional learning community sessions with all MDP instructors are planned for the 2017-18 school year.

vi. Unconscious bias/culturally responsive practices, and

In August of 2017, new teachers participated in 1.5 hours of culturally relevant pedagogy training as part of their new teacher orientation. Additionally, there will be several opportunities for mangers and school personnel to access the content of the six-hour Implicit Bias Module that was developed during the 2016-17 school year. For example, this Fall, school principals, assistant principals, and teacher-leaders will be invited to participate in the six-hour module (over two sessions). The Network Superintendent for Network 3 will lead a deep network-wide dive into the implicit bias content over the course of the school year – this will reach school administrators and teachers alike. Furthermore, a team of approximately 10 trainers will be trained up this Fall as module experts who can support schools that demonstrate specific need for support (particularly schools with highly racially disproportionate suspension data). OUSD's Executive Director of Organizational Effectiveness, Dr. Rachelle Rogers-Ard is integrating the module into trainings for classified staff and managers who opt in for leadership trainings, as well as trainings for teachers interested in leadership development.

vii. Family engagement around school culture and climate and/or discipline policies

The Director of Student and Family Engagement delivers professional development to school personnel on family engagement, generally (specific topics of discussion vary based on the preferences of the school and family community at each site). Quarterly, Student and Family Engagement holds a Family Engagement Learning Institute which is open to all school personnel. Dates for these professional development activities are included as Appendix 9. Additionally, all schools are expected to book time with the Director of Student and Family Engagement to facilitate site-based professional development for all faculty and staff. These have not yet been scheduled for the majority of schools, although they have taken place at Manzanita Community, Futures, and La Escuelita, and one is scheduled for Bridges.

l. A description of any changes the District intends to make to its public data dashboard on student discipline during the 2017-2018 school year.

No changes are planned.

m. The District's line-item budget for the implementation of any specific action to implement this plan in the 2017-2018 school year.

The line-item budget for 2017-18 school year should look similar to the budget provided in response to question 4, above, with the exception of the Consultant cost of $60,000, which is reduced to $18,000 because the facilitation

and documentation of the work to advance positive and racially equitable discipline has been institutionalized over the past five years, substantially reducing the district's need for outside facilitation and documentation. Funds from the School Culture Transformation Grant and Project Prevent will continue to be available in 2017-18, which will also help support ongoing work.

n. List of events, targeted outreach and communication, community (including student, family, advocate, and stakeholder) engagements and convenings planned for the 2017-2018 school year organized by District departments and programs to promote and encourage positive school engagement and cultural awareness and appreciation amongst and between OUSD's ethnically diverse communities.

Event	Timeline
AAMA Fall Forum	November 2-4, 2017
Safe and Strong Schools Committee Meeting	Fall (date TBD)
Man Up! XV Youth Conference	Fall (date TBD)
Office of Equity Spring Symposium	Spring (date TBD)
Man Up! XVI Youth Conference	Spring (date TBD)
End of the Year Celebration and Student Showcase	May (date TBD)
17th Annual African American Honor Roll Celebration	May/June (date TBD)

Additional events are likely to be scheduled throughout the school year.

o. A list of consultants by name and job title with whom the District has contracted to provide advice and assistance to the District during the 2017-2018 school year on the implementation of this plan or in reaching the goal of ensuring that student discipline is implemented fairly and appropriately.

Name	Title	Role
Joyce Dorado Ph.D.	UCSF HEARTS Project Director	Will provide training in trauma-informed practices
Kenneth Hardy, Ph.D.	Drexel University Professor	Will consult on addressing implicit racial bias
Bella Bikowsky, Ph.D.	Evaluator	Will evaluate PBIS implementation
Moira DeNike, Ph.D.	Evaluator	Will evaluate Project Prevent and MTSS
Baayan Bakari	Curriculum Specialist	Will lead MDP professional learning community

19. Any other information the District believes will assist OCR with the monitoring of the Agreement to Resolve.

There is no other information the District believes will assist OCR with the monitoring of the Agreement to Resolve.

Appendices for Oakland Unified School District Report to the Office of Civil Rights (Case Number: 09-12-5001)

September 30, 2017

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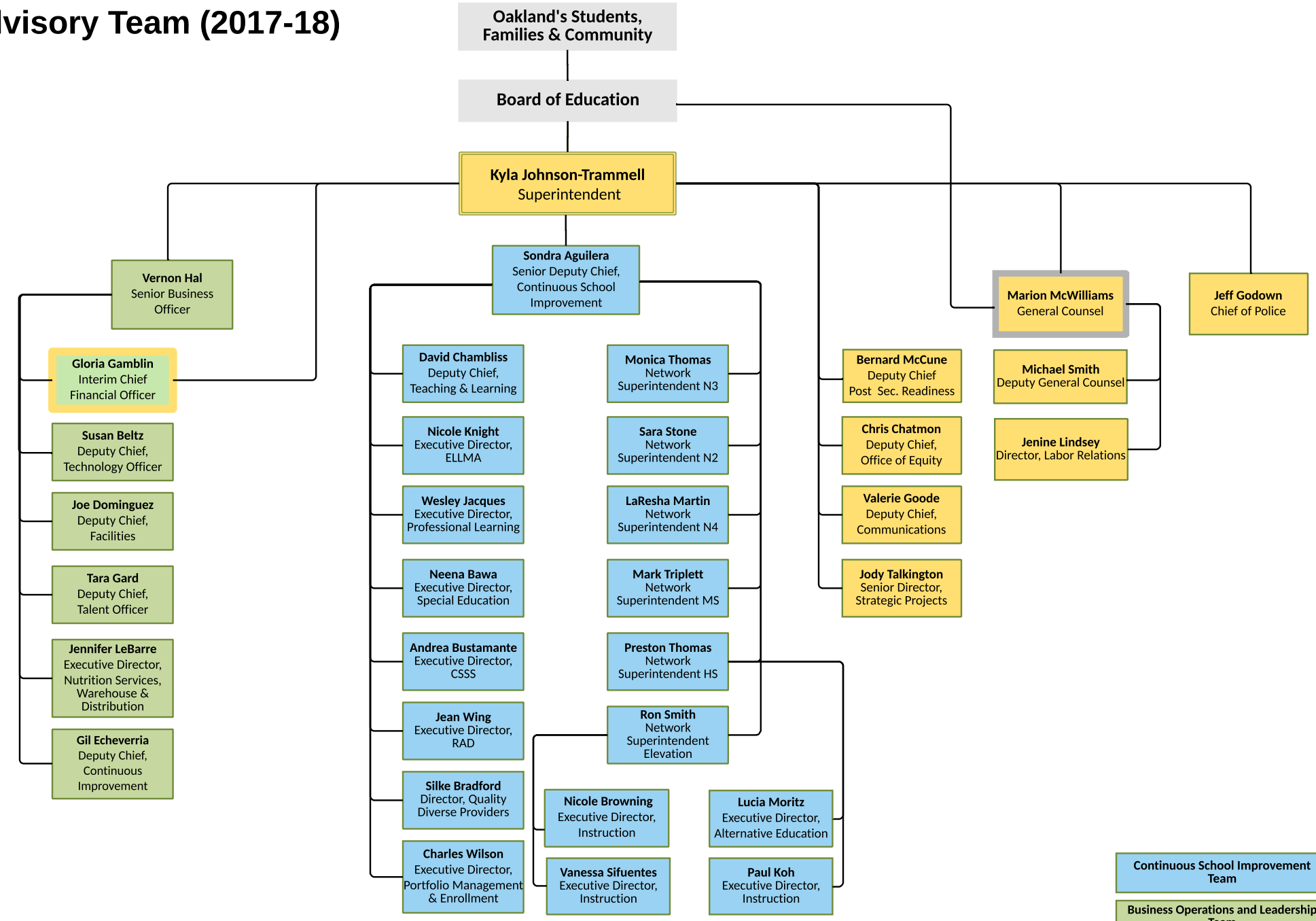
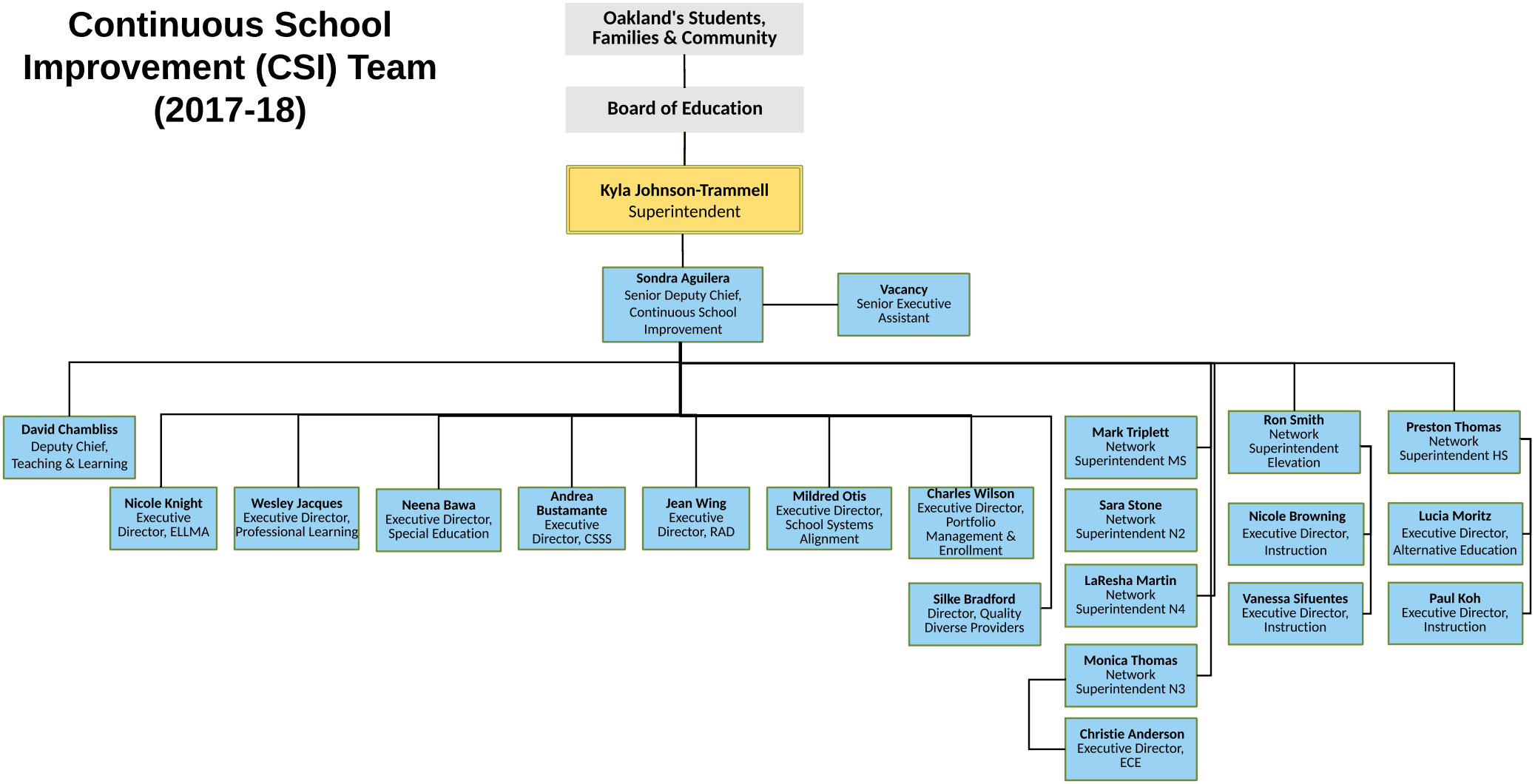
Appendix 1: Organizational Charts

Advisory Team (2017-18)



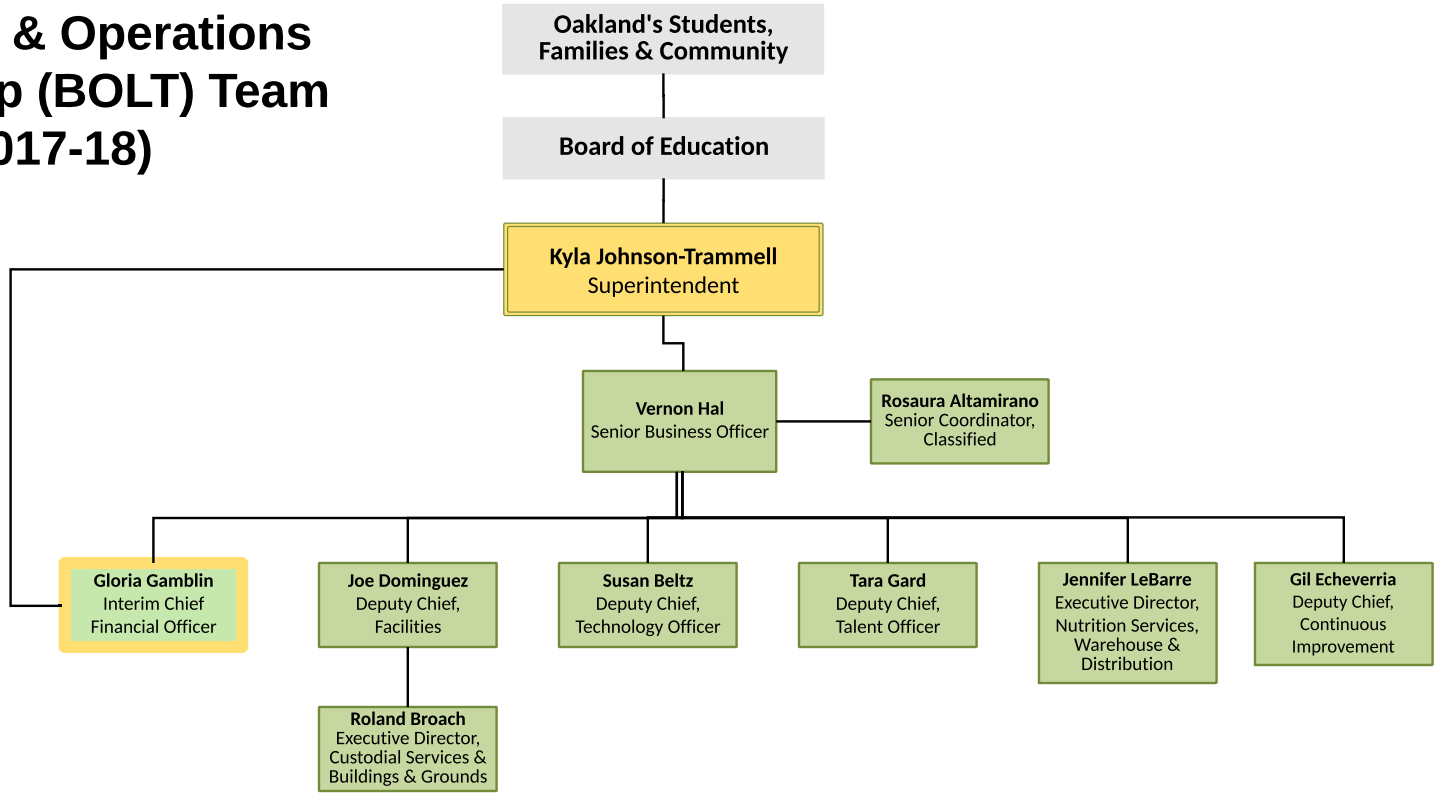
Revised 08/11/17

Continuous School Improvement (CSI) Team (2017-18)



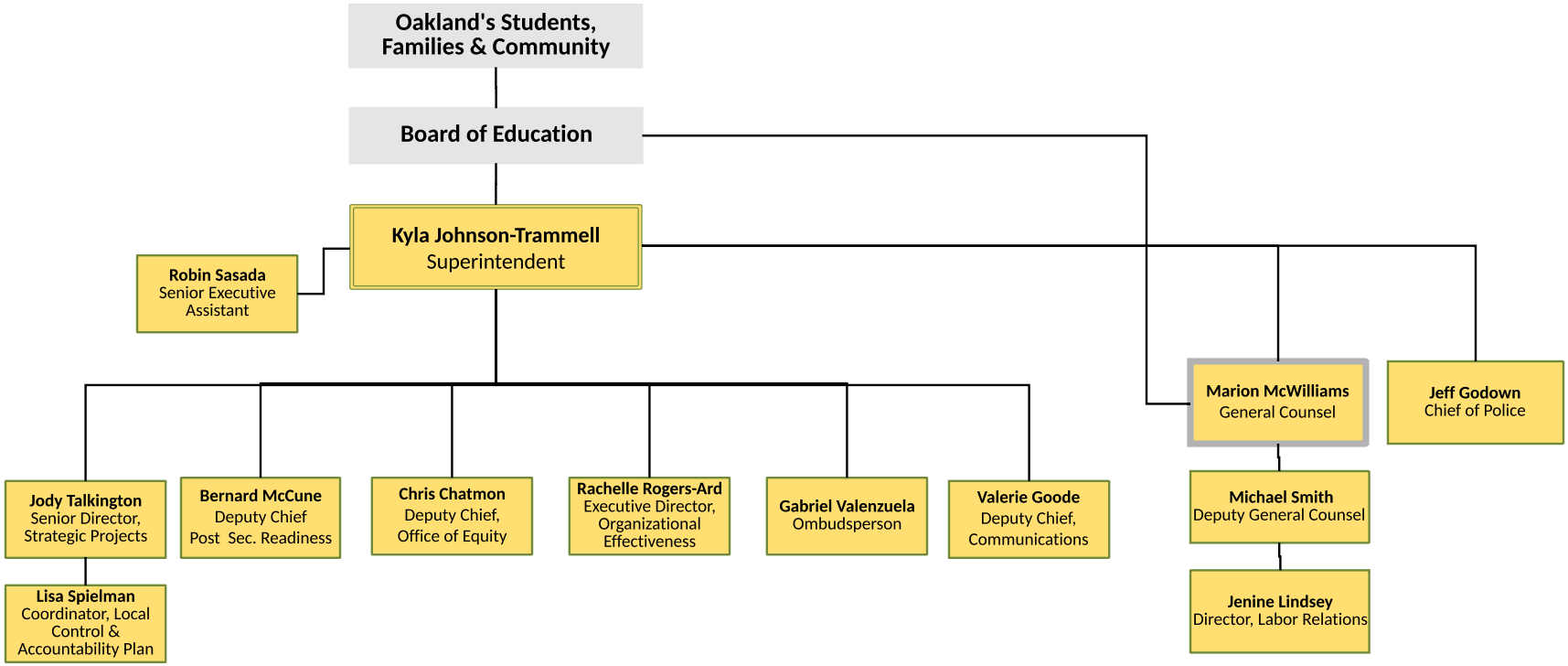
Revised 08/10/17

Business & Operations Leadership (BOLT) Team (2017-18)



Revised 08/11/17

Systems & Strategy Team (2017-18)



Revised 08/10/17

Appendix 2: Meeting Notes, Agendas, and Supporting Materials

MEETING WITH SONDRA AND MOIRA RE: VRP LEADERSHIP

8.3.2016

Monthly meeting for VRP Lead Team and for Network Supes:

- Tuesday, Wednesday, Thursday teams should be in schools. Monthly meeting should be on Friday or Monday.
- Sondra will contact Kyla to find out if CSSS 10:30-12:30 (once a month) designated time can be used for VRP, and if it can be flipped with later time (conflicts with cabinet); Sondra will also ask Kyla when we can meet with the Network Supes

Develop a scope for the semester (or year) for VRP lead team?

- Moira will share Sondra on VRP three year work plan. This needs to be revisited. Sondra likes tables with responsible persons identified.

Develop a scope for the semester for the Network Superintendents?

- Meet with them and have them tell us – how do we build our partnership? We should include a set agenda item of how can we connect tiered support. Network teams are focused on 1) coaching principals (LGDS), 2) data cycles, 3) their own development (Network Supes Theory of Action)
- We should structure our time with them around how do you lead cycles
- Maybe in this space we could have the PBIS coaches and the behaviorists come
- With Jean, Theresa, and Barb we should set targets – and then go to Network Supes (may lead to a conversation around PD). Moira will try to set up a meeting with these people for this purpose for next week

Top priorities for VRP Lead Team:

- Implicit bias – build that lens into all culture and climate approaches: Can Moira write an LOI to Akonadi Foundation? Need a 501(c)3 as lead agency. NEP is possibility.
- Culturally responsive pedagogy – build into teaching and learning approaches: “Culturally responsive” is everywhere in our language, but it has never been defined. Chris Chatmon, David Chambliss, Rachelle Rogers, Wes Jacques, Tamera Arroyo, Jahi... It has to come with Chambliss. Sondra’s goal is to plan with Chambliss today on defining Culturally Responsive teaching
- Infuse racial equity into governance approaches and procedures
- Ongoing support of current efforts in URF, PBIS, RJ, and trauma-informed schools (including de-escalation)

Regular meeting for Sondra and Moira?

- Include Jean and Theresa. Planning agenda for Lead Team and Network Supes meetings (20 min) and VRP Lead Team meeting (20 minutes). Hour and half.

Meeting with David Montes (alignment of CIG and also C&C “rock” with goal of achieving racial equity in discipline) – how can Jean, Theresa, and I help? Does Sondra want to have us there?

- Corey Donahue is the person charged with the CIG. Sondra will ask him for some time. She will include Jean and Theresa and Moira on that.

OCR Meeting

8.12.2016

Attendees: Tammi, Jackie, Andrea Epps, Marion, Seth, Sondra, Moira

Tammi: I want to provide an overview of some of my ideas. It's truly how to use the upcoming year – is it going to be an evaluation year or keep pushing hard on implementation year? To bring us back to the problem statement – AA students receive more discipline than their peers. We combined our own review with Urban Strategies in-depth analysis. We did targeted site visits and found inconsistencies in how discipline was implemented, and deficits in district's ability to use data. It's a pivot point between legal compliance (under different treatment – similarly situated students) and disparate impact (systems and policies, even if they are racially neutral have a disparate impact on AA students). This district has been great in wanting to move beyond compliance – engagement, rigor. We don't want to see, "is every RJ circle perfect?" So that's where having Moira and Sondra at the table is important. Fidelity is important. The articulation of compliance. There are measures in place to ensure that they are being implemented with fidelity. And so that if they are not there are things in place to ensure that they can be implemented with fidelity. Where do you think the district is in implementation? I want us to be able to acknowledge AAMA even though it has moved along parallel. I hear that the district isn't where it wants to be with the URF. The elimination of defiance will be pretty much wrapped up.

Sondra: I think it's a refining of our approaches that we have started. Eddie Fergus was here. We did a data dive. We looked at URF. We are still disproportionate in referrals and in suspensions. I think of how we are infusing data at the school sites. We are using URF data to drive school sites. Coupled with PBIS as well. We have a lot that is started. We have the PBIS walk-through school. But I don't know how much guidance schools get, so that can use refinement. I have seen it work well with a school that is struggling. It's a refining of a couple of these items. The biggest piece is the unconscious bias. We push out a lot of documents in our district. Like we have an academic guidance document that states culturally relevant/responsive pedagogy without a definition. We will be working on that. It's going to go into the tools we use like TGDS, AAMA, and a couple of others who have been doing the work in pockets. A couple of days ago I had to give my work-plan to Antwan and he got excited about the path we were going down. He's going to mandate the training.

Jackie: Can you say more about getting at the people who are actually standing in front of kids?

Sondra: We said everyone will have to. We will get it in front of cabinet. And I said how? And he said just build it and I will make it happen. I do have a couple of different ways that we have been talking about. Schools have to have a culture and climate goal. So the other guidance we give is around the PD plans. We expect to see a 6 week cycle. We design it to fit in that module approach. We can do training of trainer models. Ultimately it's the superintendent says every school has to have it. We shouldn't' have to mandate it, so we have to dance in that tension.

Jackie: we need to, this is the last year for the VRP. The distinct will not make the decision as to whether this is the last year. Part of the mandate is that we are at this pivotal point. We talked about required training, but we also talked about how to get to the data challenges. The lawyers are meeting with Jean this afternoon. We see the data about who is using the URF. I haven't seen it broken down by schools. We told the superintendent what he needs to do to get schools to use this. Unless you mandate it is doesn't happen, and you need to train in a way that's hands on.

Sondra: It's three things. The clerical, the teachers completing the referral, and then it's the principals knowing how to follow up and manage that. I don't' think we have done a great job with the principals. We never did a training on this is what you can do with the URF data.

Jackie: The lawyers know it but they don't. This has to be the ongoing responsibility of the network partner. You have to put your resources where it is going to make a difference. And this needs to be our original cohort of schools.

Moira: an action item from the last meeting is a diagnostic sheet.

Jackie: a decision that has to be made is do we go backward to 15-16? Or do we go forward with just 16-17? Assuming that they have been maintained, I think we have to make the decision and message that.

Sondra: PBIS coaches also help with that. We were meeting to talk about a scope and sequence with Network Supes. I would like to see PBIS coaches and SEL partners – they need to be involved with the higher need schools. Even some of the behaviorists. It needs to be more than just the network partners. We will get so much further if we bring the teams together at the onset. Having or teams also train clerical. I want to make sure we bring those people in. they have a lot of information. PBIS walk through data was not shown to me, and when it was it was helpful.

Seth: The transition from RTI to MTSS. I heard some concern from you as to what that means. The team is confident that it is not going off course. Both Curtiss and Barb spoke strongly about that.

Tammi: my hope is that thank you for acknowledging that Barb's team needs to be there supporting at the sites. I hope that it's behavior and academic.

Sondra: Here's the model. Put together with barb and Chambliss. This names the expectation across universal, targeted, and intensive. A lot of departments have been tiering already. Everything is going to be hyper linked. In several senses there is already a model that exists. The next table is a focus on the teams by tier. It's meant to be cross-departmental. Special ed has been separated from CSSS, and the experience at the school site is confusion because some of what they are doing is the same or similar but different.

Tammi: adding SEL was confusing with RTI. We don't have to stick to the letter of the agreement if we can establish reframing and encompassing the work described.

Sondra: That work doesn't get to the bias. What I'm calling Culturally Relevant – we will have SEL input, RTI input, but it won't' be race neutral. And hold it as an expectation in TGDS. SEL did culturally relevant. It's not just one thing it's how everything can work together.

Tammi: It's masked in the agreement, but the agreement says that the district will enact the AAMA task force recommendations. The legal side we have to owner the question about whether similarly situated AA students being treated differently. When OCR came in, the policies were race neutral, but the impact was in the data. The frequency, the reasons. So can we take the qualitative and quantitative data and say that the impact is less harsh? The district is getting to a place where the suspension numbers are low enough, so that could the district take a sample looking at the top most infractions for suspensions, (threat of violence) and take a look at those students and pull to see if the students who have been suspended for those infraction similarly situated, or it if varies by school. Are all similarly situated. Then if they are, if they are being treated differently based on race.

So for the exit strategy, so far through this it has been the district been responsive to us. But this time it's an opportunity for the district to pitch the narrative to OCR. The ability to show statistical changes over time, the ability to show means for improvement, and also the ability to demonstrate improvement for African American students. The number of sites implanting MTSS, RJ, etc. I think that's a positive thing to share in terms of looking at commitment. I think one thing that, Jackie I will never forget the thing about the Brinks truck pulling up, I think it's important to document the resource inn terms of personnel and other things. That's the place where it's really showing commitment. The prior report of jobs that have been created in RJ expansion. There's POCs being hired, as well. I think that will be significant. What would be helpful too is really looking at family community and stakeholder engagement (including staff, teachers). Would stakeholders indicate that the district has taken ownership of this work or do folks still indicate that there is still bias at play? So that would be another important piece. As I'm saying this, is this something to take on? Right now it's an option of how much the district wants to take control of how to assess the impact. Was every child treated fairly.

VRP Leadership Group Agenda Planning Meeting

August 15, 2016

Attendees: Sondra, Barb, Jean, Theresa, Moira

Barb: I think it would be really useful for us to do some case study with the Network Supes with schools that continue to have high levels of suspension for defiance. We need more granular data around where these practices are being expressed. What I have said for skyline, I really want my rj team to be focusing their tier I supports with teachers who made the most referrals out.

Moira: That's what they want too (according to the teacher input).

Barb: I feel strongly that we need special ed representation at this table, as we are moving for inclusion. Module planning should include special ed.

Theresa: I think we will get better data for referrals for defiance than suspensions. Defiance suspensions are down.

Barb: at skyline they are not down.

Jean: just enlisting teacher colleagues who can support a teacher who finds that she was referring out disproportionately. Does that happen with all teacher coaches.

Moira: do they use TGDS for new teachers?

Jean: BTSA has their own program.

Barb: there was a BTSA coach who came to our PBIS meeting

Theresa: Devin and Chris have declined the invitation.

Jean: The common core state standard advisory team conflicts.

Sondra: Tomorrow we have a retreat. Do you think we will get clarity on the schedule?

Jean: Thursdays we are going to have twice a month all day professional learning with Jaime Acquino's team. The second day of the month is going to be site visits.

Sondra: after tomorrow's meeting we will have a better idea.

Moira: Agenda? Reflection exercise?

Theresa: I think we should set a context first, so outcomes that we are looking for, and back up and provide the write up.

Barb: it will be the second day of school and the chances that people would come prepped are low. It takes a couple of days to get sorted out. I wonder about people's bandwidth on the second day of school.

Sondra: I think less is more. It's the beginning of school. What's a system that's related to a goal that we have identified. We met with OCR on Friday. It came up from the legal perspective that our data will not be considered valid because of incomplete data. So we could focus on the beginning of the school year you are setting up systems. The teachers also point out the need for more consistency. How do you operationalize a goal like this?

Theresa: jean and I met with Jackie and Seth. We talked about getting someone to go out on the ground and look at the 38 sites to take a look at their forms.

Jean: One of the things Theresa raised is that a lot of clerks were trained in the old system so they use the screens and only enter screen one.

Barb: then there needs to be some accountability on the forms. Because the data really is terrible. We already have a list. I would like to share out Eddie Fergus's analysis. It points out that we have wonderful practices but it's implementation.

Sondra: Is there something that tells Leaders how to manage that.

Barb: URF Leader Self Reflection Sheet

Sondra: Is it possible for one of us to enlist Chris a little more?

Moira: I spoke with him recently and he said he would like to come back into the fold more.

Barb: I think we should clarify roles and norms so that the time doesn't get consumed with people talking about what's not working. I would rather we use the time to trouble shoot instead of getting mired in the challenges. It's de-motivating for me.

Theresa: I feel that whatever we decide to do is having a clear action step.

Barb: Our coming together should be celebrating.

Sondra: three big rocks connect to the six areas in the logic model. To handle six is too much. SO what would be the four where the team needs to come together? You mention URF, and the module plan what's a third?

Jean: Maybe we don't need a third if we do the two well. We then have things to lift up to the cabinet level. We still keep the focus that we are about transforming school culture.

Theresa: I would agree. There's a need to make sure this is integrated up and down at every district level. That either needs to be implicit in the two, or the third one.

Moira: So implicit bias/culturally responsive teaching, URF data quality, and integration of goals up and down the district structure. Those are the three big rocks.

Jean: I don't mind it being a third.

Sondra: How far along are all of these items on the logic model?

Theresa: we need your eyes on this with discipline matrix fidelity. A lot of five day suspensions. People are not following the matrix when they are suspending. There shouldn't be any four-day suspensions.

Draft Agenda:

1-1:10: Ritual Opening

1:10-1:40 Focus for the year (including SMART goals) – map what's planned and what's already in place

1:40-2:10 Reflection on teacher input

2:10-2:40 URF goals and activities sheet (URF Leader Reflection Sheet) and what support is in place

2:40-2:50pm Roles and norms (eventually become agreements)

2:50-3pm Optimistic close (and next step)

Theresa: I'd like to be sure that when we engage with OCR we take a more positive frame.

VRP LEAD TEAM AGENDA

8.23.2016

Meeting objectives:

- ✓ Lay out highly targeted focus for the year
- ✓ Review teacher interview data summary
- ✓ Review and discuss how to utilize the URF Leader Reflection Sheet
- ✓ Establish group roles and norms

Agenda:

1-1:10 – Ritual Opening [All]

1:10-1:40 – Focus for the year (including SMART goals) – map what's planned and what's already in place [Sondra/Theresa]

1:40-2:10 – Reflection sheet on teacher interview input [Moira]

2:10-2:40 – URF goals and activities sheet (URF Leader Reflection Sheet and supports) [Barb]

2:40-2:50 – Roles and norms (eventually become group agreements) [Sondra/Moira]

2:50-3:00 – Optimistic close (and next step) [All]

VRP Lead Team meeting

8.23.2016

Attendees: Jody, Barb, Theresa, Sharon, Wes, Sondra, Andrea

Key Take-Aways

- The team generated a set of Specific, Measurable, Achievable, Realistic, Time-bound, and Equity-focused (SMARTE) goals for each domain in the logic model.
- Walk-throughs will be planned, using a protocol that will be piloted on September 22nd and adapted from PBIS protocol (with additional input).
- The URF Leader Reflection Sheet is something to be used by Central Office people to support principals in URF implementation, with the assistance of PBIS coaches – it states ideal implementation aspects with guidance for when that checkbox cannot be checked.

Action Items

- ☐ Theresa will write up the SMARTE goals.
- ☐ The VRP Leadership Group will "digest" the SMARTE goals and integrate them into the logic model.
- ☐ Wes and Barb will set up a time within the next week to put together a blended protocol for walk-throughs.
- ☐ Barb will make additions and adjustments to the URF Leader Reflection Sheet.
- ☐ Theresa will work on reworking the training video so it incorporates animated aspects (guru)

Ritual Opening

Last compliment that was meaningful

SMARTE Goals

[Notes on SMARTE Goals forthcoming under separate cover]

Wes: These have to land at schools with students.

Theresa: This team needs goals to move towards, but at the end of the day it's about student outcomes.

Jody: I was just in a meeting around superintendent workplans and there's one specifically about equity. Make sure that this goes to that group. And Chris Chatmon's work with the Office of Equity. All of this great work, it should be coordinated.

Sharon: I have one more place that integrates, and that is in our CEIS plan.

Teacher Interview Key Findings Reflections:

Wes: On the third bullet – teacher coaching for new teachers. I wonder how much disproportionality show us up where we have the most new teachers. How do we keep track of the new and struggling teachers? We don't have enough people to support new teachers, but when you think more broadly on PBIS coaches. Some schools have good structures and some don't. And the problem we have with teacher turnover adds to it. We need a targeted approach.

Sharon: When I look at this I think about what we put on this yellow chart paper I think we need to step back because the problems are more fundamental.

Moira: We should keep in mind that these teachers were identified as being among those who refer out a lot, so this is hopefully not representative of all teachers.

Jean: Back to the brand new teacher part, the teacher who had her data reflected back to her coach. Can we work more closely with BTSA, looking at good strategies for supporting and coaching in a supportive way and giving them practices to observe. Paying attention to new teachers. Teachers feeling like they have no recourse because there's a misconception that there's no consequences. At Sankofa, they are spending a lot of time modeling one of their three big behavior expectations in a setting. It looks different entering the cafeteria, and making sure it's what's expected and doing that at the beginning of the year and keeping it up. There's follow through among the adults in the building. How do we create that as what every school is supposed to be doing.

Barb: At any school we should be doing a walk through that asks about the behavioral expectations. That's a standard PBIS walk-through question.

Jean: The principal told the older students, some of our teachers are afraid of you, so they are more self-aware.

Andrea: I think the one thing I was thinking about the fear is we can't place it on the students. So what are we also doing with the adults so they aren't as afraid. And recognize age-specific behavior. The expectation of "respect" happens within a power dynamic.

Gerald: The fact that the bias itself wasn't mentioned, but that African American students were mentioned is telling in itself.

Moira: African American students were mentioned in response to our question about disproportionality. None of the teachers were specifically calling out African American students before we prompted them to with the question.

Jody: The last one stood out to me, too [no mention of implicit bias or culturally responsive]. Not surprising. A lot of what we were trying to put down as SMARTE goals under addressing bias, we don't even know what we are meaning with "culturally responsive." I think it would be a great outcome for our Oakland way to know our meaning of that. The journey is long in terms of being anti-racist and changing implicit bias, but we can at least get clear on what we are talking about and begin to have culture change.

Barb: I think you're talking about a universal expectation about.

Sharon: We might need to back it up even more to understanding what disproportionality means. It's not part of everyone's vocabulary.

Barb: When we have looked at the data, it wasn't the new teachers. It was happening with veteran teachers, white teachers, and black teachers. We have a new data analysts coming on and I would like this person to look at who are the teachers making the referrals.

Gerald: We need a consistent business rule around URF [before we can rely on URF data to tell us that].

Andrea: when's the last time people on the team have taken an inquiry visit with the network supes?

Barb: School climate rounds or culture walks. Just do some. There's great material already in PBIS and in RJ. I'm sure there are good practices on the academic walk through, too.

Moira: Action item?

Sondra: We talked about that in our item 6 [use of data]. Can we tag onto the PBIS walk through?

Theresa: I would like to suggest that we use the data as in these walk-throughs. I question if they have looked at the data.

Gerald: That's part of data reflection [under SMARTE goals for item 6].

Wes: I agree that the best way to get the data quality up is using it. Even having it as a protocol, bringing them URF data, and if it's not right, they are going to want to get that right for the next meeting. Sept 22 our second principal professional learning. I would love to collaborate with Barb – come up with a blended protocol for walk-throughs.

Moira: Action item for Wes to meet with Barb and team?

Wes: Yes.

Jodi: Kyla is also charged with developing a learning walk. That can show up there too. There's supposed to be a meeting. Devin's priority is aligning it with TGDS.

Sondra: I think we should put more weight into the PBIS protocol and put something in there that similar for schools that are not PBIS. I think we can divide up and participate in the learning walks or whatever we call them.

Barb: We can develop a protocol and pilot it.

Theresa: There's something to be said about going on the learning walk with our own protocols.

Moira: And include a view toward racial equity in the protocol.

Sondra: Why don't we partner with a network partner?

Wes: We would need to meet before the September 12.

Sondra: Then field test it on the 22nd.

Moira: So the initial protocol development meeting has to happen this week or next.

URF Leader Reflection Sheet

Barb: we developed this and shared it with the APs. I'd like for all of us to get organized on how we are supporting sites on the URF. Let's update this. Please look through each item with an elbow partner and see where you can bring to bear in your unit to support principals. If you see anything missing add that. I'd like to leave today with input.

Input: Sheet should link to a set of URF implementation resources, training video could be updated to include form filling-out features (guru?), completeness/accuracy of form should include specific need that all staff (non-teachers included) be empowered to complete forms and that "referrer" really be the person referring, instructions should be included at the top of the sheet to provide more guidance…

[Barb will work input noted on butcher paper into a revised Sheet]

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Culturally Relevant Pedagogy Meeting 1
Rockridge Room 300
Tuesday, August 30, 2016; 2:30-4:30

NORMS	MEETING OUTCOMES
• Come prepared and stay engaged • Respect the time • Make space for all voices • Assume positive intent • Be reflective and open to new possibilities	• Connect with each other • Map the landscape of culturally relevant pedagogy/responsiveness; • Identify where we agree with Culturally Relevant authors; • Begin to create a shared definition for culturally relevant; and • Identify Next Steps.
ROLES	ATTENDANCE
Facilitator: Notetaker: Norms/Process: Timekeeper:	

Agenda

Time	Discussion Item	Facilitator	Notes
2:30-2:40	Welcoming Ritual: What type of education must we provide the students pictured in your photo?	Pairs	
2:40-2:50	Voices From the Field What is possible in OUSD? Where are we going with this?	Sondra/Rachelle	Culturally Responsive Education NYC Dept. of Education
2:50-3:30	Mapping the Terrain: Individual Thinking 4 A's Protocol: Group Discussion	Sondra Individuals Team Discussion	Culturally Relevant Folder History of Culturally Relevant Teaching 3 Ways to Speak English Danger of a Single Story
3:30-4:10	What is Culturally Relevant to you? In/Out Activity	Sondra	

4:10-4:25	Capture Agreements as Next Steps		Meeting to be sent out. Will pick-up from our first stab at defining: Culturally Responsiveness is...
4:25-5:00	Optimistic Closing: Say one word about your thoughts of this work going forward.	Group	

Agreements

Next Steps	Who?	By When?

Think Sheet for Mapping the Culturally Relevant Terrain

What is the Concept?	Why is this Important?	Who?

4 A's Protocol

Assumptions What assumptions does the author of the text hold?	**Agree** -What do you agree with in the text?
Argue -What do you want to argue with in the text?	**Aspirations** -What aspirations do you have that relate to the text?

Culturally Relevant Pedagogy Meeting 1

8.30.2016

Attendees: Sondra Aguilera, Alexis Alexander, Sandee Simmons, Ray Mondragon, Moira DeNike, Chris Chatmon, Wes Jacques, Nicole Knight, Mary Hurley, Barb McClung, David Chambliss, Theresa Clincy, Darien Dabner, Jody Talkington, Jean Wing

Ritual Opening: What kind of education do the children in these photographs need?

High quality education, recognizing their inherent greatness, inclusion, literacy, opportunity to bridge cultures and experiences different from their own, ability to contribute regardless of skill level, seeing recognizing and understanding the expertise of the students.

NYC Culturally Responsive Education Video Reflections:

- Tools-focused
- Content that resonates
- Assume all students' greatness (strengths-based)
- Examining bias with an academic lens
- Powerful to see students talk about it
- Start with yourself as a teacher
- Students being seen or not seen

Resource Documents:

- For white folks who teach in the hood
- Sharroky Hollie Culturally and Linguistically Responsive Teaching and Learning
- Dream Keepers
- Whiteness, Pedagogy, and Performance
- Zaretta Hammond "ready for rigor" framework
- Sonia Nieto
- Subtractive Schooling: US-Mexican Youth and the Politics of Caring, by Angela Valenzuela
- I Won't Learn from You: And Other Thoughts on Creative Maladjustment, by Herb Kohl
- Young, Gifted & Black essays by Theresa Perry and Asa Hilliard
- Ongoing list of video resources
- *More in the share folder…*

Discussion:

We need to wrestle with how do you mandate that teachers do personal work

Partnership for co-construction – providing experiences like this where knowledge is co-constructed lays the ground for personal work

A through-line in many of the pieces is embracing the sociocultural histories of students – an important piece that we don't always give time for. From history of African American diaspora, to students from mountain peoples from Guatemala. Beyond what we typically think about. Our teachers are hungry to have those experiences. It's another entry point.

Cultural humility.

The idea that we need to learn who are children are and discover the legacy that they bring. We all can learn and change. Teachers can also engage in that process. There are many ways to encourage people to do personal work. I wrote down pedagogical tools.

Opportunity to examine practice. People don't find the opportunity to self-reflect because they are in a hamster wheel. When do educators have the time to self-reflect. So it's more a question of how do we provide the space. I don't think we can try to change

Teachers are overwhelmed. Not telling them that everything they do they are going to have to do differently. Giving concrete do-differents can provide them with something to grasp onto.

It's good that we are not being reductionist in how we are constructing this, but being truly collaborative. This is significant.

The only argument I have with the literature is the focus on youth of color. There has to be lifting up that culturally responsive pedagogy is for everyone. The other concern is clearly OUSD was in agreement in 2012. How will we hold and keep it now?

Pedagogy of poverty – we orient in certain ways (Nieto).

One thing that doesn't come up – the academic achievement, the cultural competence, those come up, but the third one is that [cultural responsiveness] develops students that can understand and critique the existing social order (Ladson-Billings)

Terminology:

Cultural Responsiveness (what we want to be as a district)

Culturally Relevant Pedagogy/Teaching (how you get to responsiveness – materials, environment, etc.)

Cultural responsiveness is… [fill in the blank]

- Valuing the assets of others.
- Valuing, affirming, and uplifting our/all students' gifts, languages, cultures, and lived experiences.
- Respecting what each person brings to the table.
- Seeing, affirming, wondering, and including students, families, staff and leaders.
- Applying the cultural context positively in the learning.
- Celebrating diverse knowledge, experiences, and learning styles.

- Fostering and creating safe spaces for students to engage, question, and productively struggle.
- Taking time to ask, listen, and exchange stories and experiences
- Fostering learning and engagement through the lens of self-reflection, social awareness, culture appreciation and application.
- The validation and affirmation of diverse perspectives, cultures, languages, and identities with the purpose of empowering and strengthening.
- Being open to differing viewpoints.
- Valuing others' world view.
- Seeing and affirming every person/child.
- Seeking to know "who" and not "what" is that person/child.
- Bridging form home to school, home to work, community to world.
- Asset-based (cultural, linguistic, personal, etc.).
- Affirming, validating, nurturing.
- A way of acknowledging each other's humanity.
- Acknowledging, affirming, building, bridging, engaging.
- Situates learning in the social, cultural, political context of the learning (i.e., the real world)
- Problem-posing (for adults and students)
- A process in which we are each all seen, known, and accepted as we are in order that we can grow to do our best work.
- Having prior knowledge of students' culture when we respond to their voice.
- Assuming inherent greatness of all students.
- Humility and willingness to learn from the students and families in our school community
- Acknowledging our assumptions and biases and actively resisting their influence upon our ability to see the strength, wonder, and glory of every student.

VRP LEAD TEAM AGENDA

9.27.2016

Meeting objectives:

- ✓ Follow up on items from previous meeting
- ✓ Identify action items that will advance progress on the three "big rocks"

Agenda:

1 – 1:10 Welcoming ritual (something that inspired or motivated me in the past week was...) [All]

1:10 – 1:40 Follow up on action items from last month's meeting [Moira Facilitates]

1:40 – 2:50 Progress, Issues, and Actions for three Big Rocks: [Sondra Facilitates, Moira Scribes]

- Implicit Bias/Cultural Responsiveness
- URF implementation and quality
- Integrating VRP goals at all levels of the district

2:50 – 3:00 Optimistic close (what is the next conversation I'm going to have about this topic?) [All]

VRP Focus Area Workplan Link:
https://docs.google.com/a/ousd.k12.ca.us/document/d/1TJoWe4yBSeAdv-AIz9hHUv_euUCfCrgdOzc2whbES10/edit?usp=sharing

Action Items from Previous Meeting

- ☐ Theresa will write up the SMARTE goals.
- ☐ The VRP Leadership Group will "digest" the SMARTE goals and integrate them into the logic model.
- ☐ Wes and Barb will set up a time within the next week to put together a blended protocol for walk-throughs.
- ☐ Barb will make additions and adjustments to the URF Leader Reflection Sheet.
- ☐ Theresa will work on reworking the training video so it incorporates animated aspects (guru)

NOTES FROM VRP LEAD TEAM

9.27.2016

In Attendance: Sondra Aguilera, Andrea Bustamante, Theresa Clincy, Moira DeNike, Seth Eckstein, Christina McClain, Barb McClung, Gerald Williams, Jean Wing.

Key Take-Aways:

- The notes from the previous meeting were converted into a workplan google doc to which all Lead Team members can contribute!
- More coordination still needs to happen to ensure that culture cycle of inquiry and that walk-throughs really look at school culture.
- Progress is being made with the creation of a Cultural Responsiveness Workgroup – meetings to come in October, module(s) to be completed in November.
- Progress seen in efforts to ensure URF utilization and completeness, including Shelia White's new role to support sites in URF, and adjustments to AERIES.net (Pre-Referral Intervention "not completed" option, required fields).
- Principal PD to begin on URF and Pre-Referral Intervention, URF toolkit of 16 items assembled into a folder, but needs to be easily accessed (i.e., with a button on Intranet).
- The PBIS Coaches need to push in and support the Network Superintendents – the Network Supes can't do it on their own. Teaching & Learning Specialists and PBIS Coaches need to work together.
- There are multiple opportunities for alignment between District work and VRP goals (e.g., Superintendent Workplan, TGDS, Rubric for becoming a Community School, Equity Policy Admin Regs).
- An MTSS professional development is needed for January.

Action Items:

- ☐ All will dive into VRP Focus Areas Workplan and make contributions, take on work to be completed [https://docs.google.com/a/ousd.k12.ca.us/document/d/1TJoWe4yBSeAdv-AIz9hHUv_euUCfCrgdOzc2whbES10/edit?usp=sharing].
- ☐ Barb and Wes will set up a meeting to put together a blended protocol for walk-throughs.
- ☐ Sondra will ask Joel Danoy about putting a button on the front page of the Intranet for URF and discipline toolkit.
- ☐ Sondra will schedule and facilitate two additional Cultural Responsiveness workgroup meetings in October.
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- ☐ Barb, Gerald, and Jean will meet to coordinate with Shelia White on messaging to sites re: URF.
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- ☐ Sondra and Tamara Arroyo will meet to discuss alignment of TGDS with VRP goals – Sondra will invite others to this meeting (Theresa, Gerald…).
- ☐ Andrea Bustamante will ensure that the rubric for becoming a Community School includes racial equity and other VRP-related goals.
- ☐ Barb will find and invite the best MTSS expert nationally to present for the January PD session.
- ☐ Moira will reach out to Chris Chatmon regarding Office of Equity representation at VRP Lead Team meetings.

Detailed Notes:

Welcoming ritual (something that inspired or motivated me in the past week was...) [All]

Follow Up On Action Items from Last Month's Meeting

Action Items from Previous Meeting	
Theresa will write up the SMARTE goals.	done
The VRP Leadership Group will "digest" the SMARTE goals and integrate them into the logic model.	Replaced with VRP Focus Area Workplan https://docs.google.com/a/ousd.k12.ca.us/document/d/1TJoWe4yBSeAdv-AIz9hHUv_euUCfCrgdOzc2whbES10/edit?usp=sharing
Wes and Barb will set up a time within the next week to put together a blended protocol for walk-throughs.	Still to come. Follow up has happened, but meeting has not. Perhaps field test with Mark. Action item.
Barb will make additions and adjustments to the URF Leader Reflection Sheet.	Done. And URF materials organized into file folder. Barb needs to know how to get that onto the knowledge center. Need permission for each item (there are 16 at least). It needs a button. Button for the discipline matrix needed, as well. Action item: Sondra will ask Joel Danoy about putting a button for URF and discipline toolkit.
Theresa will work on reworking the training video so it incorporates animated aspects (guru)	In process. Needs to connect Kazumi.

Progress, Issues, and Actions for three Big Rocks:

Implicit Bias/Cultural Responsiveness

Progress:

- Had a two-hour meeting to define Cultural Responsiveness for the District.
- By October 25 due date, Cultural Responsiveness will be operationalized using the Organizational Effectiveness Framework.
- Two more meetings are in the process of being scheduled in October.

Issues:

- Once the module is designed we need to take it to Devin and Antwan. Trainings will start with the Cabinet.
- Cultural Responsiveness must be defined both for the classroom and for the District as a whole.
- We should also use a trauma-informed lens in defining Cultural Responsiveness, discuss leading with trauma-informed or privilege.
- The module must be customized to different PD levels.
- PBIS coaches will be key as the module is rolled out and supported at the site level.
- There must be a module/product (hand-out, pamphlet) customized for new employees.

Actions:

- Schedule and hold two Cultural Responsiveness meetings in October.
- Develop module in November.

URF Implementation and Quality

Progress:

- Reconfigured AERIES to add "not provided" option for Pre-Referral Intervention field.
- Made certain fields required before Disposition field can be completed (time of day, etc.)
- An audit of 400 URF forms from 4 sites is being conducted presently in order to inform efforts to improve the use of URF and data quality.
- Shelia White will begin going to out to sites to provide customized support in URF data quality.

Issues:

- Some question about who has to do Pre-Referral Interventions – it should not fall only on the teacher.
- There is an unresolved issue with completing the "Referrer" field, which is a drop-down field with no "Other" or write-in option – non-teachers at the site not listed on the drop-down.
- The "not provided" option on Pre-Referral Intervention field only of value if the data are being reviewed and utilized by School Culture and Climate teams. There needs to be communication and follow-up.

Actions:

- PD for principals on URF and Pre-Referral Intervention should be launching soon (schools will choose one element for cycle of inquiry).
- Barb, Gerald, and Jean will meet to coordinate with Shelia on messaging to sites re: URF.

Integrating VRP Goals at All Levels of the District

Progress:

- Cultural Responsiveness is one of the District's six core values! Work is progressing to create visibility, modeling and embedding of all six values.

- There was some work to align the 5 Pillars Rubric being used for school re-design with VRP goals and the existing work and resources coming out of the Behavioral Health Unit.

Issues:

- There is an opportunity to embed the VRP workplan into the Superintendent's workplan.
- Since the "VRP" stands for a legal agreement with OCR which is about to expire, we need to rename the work in a way that aligns with the work of the Office of Equity. Need to ensure alignment also with Equity Policy Admin Regs.
- The high turnover of principals makes it hard for the good work to stick.
- The VRP Lead Team needs Office of Equity representation at the meetings.
- There is no culture in the Culture Cycle!

Actions:

- Sondra and Tamara Arroyo will meet to discuss alignment of TGDS with VRP goals – Sondra will invite others to this meeting (Theresa, Gerald…).
- Andrea Bustamante will ensure that the rubric for becoming a Community School includes racial equity and other VRP-related goals.
- Moira will reach out to Chris Chatmon regarding Office of Equity representation at VRP Lead Team meetings.

Other Notes & Additional Action Items:

Notes:

- The Elevation Network is already showing high suspensions this year.
- The PBIS Coaches need to push in and support the Network Superintendents – the Network Supes can't do it on their own. Teaching & Learning Specialists and PBIS Coaches need to work together.
- An MTSS PD is needed, perhaps for the January PD session.
- There is a national PBIS conference in March – 4 people from each Network should attend (PBIS Coach, Network Partner…)
- Barb will meet with every Network Superintendent to sync up. October 10 is our opportunity – agenda planning meeting.
- Barb will find and invite the best MTSS expert nationally to present for the January PD session.
- All will dive into VRP Focus Areas Workplan and make contributions, take on work to be completed.

Optimistic close (what is the next conversation I'm going to have about this topic?)

Gerald: with Theresa to talk about the beta test of the new AERIES features

Christina: URF dashboard conversation with Gerald and Jay

Jean: with Kevin Smith and Jay about populating data slides for safe and supportive schools meeting

Theresa: Shelia and Gerald to take a look at the 400 URF form data.

Sondra: Create agendas and set meetings for the culturally responsive workgroup. And loop in Chris again. Our timing isn't' synching up but he wants to help with this.

Andrea: Theresa and others to think of supports for Elevation network

Barb: With Gerald to talk about leading with trauma informed or privilege

Moira: Seth for OCR report

Seth: Moira for OCR report

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Culturally Relevant Pedagogy Meeting 2
Jack London Conference Room 300
Wednesday, October 5, 2016; 2:00-3:30 pm

NORMS	MEETING OUTCOMES
• Come prepared and stay engaged • Respect the time • Make space for all voices • Assume positive intent • Be reflective and open to new possibilities	• Connect with each other; • Know the structure of our District Values; • Review our prompt- "Culturally Responsive is...; • Know the ; • Create a Draft of our Culturally Responsive definition; and • Identify Next Steps.
ROLES	ATTENDANCE
Facilitator: Notetaker: Norms/Process: Timekeeper:	

Agenda

Time	Discussion Item	Facilitator	Notes
2:00-2:10	Welcoming Ritual: What part stuck with you? What do you think is our OUSD Students' school experience? Do you think our teachers refer to the assets our students bring with them as a "Linguistic Celebration"? Why? Why not?	Pairs	3 Ways to Speak English
2:10-2:25	Review the structure of our OUSD Values What do you notice?	Sondra	
2:25-3:20	Review our work from last meeting: Culturally Responsive is…	Sondra Individuals Team Discussion	

	Create Draft of Definition		
3:20-3:20	Next Steps & Optimistic Closing:	Group	

Agreements

Next Steps	Who?	By When?

Think Sheet for Mapping the Culturally Relevant Terrain

What is the Concept?	Why is this Important?	Who?

4 A's Protocol

Assumptions What assumptions does the author of the text hold?	**Agree** -What do you agree with in the text?
Argue -What do you want to argue with in the text?	**Aspirations** -What aspirations do you have that relate to the text?

Cultural Responsiveness Workgroup Meeting

10.5.2016

Attendees: Sondra Aguilera, Moira DeNike, David Chambliss, Barb McClung, Mary Hurley, Theresa Clincy, Jean Wing

Reflection on Three Ways to Speak English video:

- Reminded us of the Ebonics discussion from several years ago – is there ever a legitimizing of the language that children speak at home if they are not newcomers? It's a dialect used at home and can be a communication barrier with adults in the school.
- Pressure to code switch is very strong.
- There are costs of speaking in the way we are asking students to speak in a way that might cause them to lose social and cultural capital.
- Power and agency – the importance of having agency in different contexts. Education is framed as power at Street Academy, but we often don't speak about power.

Defining Cultural Responsiveness. We will land on a draft definition today.

Definition should be 2-3 "We" statements.

Core competencies are how we will see it showing up everyday.

Draft definition statements:

- ★ We acknowledge our assumptions and biases and actively resist their influence upon our ability to see the strength, gifts, and potential of every student and adult.
- ★ We leverage/use diverse perspectives, cultures, languages, identities, abilities, and life experiences to create and sustain a powerful learning community.

Other comments and reflections:

We have too much deficit thinking in education

We focus too much on conformity – when a child is acting out we don't recognize it as leadership potential

Some adults are not respected at the school site because they occupy low-status roles

No matter where you are it's the right place to begin, and you are going to grow.

VRP MEETING WITH NETWORK SUPERINTENDENTS

10.10.2016

Sondra, Seth, Theresa, Mark triplettm Gerald, Ron smith, Jean, Lucia, Sara stone, Kyla, barb, LaResha, Alicia Bowman, Christina McClain, Nicole Browning, Megan sweet, james Hilton Harold, Linda, Orrie

Meeting goals: Look at MTSS frame, VRP and VRP expectations for the year, URF

MTSS Framework Review:

Sondra: Provide feedback on MTSS framework as it is so far. Not on the formatting, focus on the content. Barb and her team and Chambliss and team have been building the frame. This is big picture. There are hyperlinks in the electronic version.

Group 1: SPSA/Budget should be aligned to MTSS framework. Replace "universal positive behavior norms" to Tier 1 PBIS (with hyperlink)

Group 2: Only for general ed, need another one for special ed. We also wondered who is the audience and what's the purpose.

Group 3: Add rigorous and engaging, student goal-setting to universal level. Percentages are off right now.

VRP Goals Review:

Sondra: let's start with "wows!"

Kyla: I like that thee #1 purpose is about addressing implicit bias.

Nicole: I like that the goals are intentional and targeted.

Mark: I appreciate that we are engaging families and students in the process

LaResah: I appreciate htat there'sa focus on data-drriven decision making

Brent: Intentionality for bringing the de-escalation trainin in. and that it's codified with numbers.

Sondra: Wonderings

Nicole: the blank spots, are we co-creating the numbers?

Sondra: It is spelle iout in the LCAP but we need to look at autopsy data.

Sara: De-escalation taining, is that the same as trauma-informed

Barb: yes.

Jean: what systems can we use to collect non-traditional data on PDs and agendas

Mark: on the seond goal reference to walk thoughs, are we talking about observations by peers or adminiistrators.

Sondra: you can see TGDS data across the spectrum.

Kyla: I'm wondering in alignment with the LCAP goal, ultuer and getting to the outcomes, if there's a possibility to have a goal around base staffing needed to push the system to staff schools with what they need to address.

Sondra: TO megan's point, the SPSA – family engagement and school culture work will be looped in under the umbrella of quality schools there willb e some guidance. We will have staffing guidance including parent engagement.

Barb: I am wondering how the midle schoo and hgh school student engagement is aligned with the broader culture and climate plan. We can be woring on two praalle or even divergent. I'mnot sure if the culturally srsponsive PBIS is beig incorporated – it also says parent and student engagement,

Megan: budget

Moira: goal 1 is an outcome goal and the others are process goals

Alicia: Limited time to do training with all the other priorities.

ROnP: the goal date is for getting of the VRP?

Jean: we may still have disproportionate data, but we need to show that we are doing everything in our power to eliminate bias and to chang e our practices sot aht they can see that whatever disproportionality iis there is not a result of discrimination.

Gerals: they are interested in seeing systems and fairness.

Barb: I would add that ehy are really pressing us on fidelity to the models that we are lifing up. They said that we are the national model by which they are advising other districts.

Jean: we shoud try every way possible to maek these things coherent – URF is not separate from engaging students.

Sondra: thank you for the feedback on the goals, we will refine them. We will bring yoou our workplan next itme. I have ony had one meeting with the OCR attorney. Her point was about MTSSS and our follow thorugh.

Sara: I was thinking that these would translate nicely to school site plan goals – so there would be a drop-down that aligns to these. That would be some good evidence that we are working toward those things.

URF Principal Update One-Pager Review

Sara: where do we get the list of VRP schools?

Sondra: 191 out of 262 suspesions so far this year are for violence. The majority of suspensions are for boys. Look at your network section and can anyone tell us hwere you can find this information.

All: The dashboard

Sondra: the dashboard is down! Can anyone tell us where else we can find the school elvel data?

All: aeries. School engagement report.

Theresa: we have egone in sorkign with Gerald and tech services to meka the drop-down menu, so now pre-referral intervention has not provided field. There will still be some incompeltions because referrer field still cannot be cmpelted with non-teacher referers.

Mark: that came up and there was a solution proposed – some schools have put every classified person in to the teacher table.

Gerald: we are trying to eliminate collateral damage. We want to be thoughtful on hwo we set systems changes up.

Mark: so shoud I tell them to stop doing that?

Gerald: yes.

Alicia: since may referrals happen during recess in elementary? Can we use principal

Theresa: some don't' have the principal listed either

Gerald: the plan is by the end of this month, we will merge teacher table and staff table by school code so every person is listed.

Kyla: until that happens, what's the recommendation for non-teachers referrers?

Gerald: business as usual. Keep doing what you're doing. We want to shift all at once when it's fixed.

Sondra: what I had wanted for you to have some time to look at the weekly engagement report and look at completion. I wanted network partners here because it's too much for network supes to do alone. We need to all work on this together. It would be great if you could work with thyour PBIS coaches to identify who needs light touch, who needs a medium touch, and who needs high touch.

Seth: I wanted to point to the URF in the VRP wor. This should be the final year of the vrp. When they are looking at thee data that we provide, the URF is an important benchmark. OCR at the SF level has to present to their higher up0s. they have to report on our progress in terms of stysems. They are going to be highlighting the URF work as part of their conclusions. We are seeing sites having incomplete URF data. What's imputed here is assuming that

Kyla: am I hearing that the focus is URF completion?

Sondra: yes, and training. we are developing a module for cultural responsiveness and that will be pushed up to school sites.

Barbb: also fidelity data for PBIS, RJ and trauma-informed practices – trauma-informed de-eswcalation at 80% of sites.

Kyla: across the networks we can provide PBIS supports?

Theresa: We are sending people out to sites, and Shelia White is also working on that.

10.17.2016

Attendance: Alexis, Andrea Bustamante, Sondra, barb, Sandee, Wes, Jean.

Referral data

Just the referrals that are recorded (many are not)

AAF higher in suspension, but LM higher in referrals.

What does this mean for our work and what is our purpose in defining cultural responsiveness?

If our charge is around education and if studetns are nto int eh classroom, learing cnat happen. Our schools are nto designed for our African American studetns to be successful. They don't know what to do.

Our African American students are exeirencing school differently than any other kids. Often the problem is seen as them and their behavior.

We were meeting with ht black organizing committee. And they were talking about a kid who had been shot and was having some challgnes. They were saying htat the school should have done something. Na dit's challenging. Regular school isn't meeting them where they are at. Homelessness. Coming in not ready to learn. Other needs that are hard for us to meet.

The data sowing higher African American girls spuspensions points to an exclusionary process, with class issues at play as well. To push out is a customary practice. There is a perception of the adults that they don't fit or belong.

I think if we controlled for income we would still find that for students of color.

We are not trying to be race neutral. We are trying to interrupt.

We should nto limit ourselves by what we imagine is being developed in Equity. If when we see it there is too much overlap, we can come back to it there.

We elevate diverse perspectives, cultures, languages, identities, abilities, and life experiences to create and sustain a thriving learning community.

Interrupt disrupt dominant culture

Action Item Review from September 2016 Meeting

URF:	
☐ Sondra will ask Joel Danoy about putting a button on the front page of the Intranet for URF and discipline toolkit.	
☐ PD for principals on URF and Pre-Referral Intervention should be launching soon (schools will choose one Pre-Referral Intervention for cycle of inquiry)	
☐ Barb, Gerald, and Jean will meet to coordinate with Shelia White on messaging to sites re: URF.	
Addressing Implicit Bias:	
☐ Sondra will schedule and facilitate two additional Cultural Responsiveness workgroup meetings in October.	
☐ Moira will reach out to Chris Chatmon regarding Office of Equity representation at VRP Lead Team meetings.	
Integrating VRP Goals into District Priorities	
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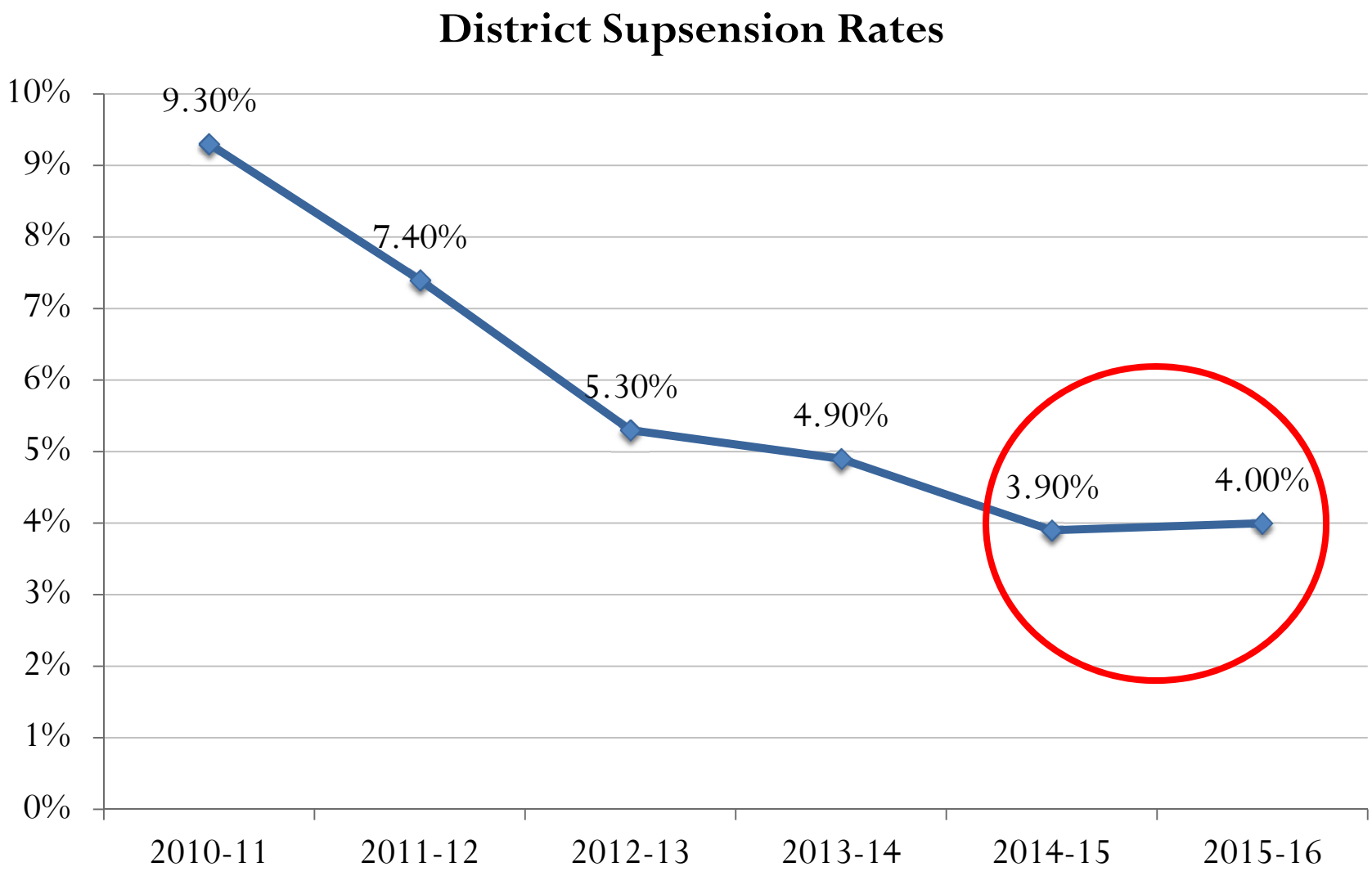
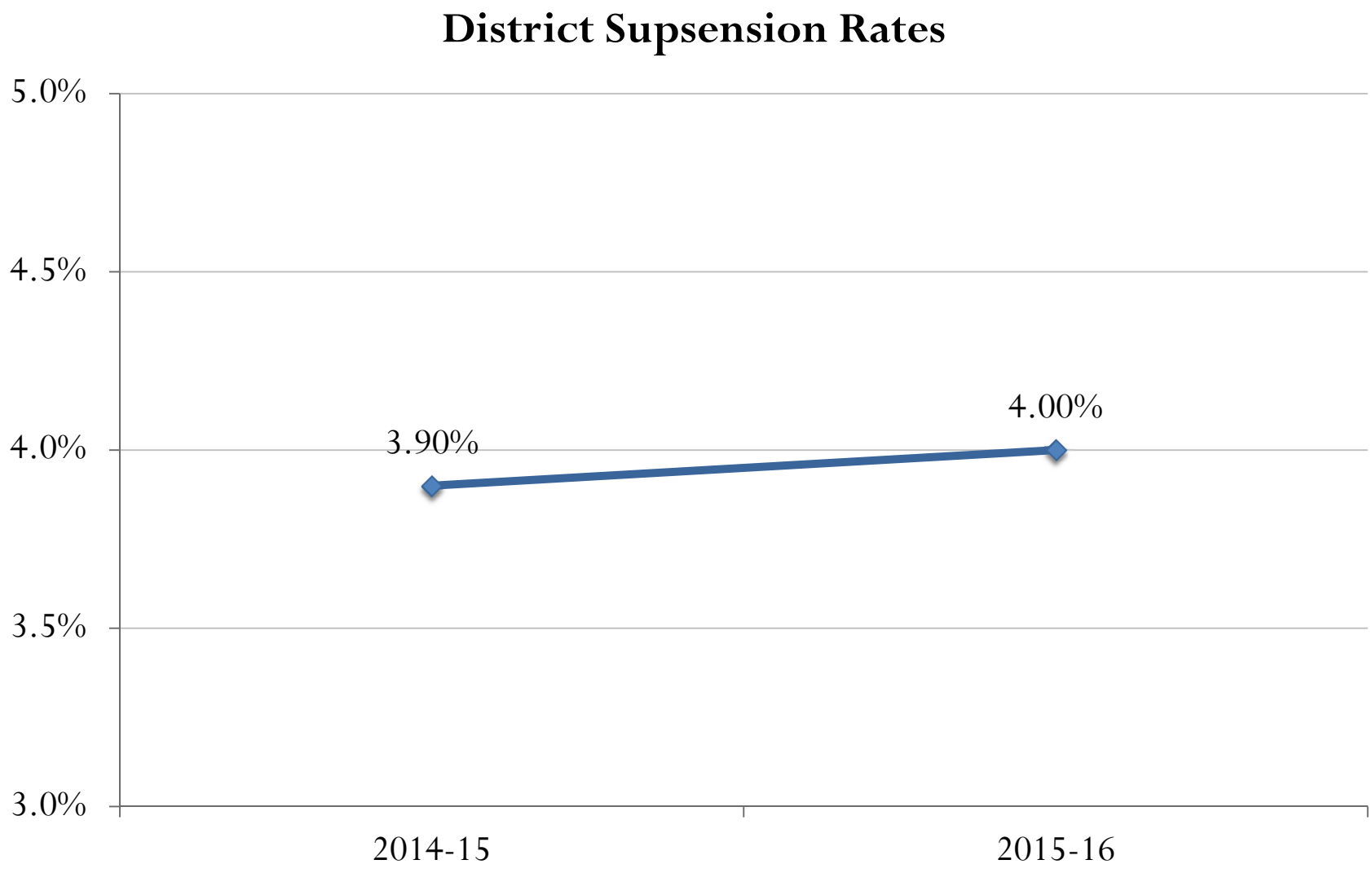
VRP Internal Data Presentation

October 2016

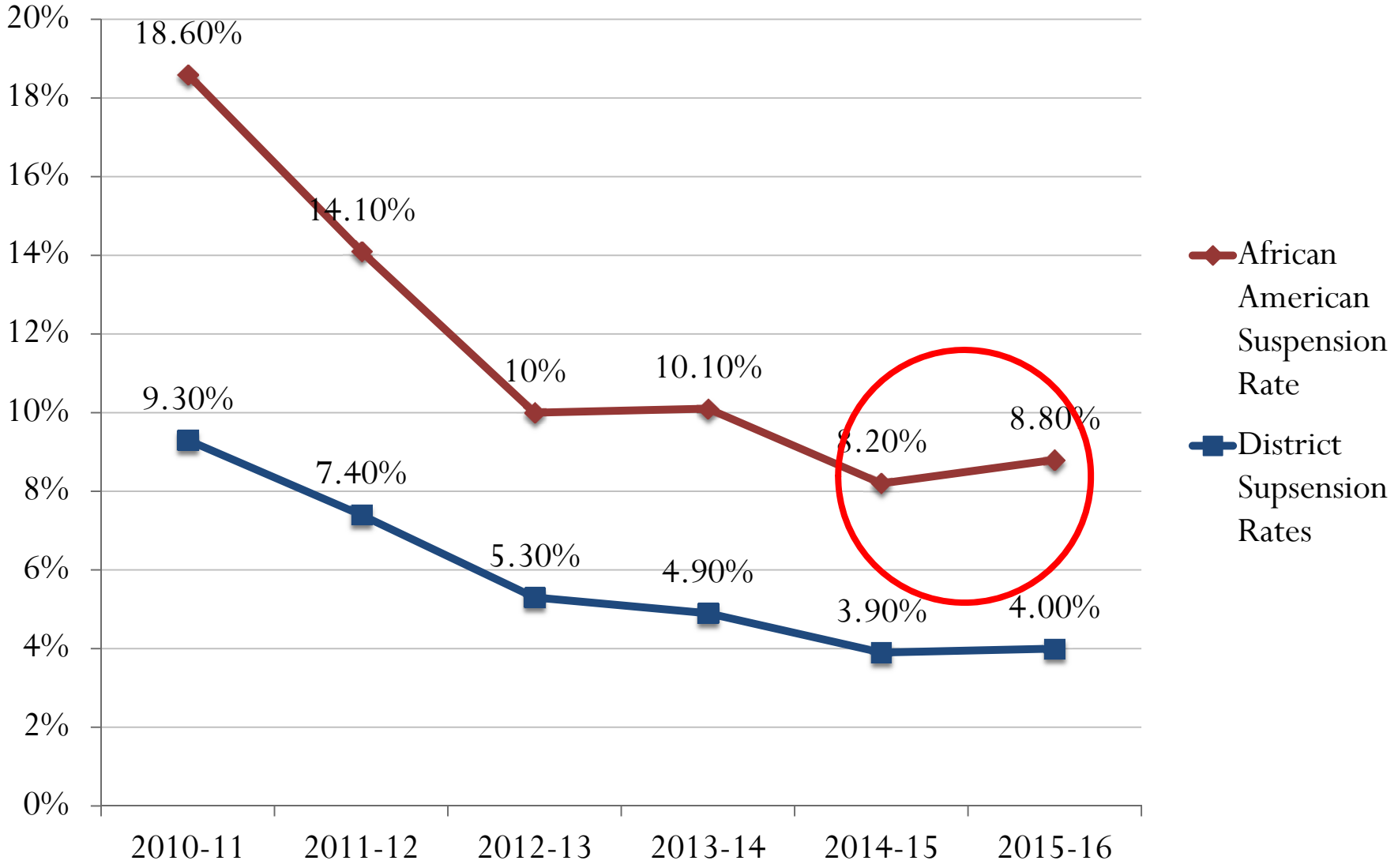
57% Reduction in OUSD Suspension Rate Overall 2010-11 through 2015-16



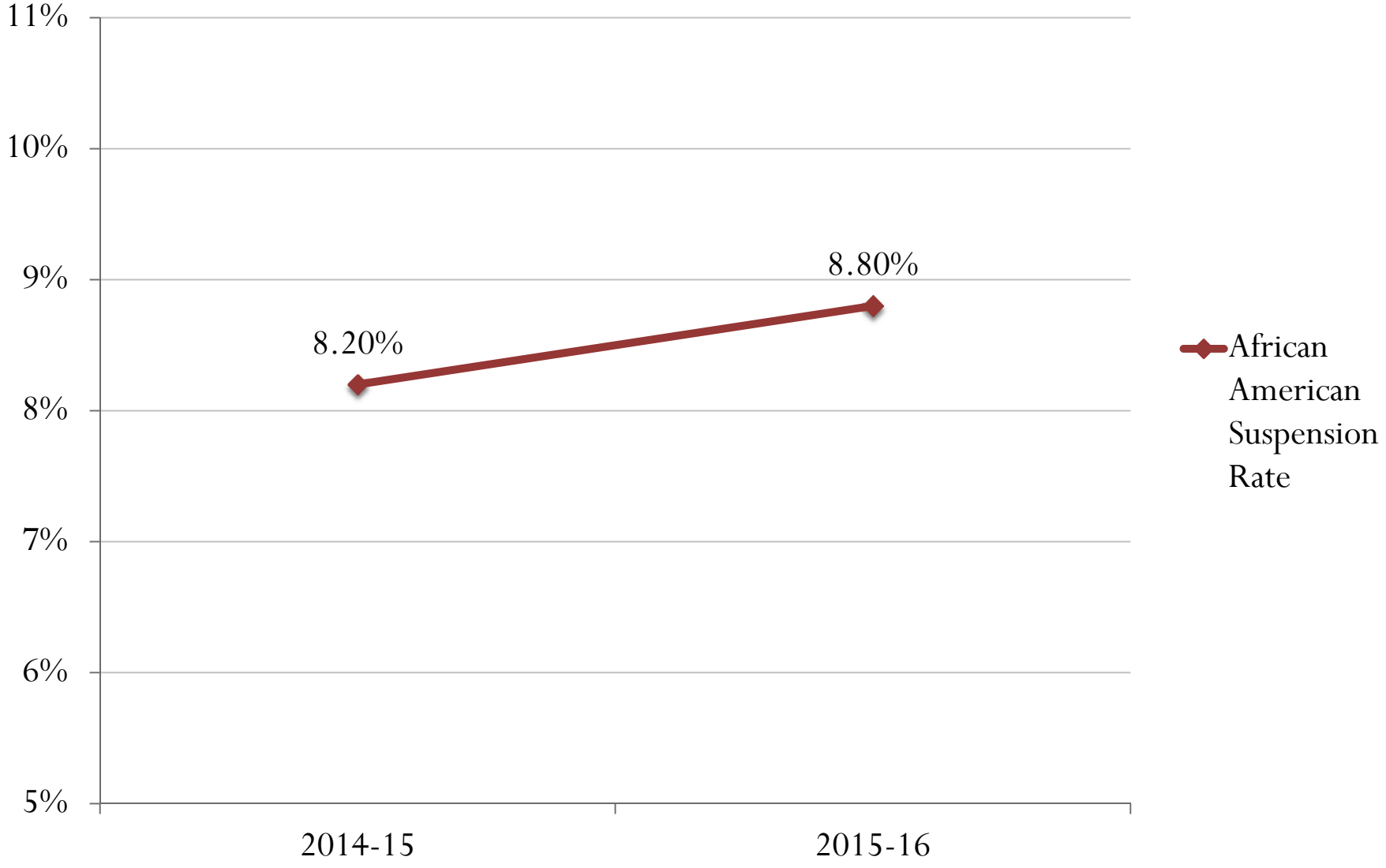
Slight Increase in Suspension Rate Between 2014-15 and 2015-16



African American and Overall Suspension Rates 2010-11 through 2015-16

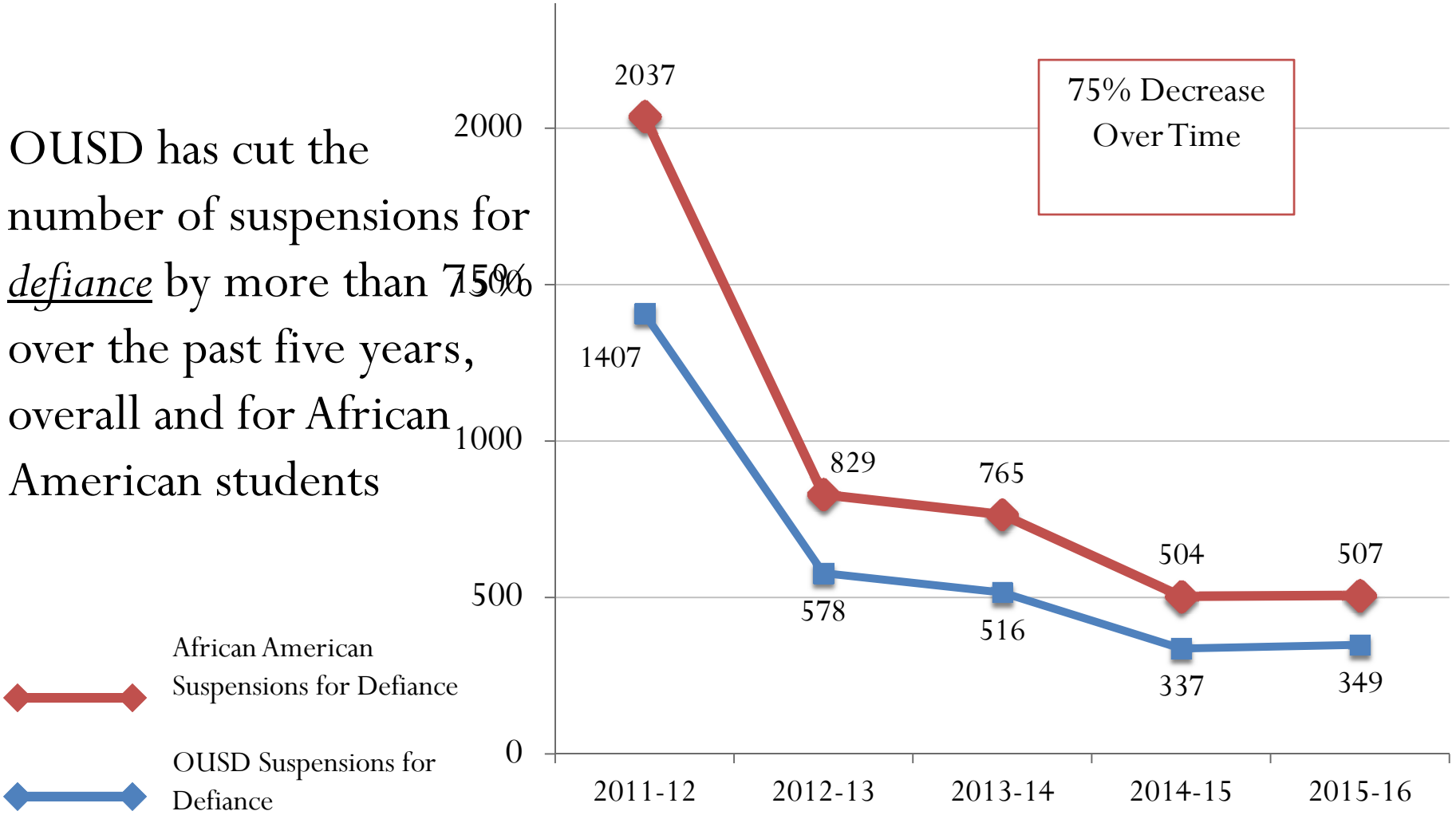


Increase in African American Suspension Rate Between 2014-15 and 2015-16

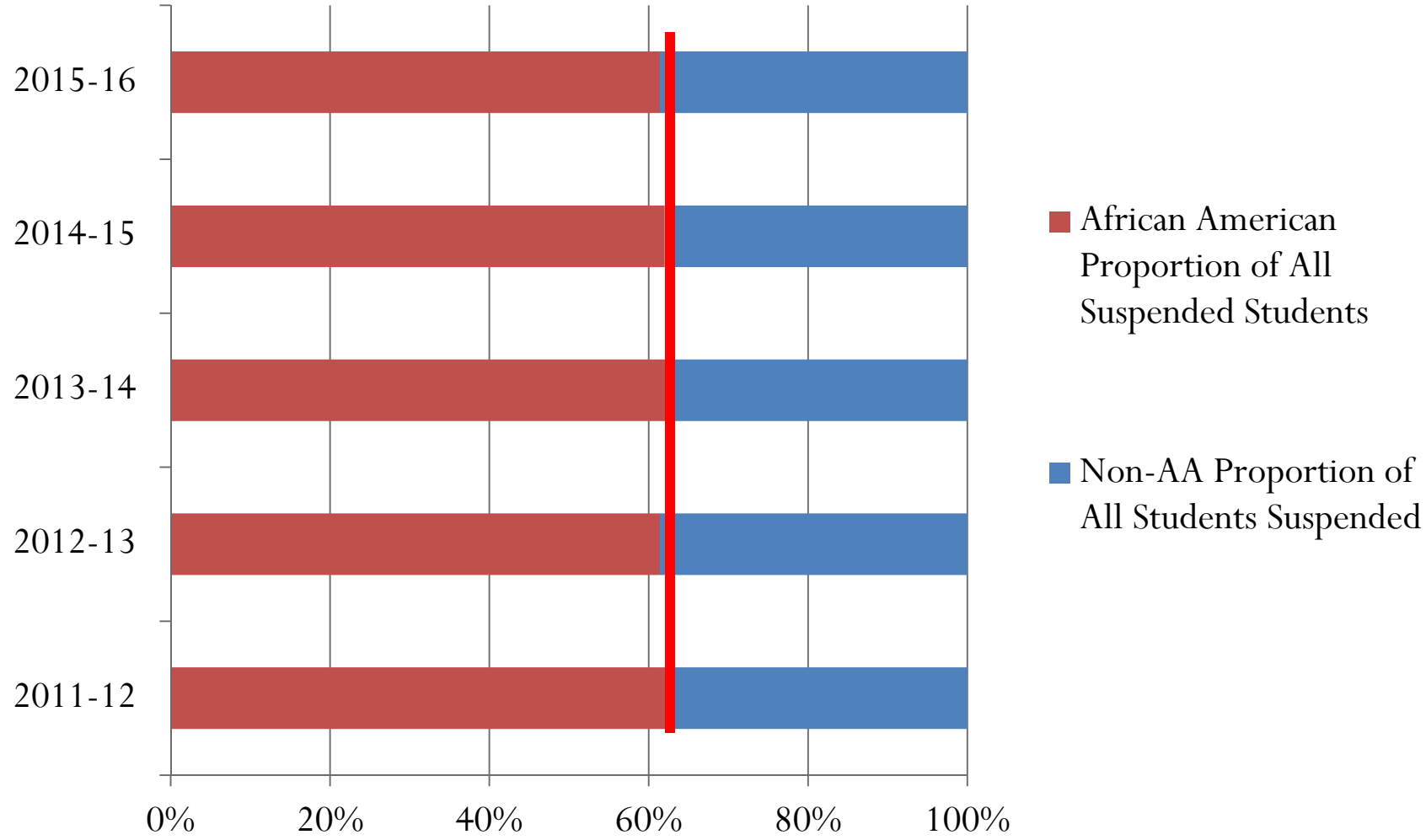


Declining Use of Suspension for Defiance

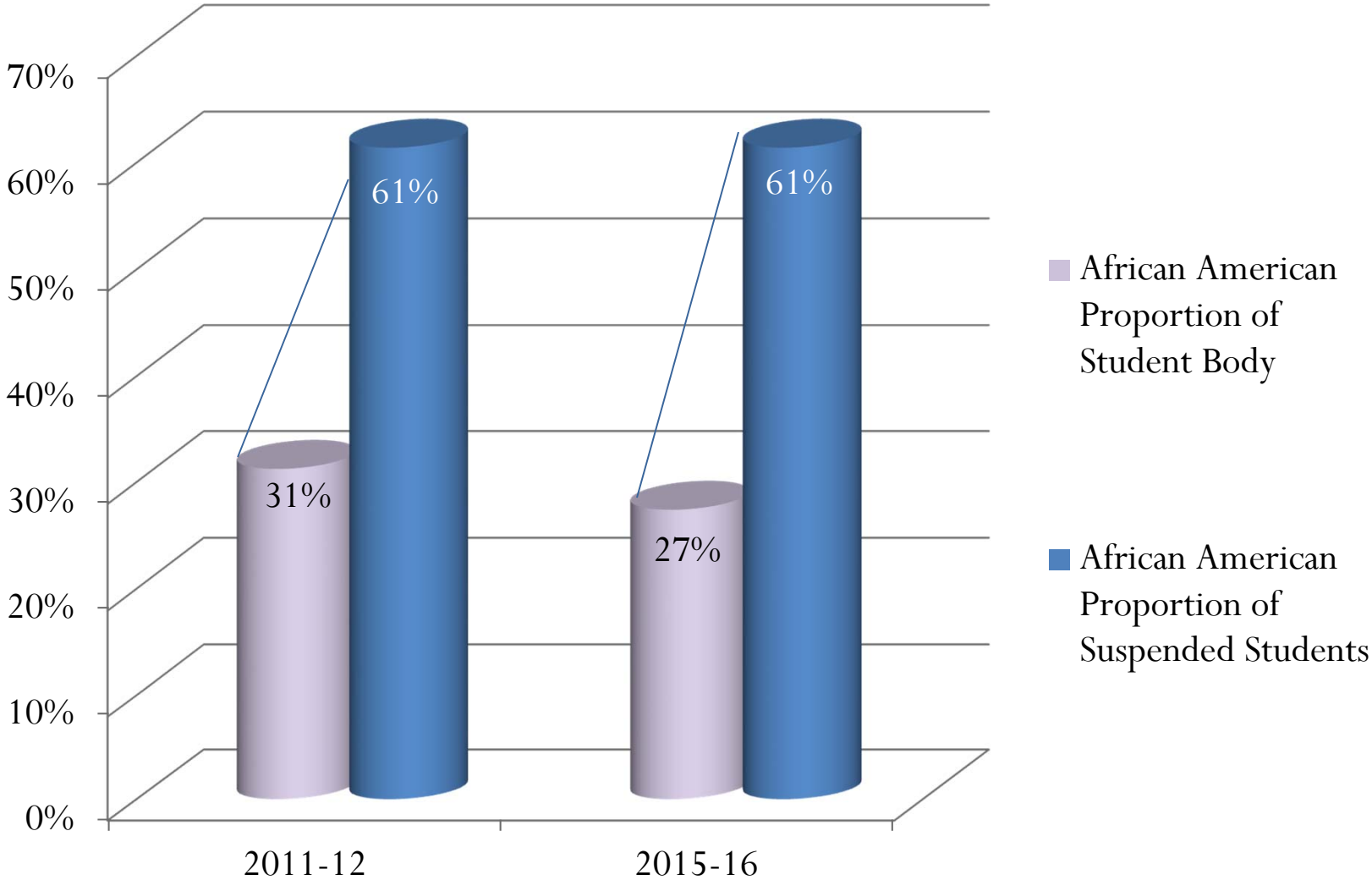
OUSD has cut the number of suspensions for *defiance* by more than 75% over the past five years, overall and for African American students



African American Students as *Proportion* of All Students Suspended Basically Unchanged



African American Disproportionality



Discipline Matrix Fidelity

- # of Suspensions in Excess of 5 Days: 25

Suspension Type	African American	Non-African American
All Suspensions (n=2617)	64.7%	35.6 %
Suspensions in Excess of 5 Days (25)	64%	36%

- # of Suspensions for Defiance TK-3rd: 24*

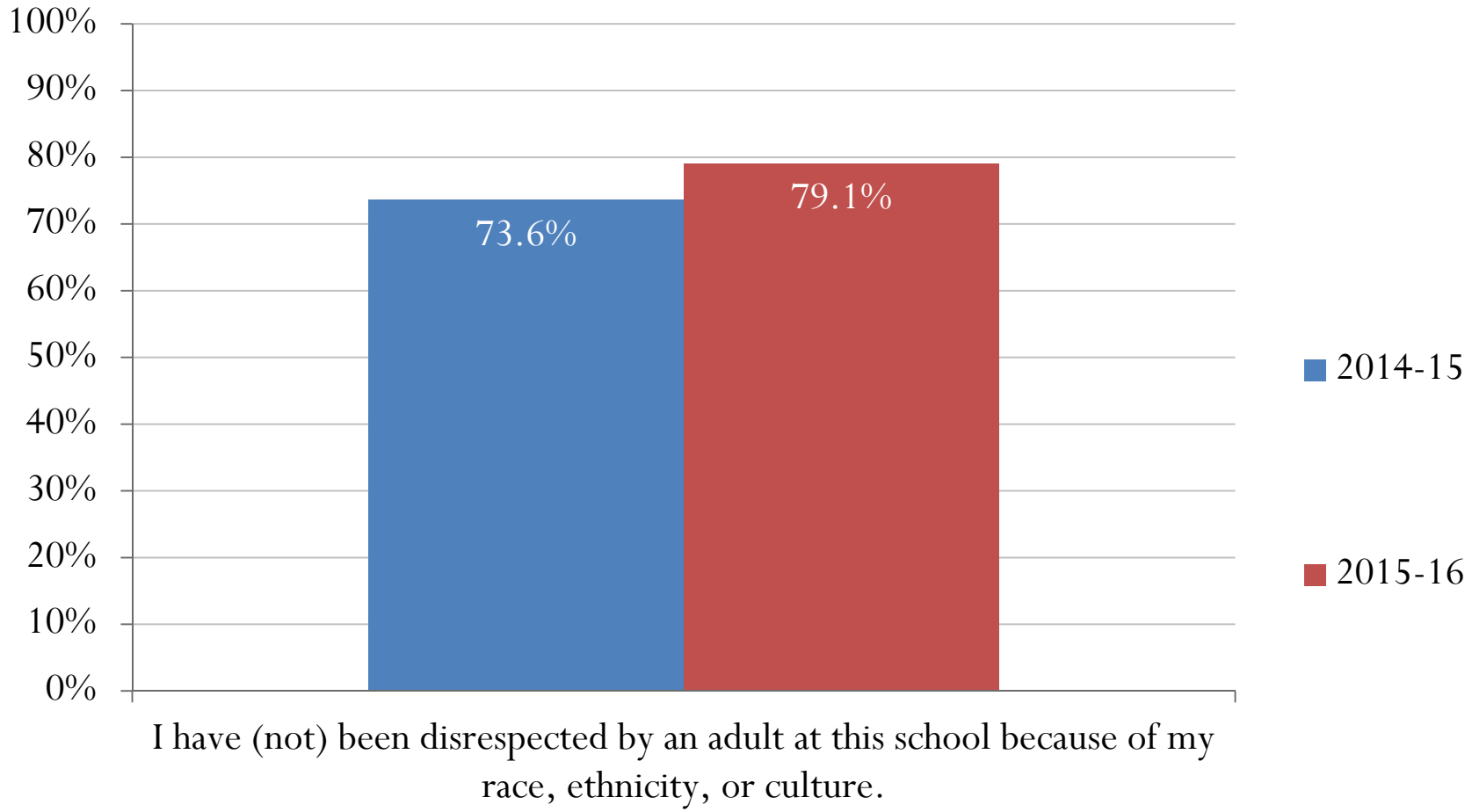
Suspension Type	African American	Non-African American
All Suspensions within Grades TK-3 (n=283)	74.6%	25.4%
Suspensions for Defiance within TK-3 (24)	79.2%	20.8%

*Note: URF and Suspension data show 46, but upon review, 22 suspensions involved violence against students, teachers, or destruction of property.

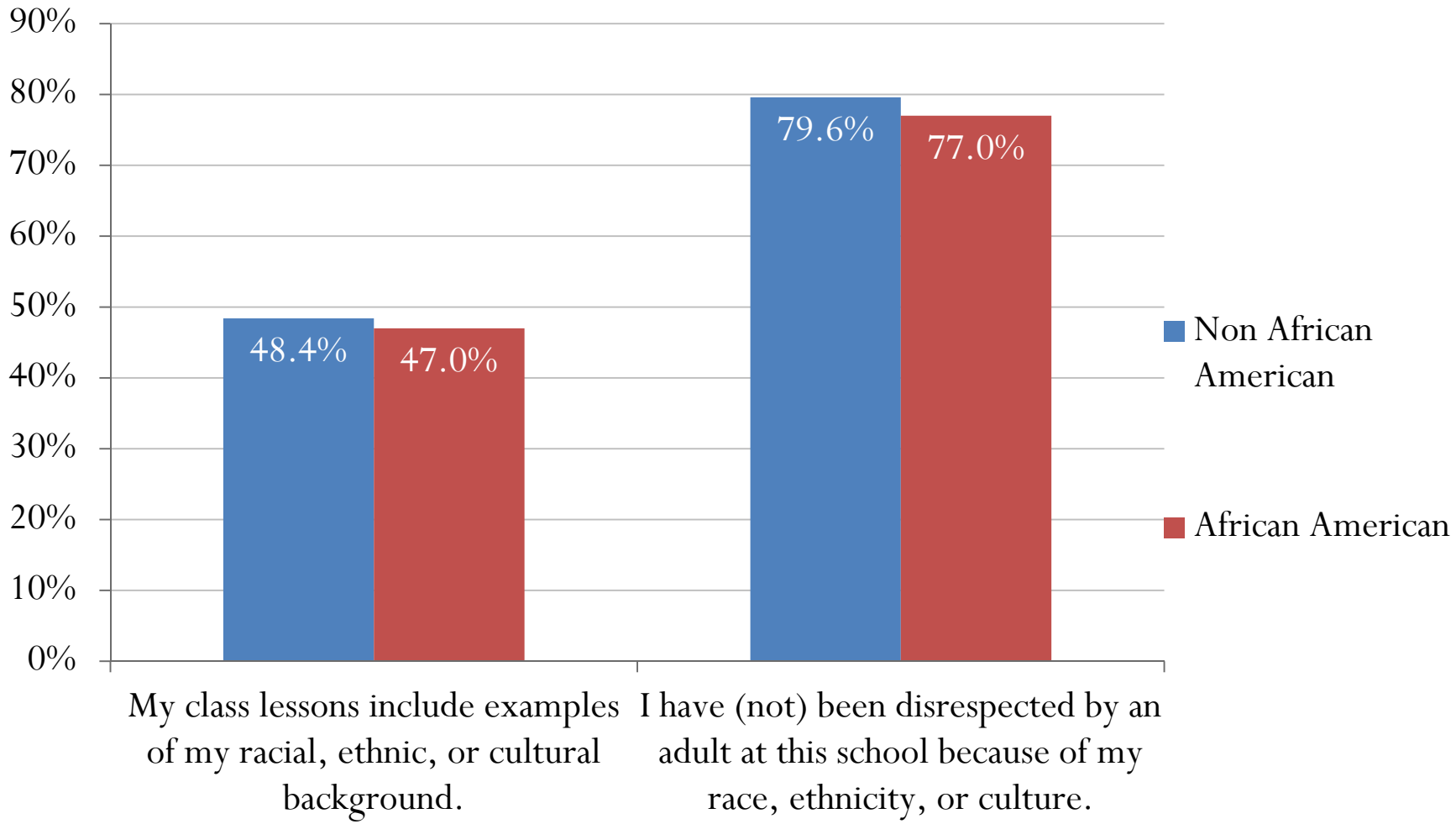
Overview of CHKS Findings on the Basis of Race (African American vs. Non-African American): *The Good News!*

- Questions pertaining to *expectations and rules* show no significant differences between African American and Non-African American students.
- Question regarding *being disrespected by an adult* on the basis of race, ethnicity, or culture show improvement from previous year, and no statistically significant differences by race.
- Question pertaining to *cultural representations in lesson content* also show no significant differences by race.

Improvement from Previous Year on Question of Being Disrespected by Adult



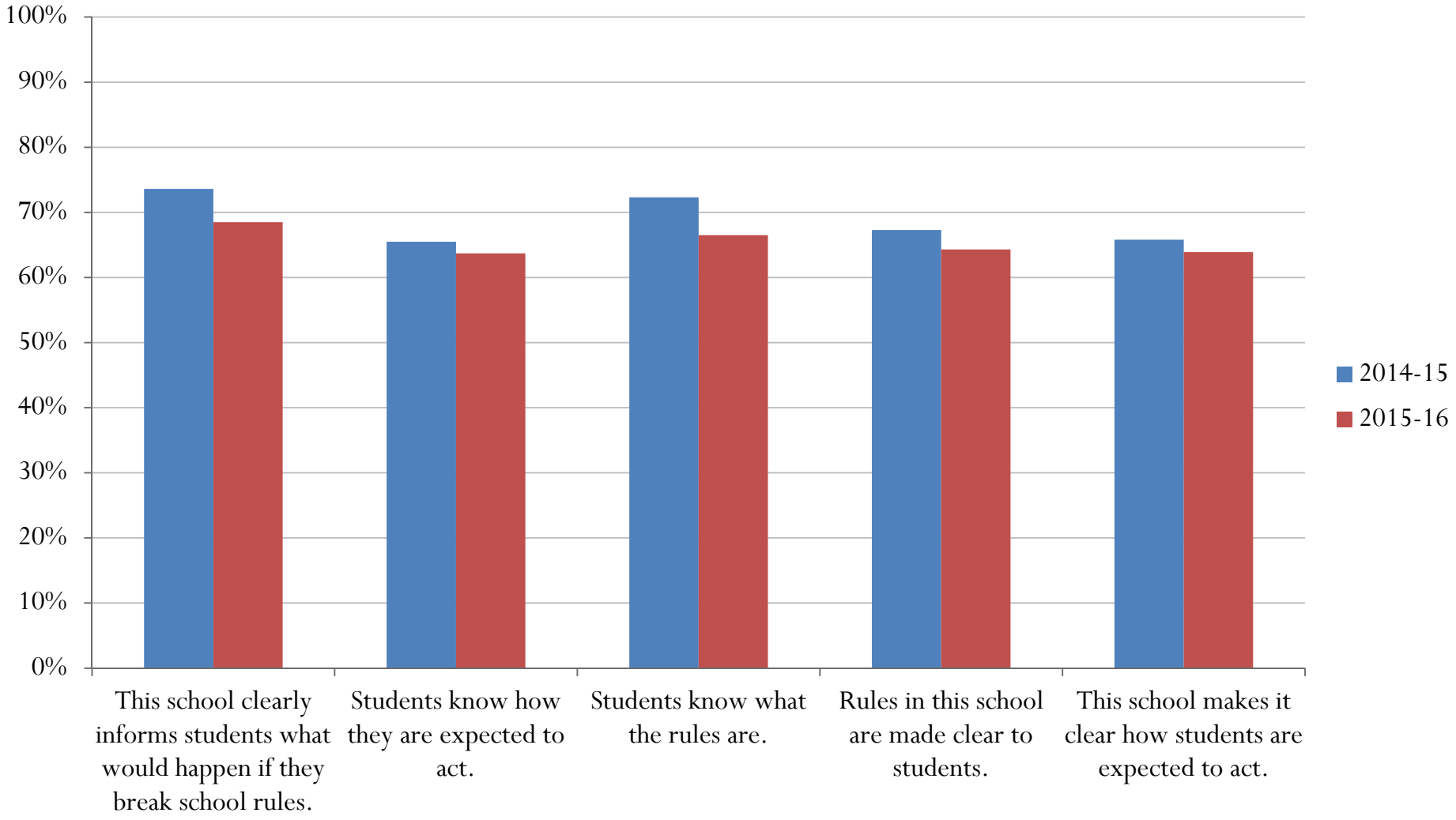
No *Significant* Racial Differences on Key Questions of Cultural Responsiveness



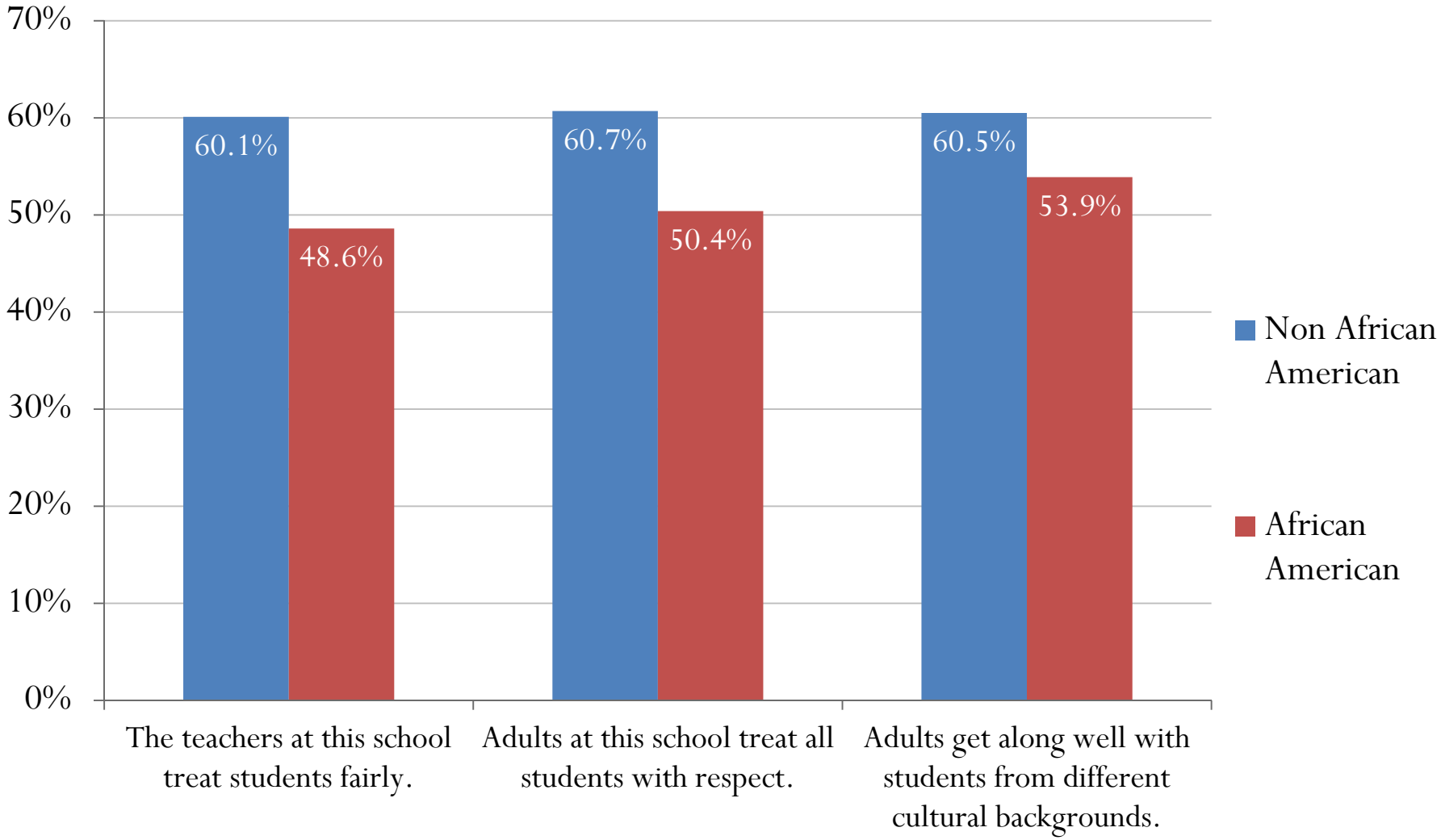
Overview of CHKS Findings on the Basis of Race (African American vs. Non-African American): *The Bad News!*

- Questions pertaining to *expectations and rules* show less agreement in 2015-16 as compared with 2014-15.
- Questions pertaining to *fair treatment*, *adult respect for children*, and *adult ability to get along with students of all races* show significant differences between African American and Non-African American student respondents.

Worsening in Clarity of Expectations and Rules from Previous Year



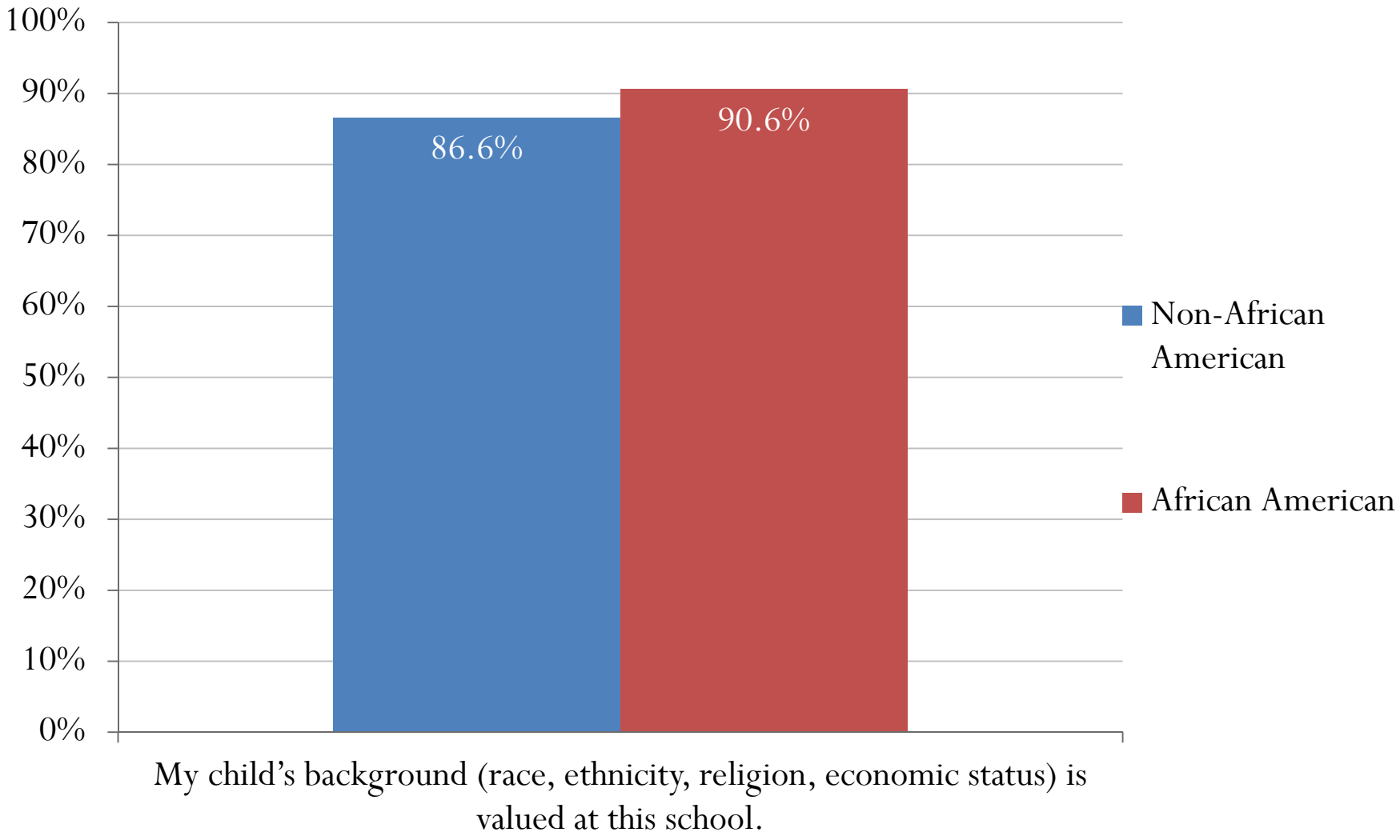
Racial Differences on Key Questions of Racial Equity and Cultural Responsiveness



Overview of OUSD Family Survey on the Basis of Race (African American vs. Non-African American): *The Good News!*

- African American parents have more confidence than Non-African American parents on a key question of cultural responsiveness.
- Questions pertaining to *high expectations for students* and *respect for parents* show no significant differences between African American and Non-African American parents.

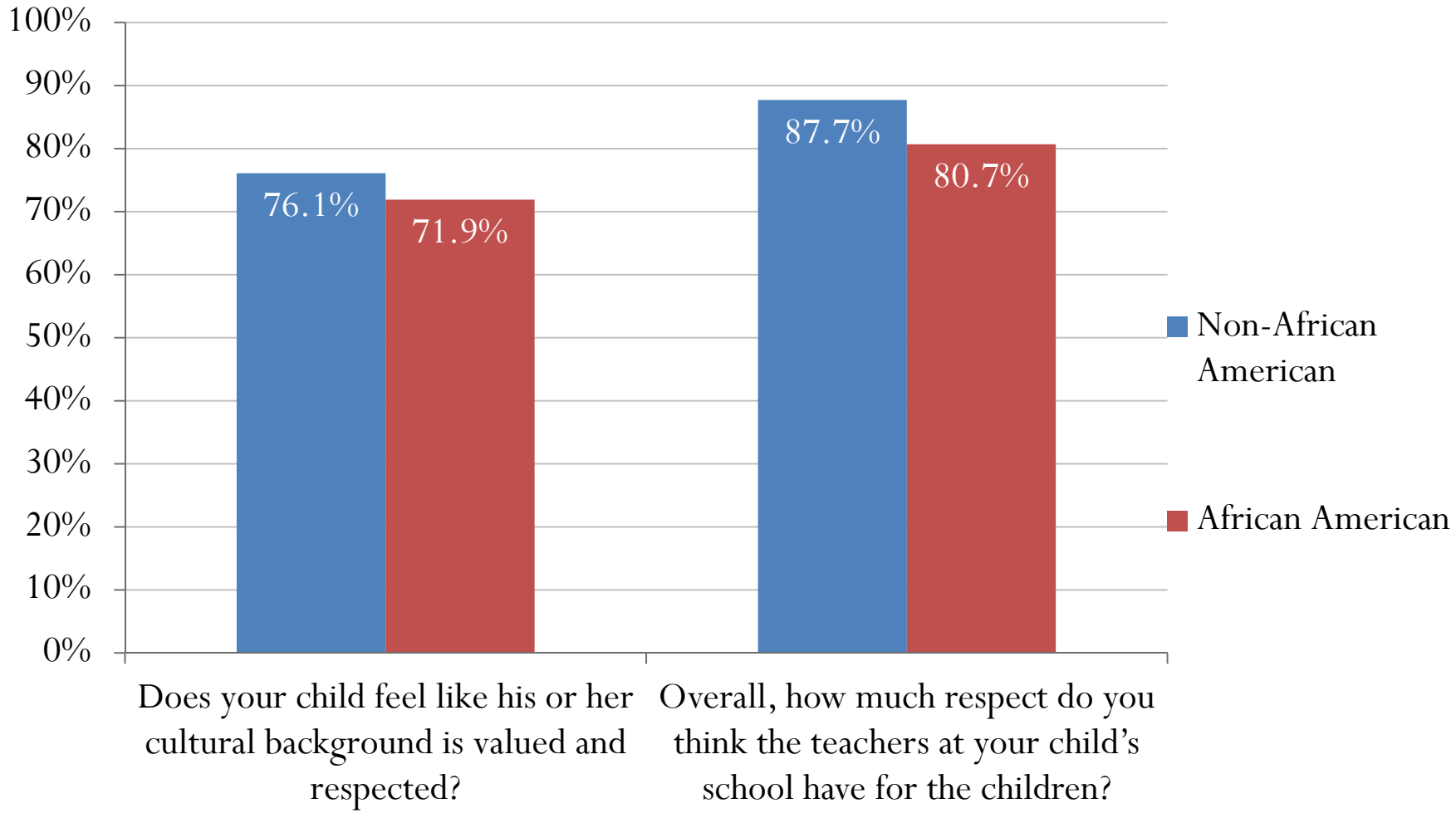
African American Parents More Positive on Key Question of Cultural Responsiveness



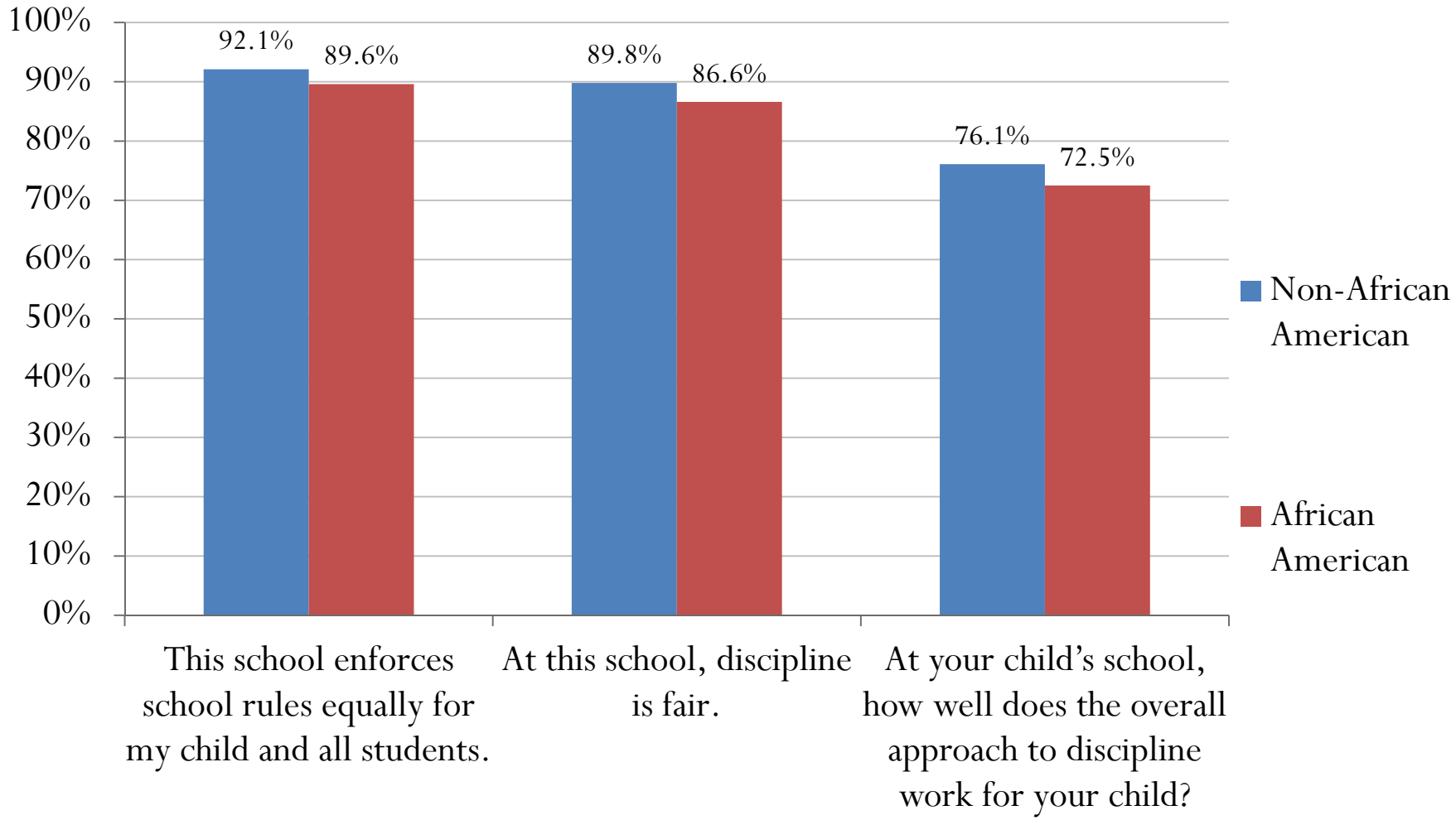
Overview of OUSD Family Survey on the Basis of Race (African American vs. Non-African American): *The Bad News!*

- Questions pertaining to *respect* show significant differences between African American and Non-African American student respondents.
- Questions pertaining to *perceived fairness and discipline* also show significant differences on the basis of race.

Racial Differences on Key Questions of Respect (Parents' point of view)



Racial Differences on Key Questions of Fairness/Discipline (Parents' point of view)



Data In Review

1) An African American student's absolute likelihood of experiencing out-of-school suspension has been cut by 53% since 2010-11 (over six years).

2) Suspensions for defiance have decreased by 75% for all students, and for African American students since 2011-12 (over five years)

3) During the four years of the VRP, African American students as a *proportion* of OUSD students has declined slightly, while African American students as a proportion of suspended students has remained relatively constant – in other words, African American disproportionality is slightly worse.

4) Data show that the Discipline Matrix is being adhered to, by-and-large.

5) Disproportionality in the younger grades TK-3rd is worse than overall disproportionality, especially among suspensions for defiance.

6) CHKS and OUSD Family Survey show some improvements from previous year's data, although on key questions of cultural responsiveness and fairness in discipline there is still room for improvement.

Meeting Notes Moira & Sondra 11.3.16

Moira will:

- Write up an implementation plan for cultural responsiveness
- Revise the goals for the VRP
- Check in with Jean and Jay Tharp around a race and socioeconomic analysis of suspension

Sondra will:

- Check with Devin on:
  - How to access Network partners for January TOT (see if Monday afternoons or Tuesday afternoons in January will work)
  - If Cultural Responsiveness module can be mandatory for any school with wide disparities in discipline data on the basis of race
  - How to get on school calendars for Spring semester (six sequential weeks of one-hour chunks)
  - How to get on Board Agenda (for VRP update)

~~~~~~

Cultural Responsiveness Module:

- 6 hours total
- one hour each week for six weeks
- main target teachers
- implicit bias
- trauma-informed
- hit some of the other competencies

Field test in January, which will also serve as training of trainers (TOT); to include Cultural Responsiveness team as well as PBIS coaches, behaviorists, Teaching and learning specialists, and network partners. These will all be trainers/facilitators.

For field test, we will need to schedule three two hour chunks (all in January). Partners have a block of time (Monday afternoons).

Implementation plan for Cultural Responsiveness Module:

- Complete module
- Start getting on PD agendas for school sites (assistance from Devin and Antwan)
~~~~~~

- Train trainers (3 two-hr sessions in January) Tuesday afternoons HOLD (moira puts out a HOLD to the team, starting on the 10th, 17th, 24th)
- Assign trainers for all 86 schools
- Get on agendas for all 86 schools (tiered approach)

Meeting with VRP Leads, Network Superintendents, and Network Partners

2.6.2017

VRP Fast Facts by Network.

What do you notice? URF quality greatly improved. We are still seeing higher than average African American, Pacific Islander, and Native American suspensions.

-DISCUSSION-

Optimistic Close - a next step that you identified? Please send questions.

Lars: I'm going to group Alt E schools to do TIPS training

Sara: We are going to work with CCTLs on supporting PBIS work at sites

LaResha: We are immersed in this conversation. Markham is a concern. Targeted site support

Ron: We are scheduling a time to meet and review after Denver trip to look at tier scores. Targeted support.

Mark: I'm going to meet with Cynthia and connect with Roots on COST and also do a similar thing with RJ. We were discussing calibrating student outcome results with scores we are seeing. We see schools making change but not scoring well on the rubrics.

Monica: Appreciated the data dip. Thinking about coordinating across the team to be more coordinated in our response.

Alicia: Getting some baseline data from my schools and coordinating with our team so that we are following up with our team on these issues.

Andrea: Thank you. We know that regardless if we are under this plan we need to continue to move forward. How do we continue this work in June? How do we support our after school teams?

Barb: This summer Oakland is hosting the national RJ conference. I would like to include schools that want to participate. If you want to go to RTI in San Diego, let me know.

Implementing PBIS, COST, RJ, and Trauma-Informed with Fidelity

Network Superintendents and Teams

Leadership at a School That is Doing Well:

- Consistency in leadership
- Leadership authentically knowledgeable about RJ, PBIS, COST, trauma-informed
- Provides time during teacher staff meeting for PD
- Admin representation on COST team
- Follow crisis response protocols
- Consistent 5:1 positive to corrective

Leadership at Schools That Are Struggling with Implementation:

- Leadership turnover
- Leadership lack content knowledge in RJ, PBIS, COST, trauma-informed (have not come to training)
- Insufficient time provided during teacher/staff meeting for PD
- Inconsistent admin representation on COST team
- Lack of adherence to crisis response protocols
- Inconsistent use of 5:1 ratio of positive to corrective feedback

School Lists by Network

Network	Number of Schools Not Implementing	Number of Schools Partially Implementing	Number of Schools Fully Implementing
Elementary 1			
Elementary 2			
Elementary 3			
Elementary 4			
Middle			
High			
Elevate			

Break Out Groups

Obstacles to Effective Implementation of COST, PBIS, RJ, and Trauma-Informed

Obstacle	Strategies to Overcome
Leadership turnover	
Leadership lack content knowledge in RJ, PBIS, COST, trauma-informed (have not come to training)	
Insufficient time provided during teacher/staff meeting for PD	
Inconsistent admin representation on COST team	
Lack of adherence to crisis response protocols	
Inconsistent use of 5:1 ratio of positive to corrective feedback	

VRP LEAD TEAM MEETING

2.6.2017

Attendees: Jean, Barb, Andrea B. Andrea E. Seth, Sondra, Moira, Gerald

Key Take-Aways:

- No contact from OCR since Tammi's departure
- OUSD needs to take the ownness on ourselves – need strong ongoing leadership to advance positive, restorative, and racially equitable discipline
- OCR wants to see data and systems – cycles of inquiry at district, network, and school levels, with supports ready when issues of equity are apparent
- URF data have improved insofar as forms being submitted are much more complete than before, although there may be incidents happening without forms being submitted at all
- URF is directly related to implementation of PBIS and RJ, and, if they are being implemented with fidelity, that is a built-in system for data review
- On this same day (2.6.2017) a meeting was held with VRP lead team members and Network Supes where data were presented – this is a good start for creating review systems at the network level
- Implicit bias training needs to happen this year – there is support from Kyla to start with Elev8 schools, but training and trainers still need to be developed – time is of the essence on this

Action Items:

- ☐ Seth will follow up with Devin about what OUSD leadership needs to look like if our external accountability driver disappears.
- ☐ Moira will book a meeting for Sondra and Chris Chatmon to discuss what resources to leverage to get implicit bias training to schools this academic year.
- ☐ Gerald will get more information on the MBK implicit bias training (if it's happening, when, how to get it to OUSD).

Detailed Discussion:

Seth: No word from OCR since Tammi's transition. We need to take on the ownness ourselves. We should look at disproportionality using URF data.

Barb: URF data is directly related to implementation of PBIS and RJ. It's to help schools recognize where the problem is stemming from and to leverage supports at sites to solve those problems. The school's PBIS team tees up coaching for the teachers who need it. PBIS fidelity is key – as we discussed this morning. Data need to be used to target inequities.

Gerald: We are in a position to point to what's important. Do we know if people are not documenting anything? Like at ROOTS there's good suspension numbers, but there's an in-school suspension room that is always full.

Barb: Another point that came up was looking at academic achievement. Hoover for example has high PBIS fidelity, low RJ fidelity, and academics are really low. So then the question is digging deeper into multiple data points. Teacher turnover, new teachers, what are the factors? Where do we dedicate our support?

Seth: So we have something that triggers us to look more closely at the school site.

Barb: Yes, we are trying to get to the root cause. We used to do a Collaborative School Study. We would all look at the data together and look at root causes together. And targeted look at a variety of disparate data points. We did a scatter plot and schools with low fidelity PBIS and high suspension, and it was a direct correlation. We are trying to use these data sources. Coherence is what's lacking.

Andrea: Maybe we offer a Collaborative School Study to those schools that came up in that discussion this morning with Network Superintendents?

Seth: We obviously are at the tail end of the VRP. OCR signaled that they want us to have the data but also the systems to work that out. We want to take the next steps with building those systems and want to also have the capacity to recognize when the data are not representative of what's really happening at the sites.

Barb: The next question I have is how do we institutionalize these practices? Without the oversight how do we continue to expect people to continue the implementation?

Seth: That's about OUSD leadership, whether OCR goes away or not.

Moira: I'm very curious as to what OCR is going to ask for when it comes to the final data request. Will we have more discretion in framing our final documentation/evaluation of progress, as Tammi implied? And, Gerald, what is happening with the implicit bias training that was supposed to be offered through the city?

Gerald: Supposedly there is implicit bias training happening city wide through My Brother's Keeper. Ricardo Huerto Nino.

Andrea: He is funded to implement the My Brother's Keeper initiative.

Gerald: Held by the city. We had identified a speaker. Bryant Marks.

Seth: Does it make sense for us to come back and work out systems to read the data and do something about it? Is that this team here? Is it Barbs team?

Barb: I would love to have Montez involved. There are questions of the school climate measure. It would be cool to institutionalize things is to sync up.

Andrea: An expanded team. Whether it's Monica as lead network superintendent, Montez.

Seth: When we talked before it was about getting data we can reliably look at. Then they wanted systems in place to say this is the problem, this is how we fix it.

Moira: What about aligning tools to measure quality aligned to racial equity principles?

Sondra: That's Corey Donahue. Montez would be good if you were talking about changes.

Jean: We are looking at middle school math and we ended up talking about teacher beliefs. And then I went to the event that Nzinga Dugas did and that's what African American girls are testifying to. It's specifically around black children. So one of the thigs Devin is having us do is having PD-Go, best practices for teaching African American boys. If the teacher went through it and took the quizzes it has the potential to shift the way you. Jawanza Kunjufu.

Andrea: So let's say we buy that PD-Go training, what's the implementation strategy?

Jean: It's a course of study with a capstone project. It would take a semester. We are trying to figure out how to get to the classroom level so the experience of the kids gets affected.

Andrea: It's the teachers who are not self-aware of their bias who are not going to take this.

Seth: We need someone overseeing. We need a task force.

Jean: On a school-wide level I'm struck by the room at Roots. There's a whole book written about a room like that in Berkeley where it was a secret only the black kids knew about.

Barb: The question is who will do the teacher coaching? The school site team should have leaders on it. But who can support that teacher coaching? What's the system that that school will put in place to help teachers reach a standard of positive behavior intervention? Currently schools rely on outside experts, or put these teachers on PAR. These are supports that schools ought to have embedded. A lot of it could be building capacity for doing pre-referral interventions. Everybody in the district ought to be able to have a restorative conversation. But it's hard to get in front of the teachers to get that.

Andrea: The first 6 weeks of school – how to do culture and climate in service of academics?

Seth: If we can bring this back to the VRP work. What's our next step?

Barb: The idea today (at the Network Supes meeting) was to get the schools that are lagging in implementation identified. To say, "what do we know about these schools?" and the contextual problem solving.

Moira: In terms of VRP and our obligations to what we said we would do, at the end of this year, implicit bias training is going to be a huge black hole unless we get moving on that right away.

Andrea: We need to know if the MBK work is happening with implicit bias training.

Sondra: I took Kyla through on what were planning in our cultural responsiveness workgroup, and we landed on focusing on Elevation sites. Kyla is on board for that. That's 16 schools (all overlap with VRP cohort).

Seth's charting:

Data	Systems	Response to inquiry
URF, Fidelity of implementation, Suspension Rates, Academic(?), Culture and climate CHKS MTSS	Protocol for inquiry - Network team – partners - PBIS coach/team - Site fidelity tools - Weekly meeting with Network partner Report out (quarterly?) - Fidelity Survey - Dashboard info Train Network Partners Meet with Devin to get her buy-in Weekly engagement report Status update/tracker	Track action items, List of possible actions, - Implicit bias training

Additional notes on systems: at network and school site level – PBIS coach and team are doing that at the sites; Fidelity measure in place and information goes to Network supes. Network teams are monitoring the fidelity. Weekly meeting with network partners and network supes (includes PBIS coaches, RJ coaches). Protocol for those meetings?? Getting the protocol, getting the team. Report out – how often do they see their PBIS fidelity data? The TFI is done quarterly. Team attendance data. The PBIS coaches would lead the report out on PBIS fidelity. Weekly engagement reports (which are the most clicked on reports in OUSD dashboards). As a system we do not do a good job of tracking our action items. Tracker of action items.

Action Items for today:

- Seth will follow up with Devin about what OUSD leadership needs to look like if our external accountability driver disappears.
- Moira will book a meeting for Sondra and Chris Chatmon to discuss what resources to leverage to get implicit bias training to schools this academic year.
- Gerald will get more information on the MBK implicit bias training (if it's happening, when, how to get it to OUSD)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Safe and Strong Schools Sub-Committee Meeting
February 23, 2017
4:00-6:00 PM

AGENDA

I. **Welcome, Purpose & Introductions**
II. **Ice breaker**
III. **Overview of Current OUSD Initiatives –** *overview of OUSD's school climate/culture approach: data, RJ, PBIS, MDP, etc.*
IV. **Developing Effective Practices –** small groups**:** data *discussion*
    a. Suspensions, Expulsions & Involuntary transfers
    b. Arrests, Referrals, Citations, & Calls for service
    c. Implementation of RJ, PBIS & other alternatives
V. **Report outs**
VI. **Next Steps and Closing –** *recommendations*
VII. **Extended Session-Disciplinary Hearing Panel**

The Safe and Strong Schools Sub-committee was established as part of OUSD Board Policy BP 5144.1 (Suspension and Expulsion / Due Process). The sub-committee will meet at least twice a year, one meeting to occur in January to review the annual report to OCR that is submitted in the fall of the prior year and review the District's progress in successful implementation of RJ, PBIS and Manhood Development programs and the Three Year Plan ("Transforming School Culture" Three Year Plan, OCR Compliance Review No. 09125001); and one meeting in October to review 1) the discipline data from the prior school year, 2) the District's progress in successful implementation of RJ, PBIS and Manhood Development programs and the Three Year Plan ("Transforming School Culture" Three Year Plan, OCR Compliance Review No. 09125001), and 3) through June 30, 2016, data regarding suspensions for defiance in Grades 4 through 12. In reviewing the suspension for defiance data, the sub-committee shall consider whether to recommend that the Superintendent undertake additional measures if it appears the District is not on target for the successful elimination of willful defiance as a basis for suspension or expulsion for all grade levels TK-12 effective July 1, 2016.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Safe and Strong Schools Sub-Committee

Data Transparency & Accountability

February 23, 2017

Agenda

- Introductions/Purpose (10 min)
- Ice breaker (10 min)
- Data and Program Implementation Review with Questions (30 min)
- Small Group Discussion and Recommendations (30 min)
- Next steps (10 min)
- Extended Session - Disciplinary Hearing Panel

Safe and Strong Schools Sub-committee

- **2 meetings**: October 2016 & January 2017
- **Purpose**: Review data, program implementation, OCR Three Year Plan and annual report to OCR
- **Composition**: "will include parents, students, representatives from community organizations, teachers, administrators and partner organizations."

Purpose of this Meeting

- Review 2016-2017 YTD Discipline data
- Review implementation status of Restorative Justice, Positive Behavior Intervention & Supports, Manhood Development Program
- Discuss implications of data

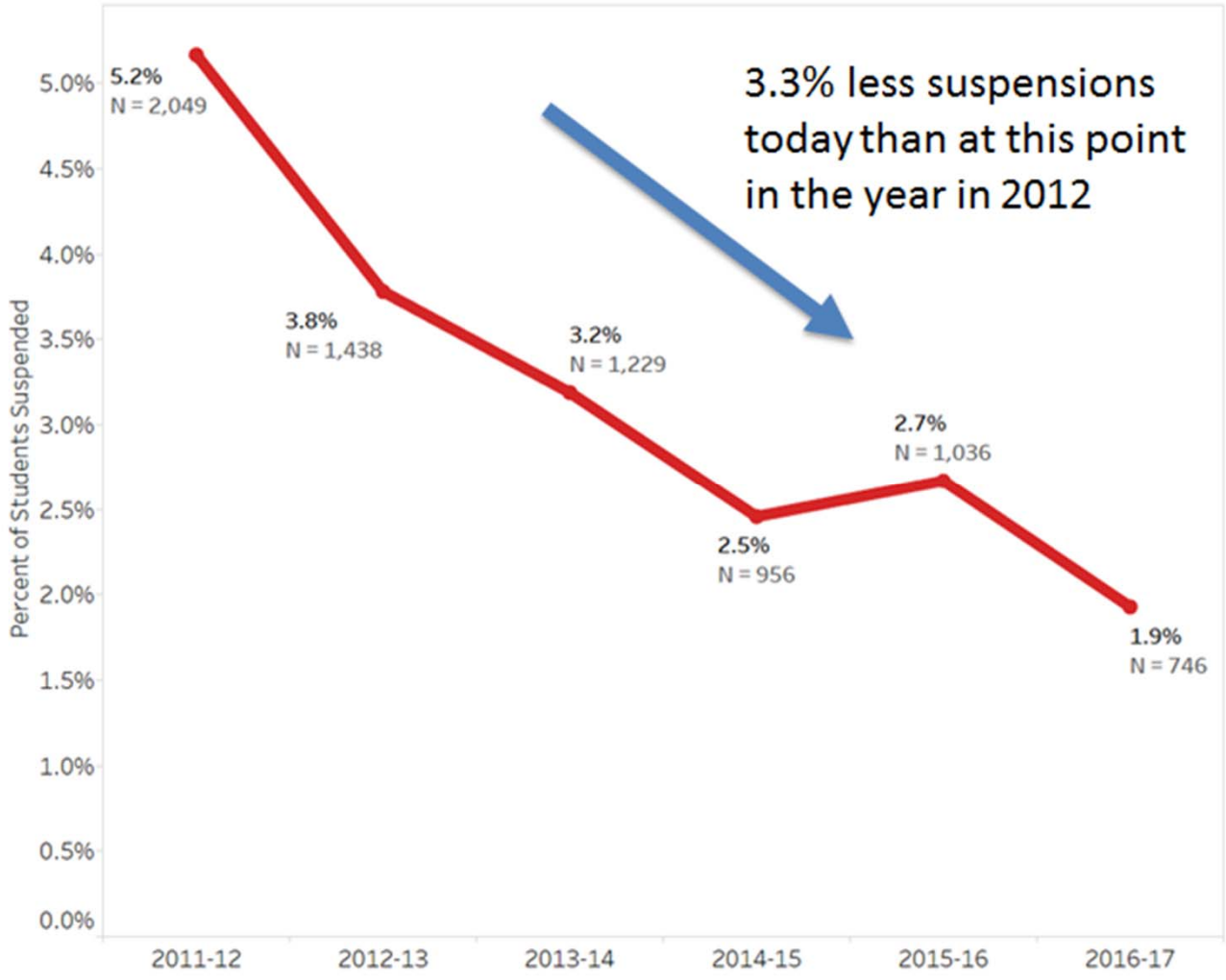
Ice Breaker

Think about the work that you are involved in now.

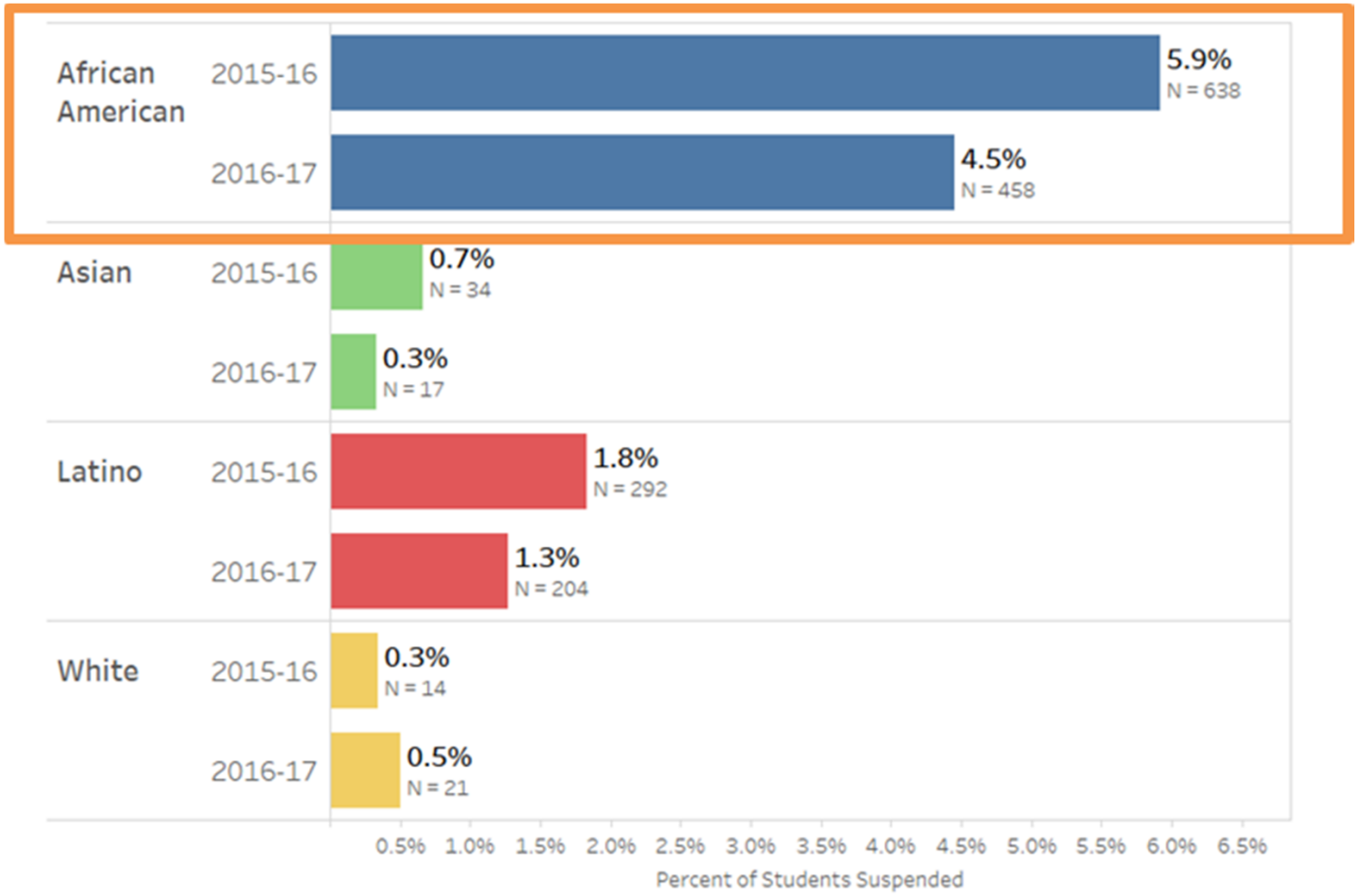
What drew you to this work?

Share your answer with a partner.

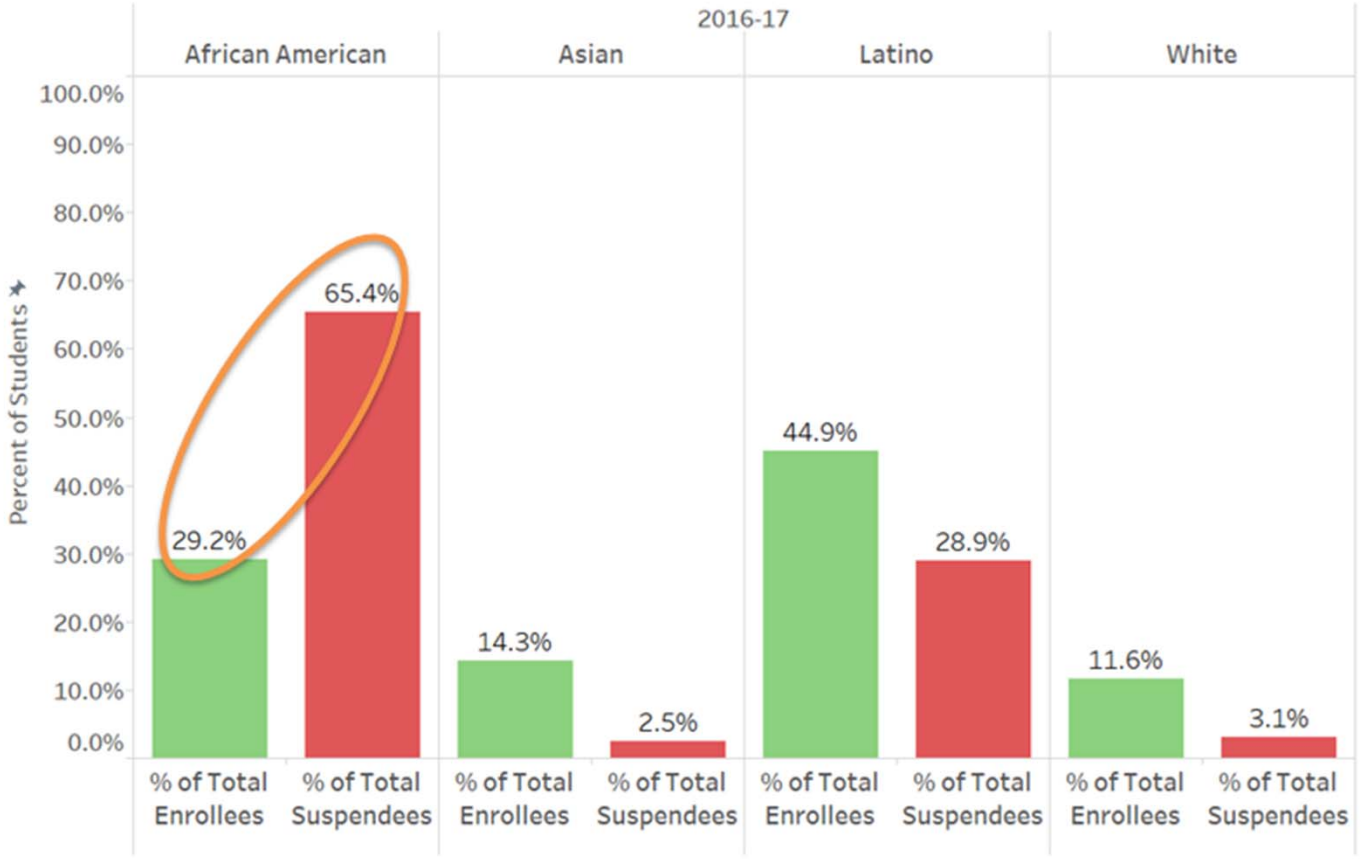
YTD Out-of-School Suspensions



YTD Suspensions by Race: 2015-16 to 2016-17



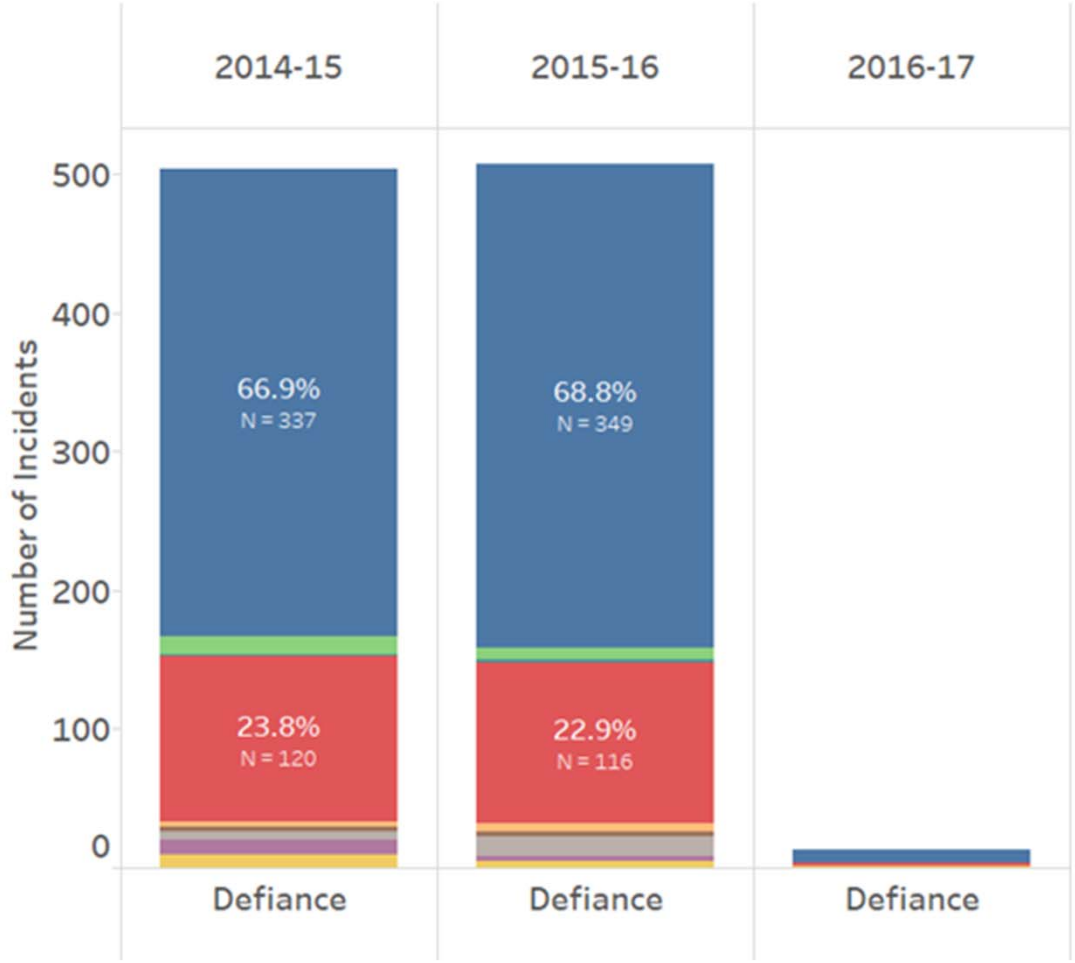
Disproportionality Representation by Race



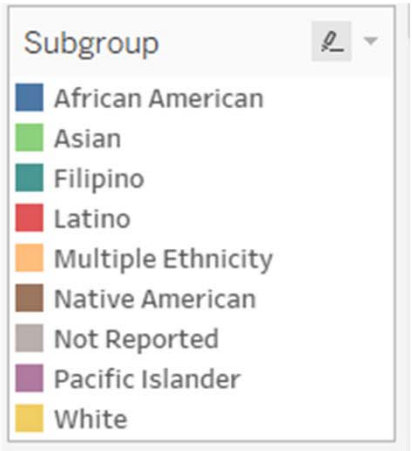
African Americans make up approximately 29.2% of the OUSD student population, but account for 65.4% of suspensions (among AfAm, Latino, White and Asian students).

Suspension Incidents: Defiance

EOY numbers for 14-15 and 15-16, YTD for 16-17



	# of Defiance Incidents		
	14-15	**15-16**	**16-17**
Total	504	507	13
AfrAm	337	349	9
Latino	120	116	3
Other	47	42	1



YTD Office Referrals & Teacher Suspensions

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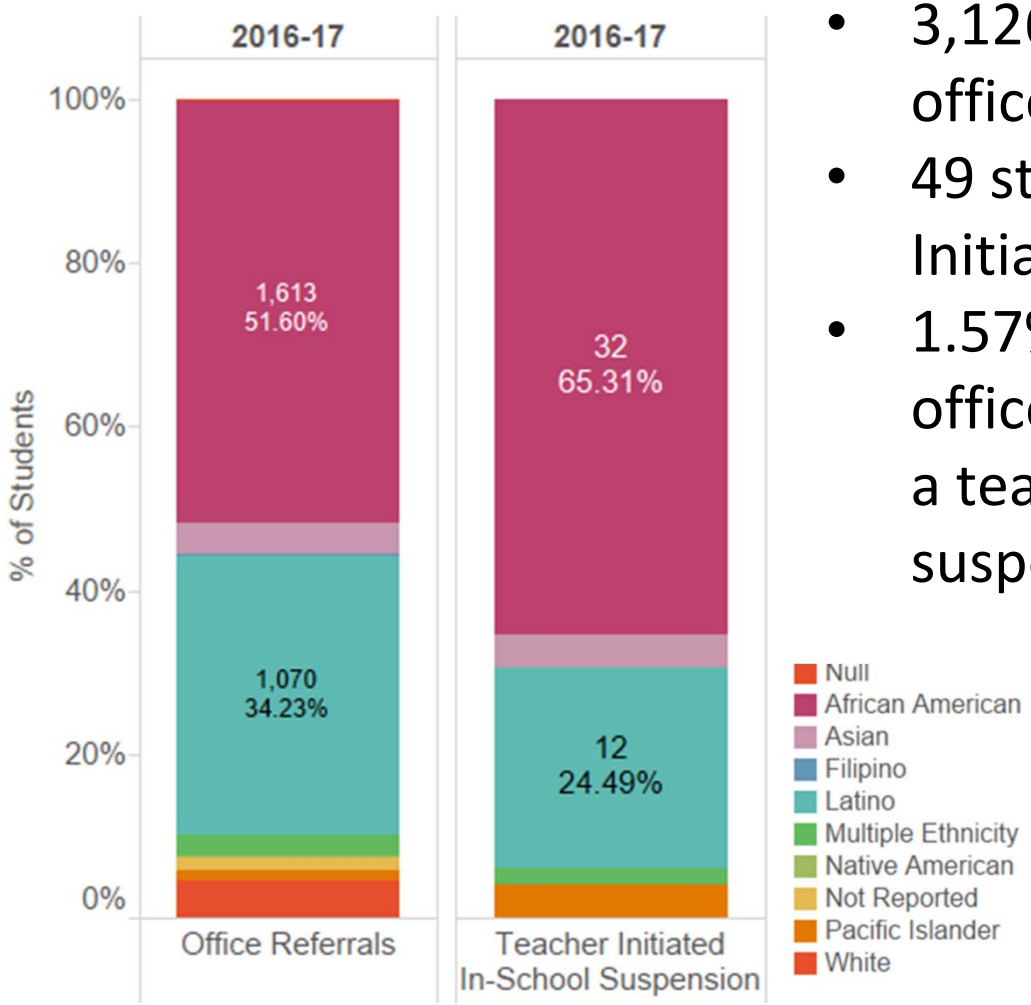

- 3,126 students have received office referrals
- 49 students received Teacher Initiated In-School Suspensions
- 1.57% of students receiving an office referral have also received a teacher initiated in-school suspension

YTD Office Referrals & Out of School Suspensions

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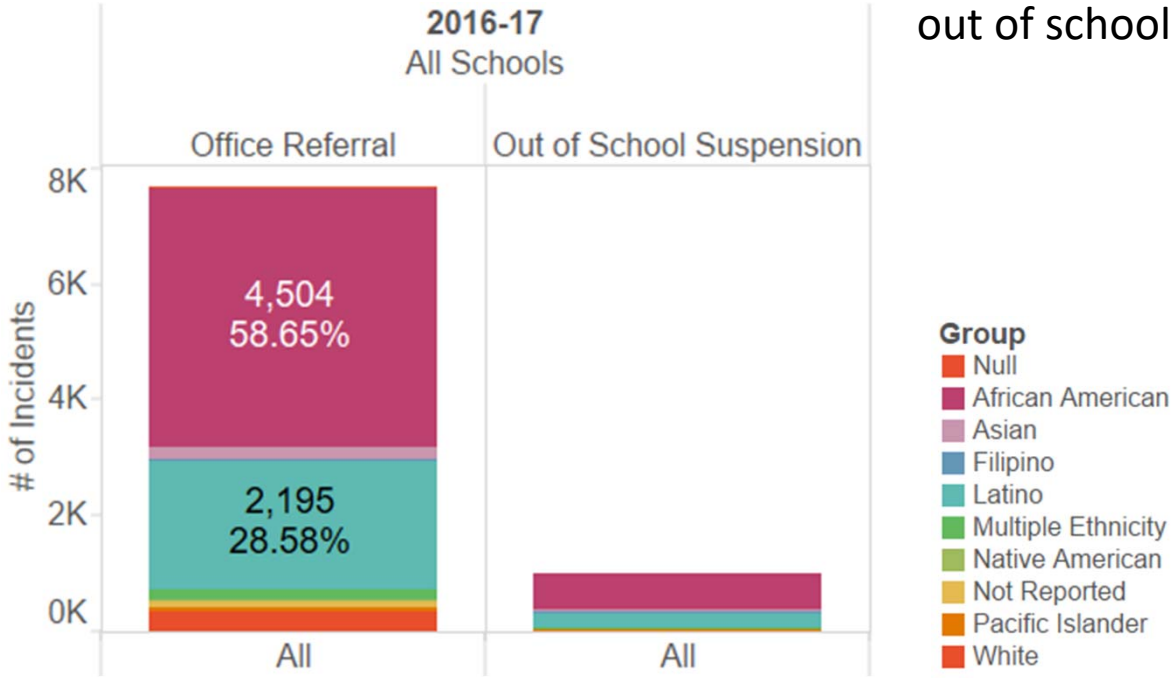
African American students represent 58.65% of office referrals and 63.05% of out of school suspensions.



2015-2016 DHPs and Expulsions

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28 Expulsions/Suspended Expulsions

89 Expulsion Referrals (DHP)

0 Involuntary Transfers

April 2015-April 2016 School-based arrests

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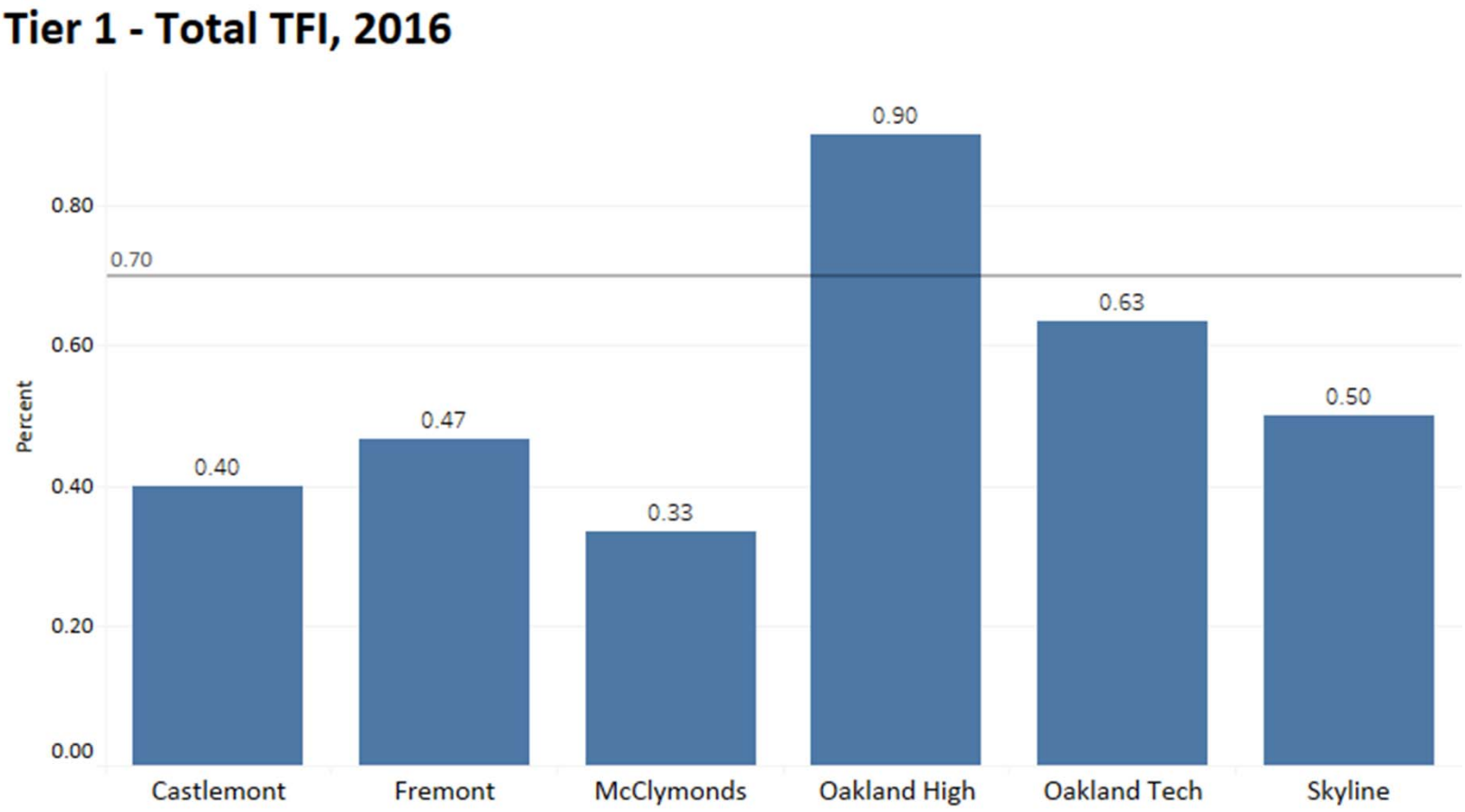
	April 2015-Oct. 2015	Nov. 2015-April 2016
Total arrests	9	11
Calls to sites	1222	1410
Citations issued	0	0

2016-2017 Positive Behavioral Support (PBIS) Cohort Schools

59 schools implementing

- 7 high Schools
- 9 middle schools
- 43 Elementary Schools

2016-2017 Positive Behavioral Support (PBIS) Fidelity Ratings: High Schools

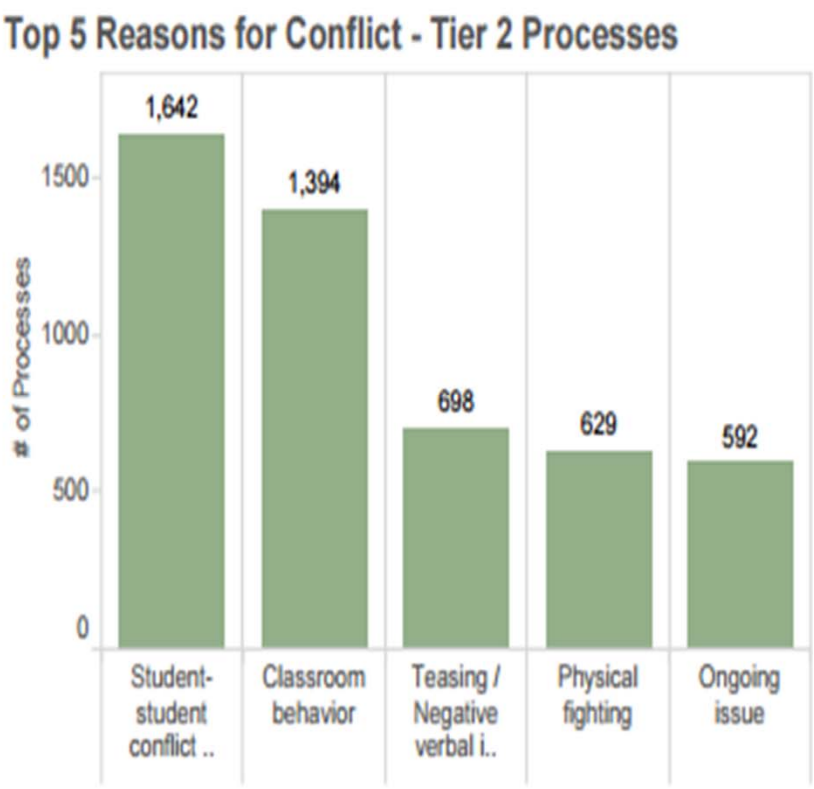


2016-2017 Restorative Justice Impact

38 OUSD Schools with full-time Restorative Justice Facilitators

Month: All

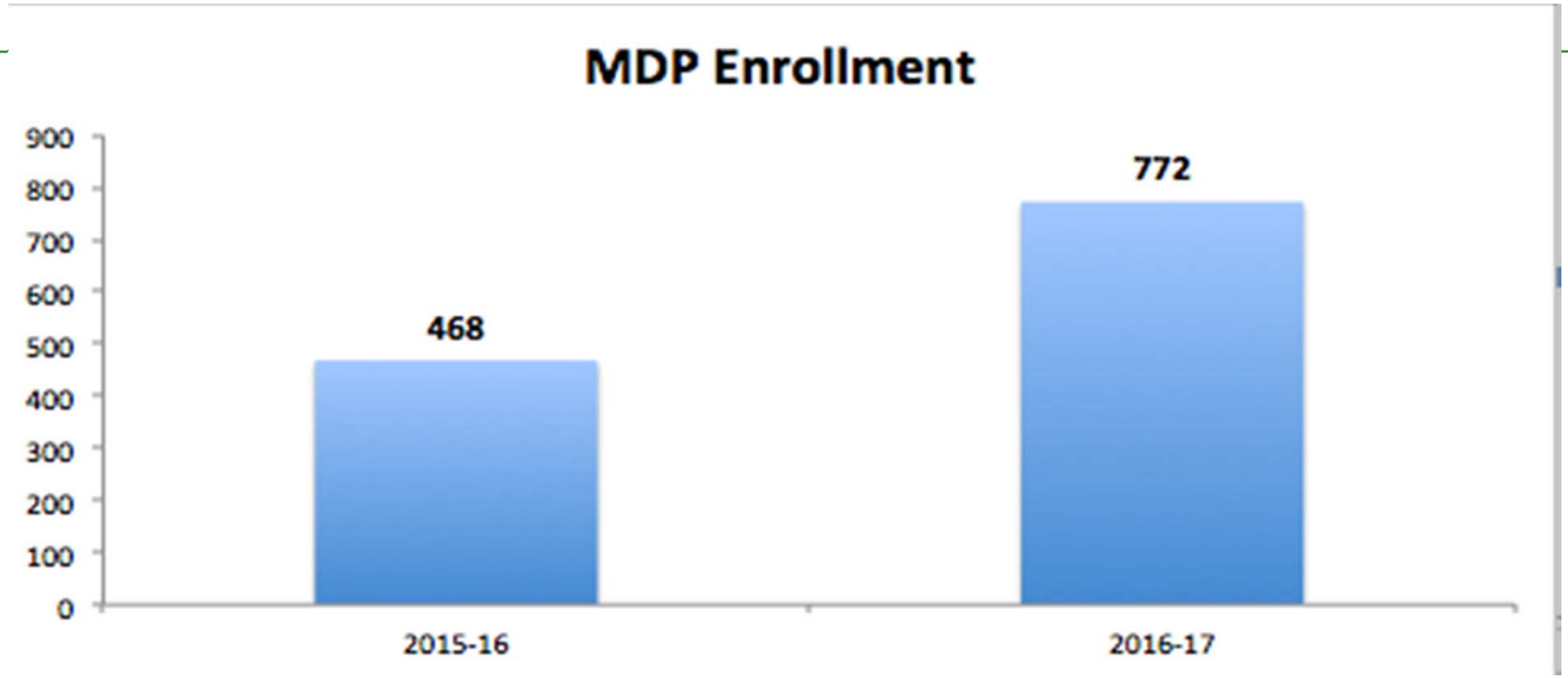
Student Participation	
Number of Restorative Processes	
Tier 1: Community Building	3,419
Tier 2: Conflict Processes	7,239
Tier 3: Welcome and Support	372
Total	7,654



MDP Sites 2016-2017

Elementary	Middle	High
Reach Academy Parker Elementary Lafyette Elementary Garfield Elementary Redwood Heights Elementary Piedmont Elementary	Alliance Middle Frick Middle Montera Middle United For Success Middle Claremont Middle West Oakland MIddle (WOMS)	Castlemont Fremont Skyline Oakland High Oakland Tech Mc Clymonds Dewey Ralph Bunche Met West

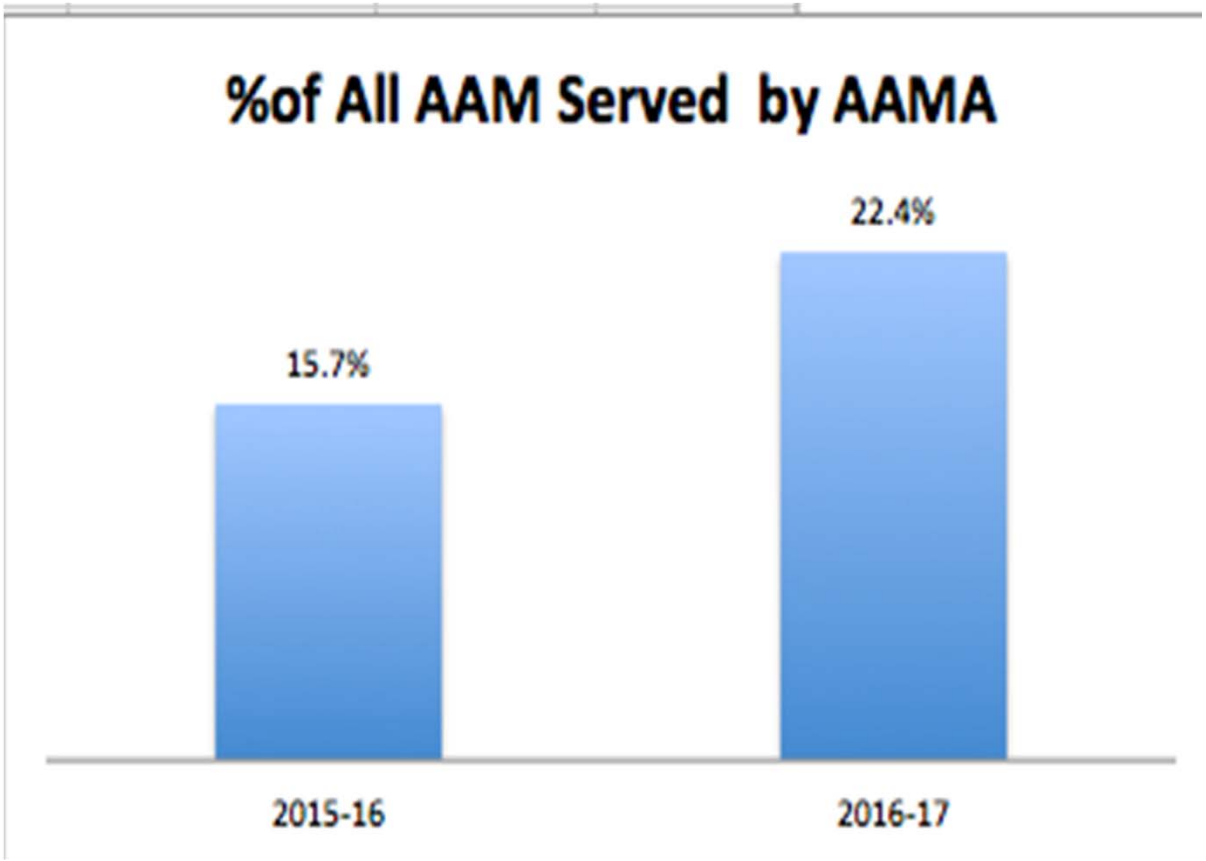
MDP Enrolment



- MDP Enrollment has grown by **6.9** percentage points from 2015-16 2016-17
- The Number of school sites MDP services has increased from **17** to **23**.
- MDP now services **26%** of all OUSD non charter schools .

AAMA District Impact and Programing

- **Students served through:**
  - Linked Learning Pathway
  - Case Managment
  - Manhood Development
  - Student Leadership Council
  - *Man Up Conferences (not included in totals)***



MDP And AAMA Evaluation

- Academic Achievement -
  - **31.7 %** (454) of all AAM students grades 8-12 were on the Honor Roll. This is an increase of 8 percentage points in one year.
- Teacher Retention-
  - **93%** of MDP teachers know that their class motivates students who would normally not show up to come to school.
  - 88% of classroom teachers hired through AAMA remained in OUSD from the 2015-16 school year to the 2015-17 school year.
- Student Skills-
  - **26** percentage point increase in collaborative planning
  - **7.2** percentage point increase in accessing academic supports;
  - **21** percentage point increase in self-identity.

2016-2017 RJ/PBIS/MDP Investment

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$1.5M invested in 38 Restorative Justice school sites as an alternative to suspension/expulsion

$400k invested in AAMA, now in 18 schools with MDP, launching first pathway and case management components

$200k contracted with Unity Council to expand Latino Men and Boys program

$100k will be invested in strategy to support African American young women and girls

3 Year Plan Targets and Progress

Goal Area 1: Implicit Bias/Cultural Responsiveness

Progress:

- Assembled a Cultural Responsiveness Workgroup and held several meetings
- Crafted OUSD definition of Cultural Responsiveness

Targets:

- Design 6-hour site training on Implicit Bias
- Train trainers (from Behavioral Health Unit and Network Partners)
- Deliver training (begin with Elevate sites in Spring, expand to VRP sites, eventually deliver to all OUSD sites by early 2017-18)

3 Year Plan Targets and Progress

Goal Area 2: URF Implementation and Quality

Progress:

- Created a URF Task Force to review URF data and adjust interface
- Dedicated a senior Central Office administrator to oversee URF quality
- Improved completeness of URFs from 12% in 2016-17 to 95% in 2016-17

Targets:

- Ongoing collaboration with Network Superintendents to ensure consistent use of URF for every referral
- Ongoing cycles of inquiry using URF data at sites to monitor use of Pre-Referral Interventions, disproportionality, and positive behavior supports

3 Year Plan Targets and Progress

Goal Area 3: Integrating VRP Goals at All Levels of theDistrict

Progress:

- OUSD's guiding values now include Equity and Cultural Responsiveness
- OUSD's Teacher Growth and Development System (TGDS) and Oakland Effective Teaching Framework (OETF) now include two measures pertaining directly to equitable treatment of students in the classroom (2A.1 and 2A.2)

Targets:

- Ongoing bimonthly data reviews with Network Superintendents to monitor use of discipline and disproportionality
- Craft equity policy Administrative Regulations (June 2017)
- Ensure that strategies to address disproportionality are included in the Superintendent's work plan so that the work is regularly monitored at the Executive Cabinet level

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Complaint Data on Suspensions

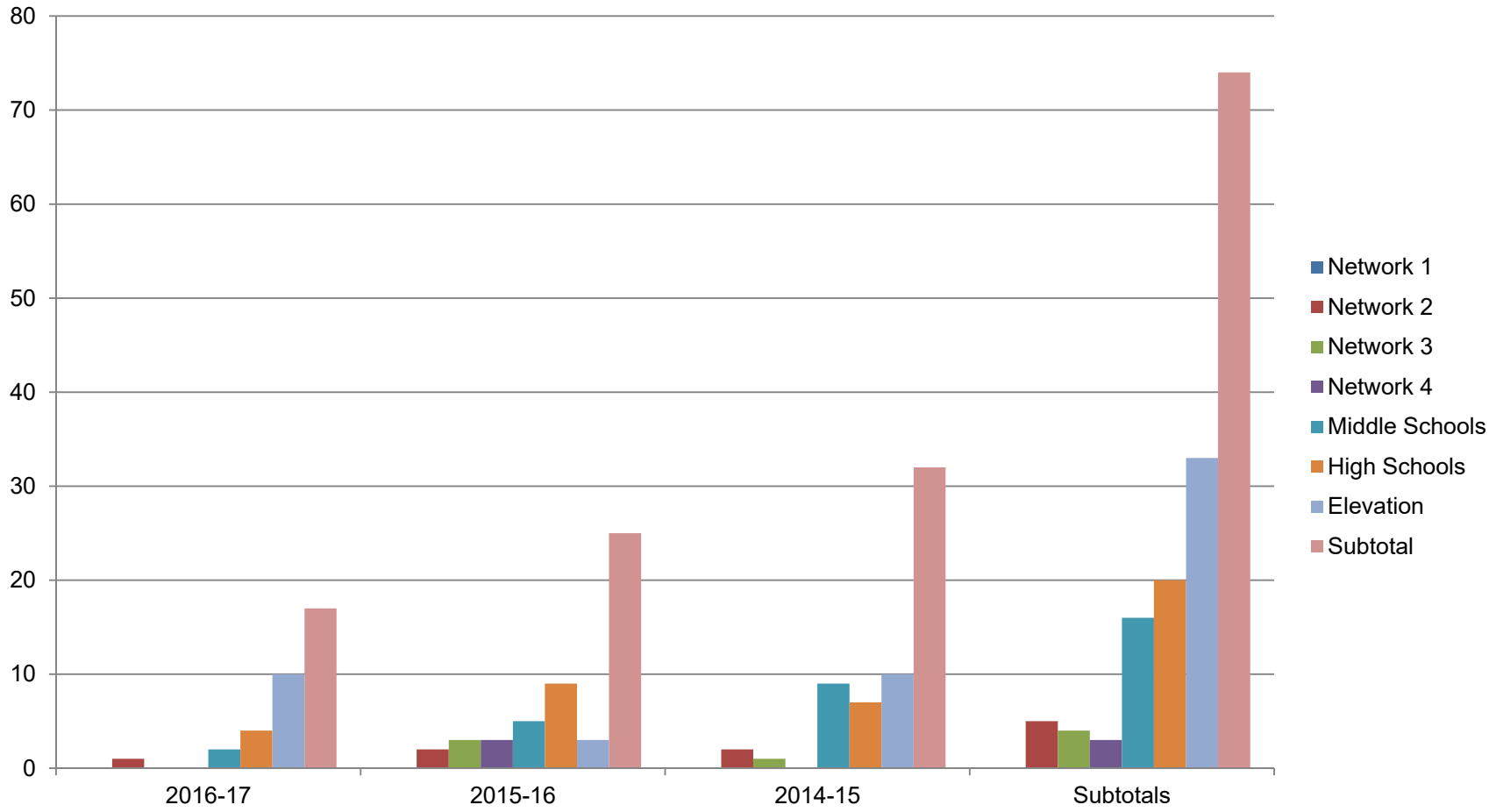
Office of the Ombudsperson

Presented by Gabriel Valenzuela, Ombudsperson

Presented to Discipline Policy Safe & Strong Schools Committee

www.ousd.org @OUSDnews February 23, 2017

Suspension Complaints by Network: 2014-2017



Suspension Complaints by Network: 2014-15 vs. 2015-16 vs. 2016-17 Totals

Network	Network 1	Network 2	Network 3	Network 4	Middle Schools	High Schools	Elevation Network	Subtotal
2016-17	0	1	0	0	2	4	10	17
2015-16	0	2	3	3	5	9	3	25
2014-15	0	2	0	0	9	7	10	29
Subtotal	0	5	4	3	16	20	23	71

Analysis: Suspension Complaints

1. The District's Uniform Complaint Procedures allows parents/guardians to file complaints if they disagree with the suspension of their child from school.
2. In 2016-17, the district reorganized and created Network 4 and the Elevation Network. We re-organized the data by school for the previous two years. The Elevation Network has elementary, middle and high schools.
3. During the 2014-15 school year, the district received a total of twenty-nine (29) complaints regarding student suspensions from school. Most of the complaints were in the Elevation Network with ten (10) complaints.
4. During the 2015-16 school year, the district has received a total of twenty-five (25) complaints regarding student suspensions from school. Most of the complaints were in the High School Network with nine (9) complaints.
5. During the 2016-17 school year, the district has received a total of seventeen (17) complaints (year to date) regarding student suspensions from school. Most of the complaints were in the Elevation Network with ten (10) complaints.
6. There has been a overall decline in the total number of suspension complaints from 32 in 2014-15, to 25 in 2015-16 and 17 in 2016-17.
7. Additional professional development is needed for principals on the Discipline Matrix as well as the Suspension Procedures. We have received some complaints were the student and parent were not provided with the suspension notice, and at least one complaint where the a classified staff person suspended a student, not the principal. Also, in some cases, parents not provided with a written description of an In-House (In-School) suspension.

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SAFE AND STRONG SCHOOLS COMMITTEE MEETING

2.23.2017

Theresa clincy, Barb, Sondra, Fauna de maul POB) buplic council, Jerome, Des BOP, Gender and sexuality network, Jessica BOP, Marcia BOP, Brandon BOP, Haj BOP, Jean, Moira

Questions during PPT:

- Is school arrest data available by school? BOP
- What's the correlation between funding schools get and the PBIS implementation?
    - The only cost to PBIS is PBIS coaches. The school creates its own implementation team. Coaches are distributed with each supporting 10 sites.
    - High turnover of leadership is a big challenge to fidelity of implementation of PBIS. If you're in a reset mode repeatedly it's hard to implement PBIS.
    - OUSD district website shows every school's website. It's based on number of students as well as other factors some sites get additional funding. It's related to stressors in the geographic area surrounding the school. School site councils decide how the funding that the school get are spent.
- Oakland is doing well on PBIS fidelity. Is there still disproportionality with black children at Oakland high?
- In RJ slide, what is an ongoing issue?
    - For example if one person is bullying another, and you find out there is a reciprocal conflict, or a group that has conflicts that keep coming up. So ongoing may be follow up circles or a check-in on agreements that have been put in place.
- You mentioned that there were reintegration circles for kids coming in from juvenile justice. Is there anything happening to support students coming in from suspension?
    - Yes, that would be a "welcome and support" circle. Also happen when a child returns from expulsion.
- Can we get expulsion data disaggregated by race. Who has legal representation? What can we do to make sure that families know they can have representation in DHP hearings?
- There should be something in restorative justice that can help heal the harm being done so that youth can stay in the school and not end up in the expulsion hearing. We should have an additional meeting to hear more about the RJ data, so that we can make recommendations to the superintendent because the disparity is not changing.
- Only 38 schools have a full time RJ coordinator. What are the other sites doing?
    - All schools are supposed to be implementing restorative practices. All schools have to come up with multi-tiered systems of supports. The RJ funding is cobbled together from multiple sources (federal grant, foundations, district). The majority of RJ schools are high schools and middle schools where the highest suspension rates are.

- Where is the training for the 38 RJ facilitators?
    - They are all hired centrally and trained by our RJ team. We have one RJ coach who supports ten RJ coordinators. They get intensive training during the summer and ongoing during the year. They have monthly professional learning community. We have three coaches right now.
- What kind of RJ training happens for schools that don't have RJ coordinators?
    - To be frank, getting RJ training to the teachers is hard. It's the hardest thing to do. We have a huge calendar of trainings and the trainings are always full. But teachers and administrators are really hard to access. We have two training days for teachers every year. Usually both days are dedicated to instruction because we have so many first second and third year (new) teachers, and a lot of turnover. It's a systemic problem. We would like to negotiate that every teacher gets this training, and trauma-informed training. Referrals come from new teachers – we have lots of emergency credential teachers. We need everybody trained in trauma-informed de-escalation. Every department wants to get in front of teachers, but there is not enough time to get them all of the training. We need coaching after training.
- Who is the "we" doing the implicit bias training?
    - Internal OUSD personnel with AAMA consultant.
- The community is expert as well – I would recommend that you pull in some people who have lived experience. Otherwise the "experts" will create something that won't work.
- We need to have another meeting where we can make recommendations after we have processed this.
- The suspensions for defiance that are out of policy, what is done?
    - We are monitoring and following up

Break Out Groups

Notes on Butcher Paper.

VRP LEAD TEAM AGENDA

2.28.2017

Meeting objectives:

- ✓ Follow up on items from previous meeting
- ✓ Document progress and action items to advance three "big rocks"

Agenda:

1 – 1:10 Welcoming ritual (Something that gave you hope within the past couple of weeks...) [All]

1:10 – 1:40 Follow up on action items from last month's meeting [Moira Facilitates]

1:40 – 2:50 Progress, Issues, and Actions for three Big Rocks: [Sondra Facilitates, Moira Scribes]

- o Implicit Bias/Cultural Responsiveness
- o URF implementation and quality
- o Integrating VRP goals at all levels of the district

2:50 – 3:00 Optimistic close (what is the next thing you're going to do to advance equitable discipline?)

Action Items from Previous Meeting

Items from Last VRP Meeting	Notes
Seth will follow up with Devin about what OUSD leadership needs to look like if our external accountability driver disappears.	
Moira will book a meeting for Sondra and Chris Chatmon to discuss resources to leverage to get implicit bias training to schools this year.	
Gerald will get more information on the MBK implicit bias training (if it's happening, when, how to get it to OUSD).	
Items Left Over from Previous VRP Meetings	
Wes and Barb will set up a time to put together a blended protocol for walk-throughs.	
Theresa will work on reworking the URF training video so it incorporates animated aspects (guru)	
Items from Other Meetings	
Sondra will reach out to Young Wan and see if it makes sense to invite him to the implicit bias resource-gathering half day	
Sondra has a meeting set with Rachelle and Andrea Bustamante to talk about what she already has in place	
Sondra will talk with Ron about getting on the six Wednesdays at the Elevation Network sites in May	
Moira will connect with Adrieanna and ask her to schedule the half-day implicit bias resource-gathering work session	

VRP LEAD TEAM MEETING NOTES

2.28.2017

Attendees: Andrea Bustamante, Andrea Epps, Seth Eckstein, Barb McClung, Christina McClain, Sondra Aguilera, Gerald Williams, Jean Wing, Theresa Clincy, Sharon Falk, Moira DeNike

Key Take-Aways:

- Implicit bias training is moving forward but would be much improved if we had a consultant to work with us. A four-hour session is scheduled for OUSD expertise on implicit bias training to be gathered. The plan to reach Elevation sites may still go forward, although further discussion between Sondra and Ron is needed (and some sites are already working with Zaretta Hammond independently).
- URF completeness is way way up! But overall URFs may be down. It's not clear if this indicates non-usage or actual improvements in culture and climate. URF team may need to investigate declines in use, schools clearly not using the URF, schools with shadow systems. Network Supes will need to be involved, as well.
- Spikes in office referrals may be happening on days when the principal is out on PD (Thursdays) – this is work looking at.
- Records show that some students have been sent home without an official suspension.
- Teacher effectiveness and new teacher training are areas that should be leveraged if we expect racial equity in discipline to persist as a priority in OUSD after the VRP.

Action Items:

- ☐ Barb will reach out to Ken Hardy to find out how much money and his availability
- ☐ Barb will look into whether there are some carry-over funds that can be used for this
- ☐ Barb will speak with Eddie Fergus to see if his capacity fits our need for implicit bias expertise
- ☐ Gerald will ask at schools where a significant drop in URFs has been recorded to determine if it reflects an actual improvement in school culture and climate or a decrease in use of forms
- ☐ Gerald will run an analysis to see if URFs are higher on Thursdays.
- ☐ The URF committee will examine the non-usage and shadow system problems much as they examined the incompleteness issue
- ☐ Sondra and Moira will make sure the issues of non-use of URF, shadow systems, and substitute principal training in de-escalation are included in upcoming Network Superintendent meetings
- ☐ Sondra will reach out to Kate Sugarman from Teacher Effectiveness to ask if she will join VRP lead team (and notify Tamara Arroyo that she is inviting her)
- ☐ Jean will reach out to Wes Jacques, D. Chambliss, and Jody Talkington about building in VRP-related trainings into mandatory new teacher PD (implicit bias, pre-referral interventions, trauma-informed de-escalation)
- ☐ As a team we will build a sustainability plan to ensure ongoing commitment to racial equity in discipline – the PBIS District Capacity meeting can help launch this.

<u>Implicit Bias Training</u>

Progress: Four-hour implicit bias work session scheduled (March 21) where OUSD personnel with experience in implicit bias trainings will meet to download knowledge.

Issues: We need a consultant to help guide the work; Perhaps Ken Hardy; We want to reach some schools within the school year which is a short timeline

Actions: Barb will reach out to Ken Hardy to find out how much money and his availability; Barb will look into whether there are some carry-over funds that can be used for this; Barb will speak with Eddie Fergus to see if his capacity fits our need for implicit bias expertise.

URF Implementation and Quality:

Progress: move from 11.9% completeness rate to 94.8% completeness of URFs submitted and recorded into AERIES; This was accomplished through task force analyses and work going out to sites and shutting down AERIES.net; Significant increase in proportion of URFs showing Pre-Referral Interventions

Issues: There are still students being sent out of class without URFs (some are confident the majority of cases are captured, others are not); YTD numbers indicate that overall URFs may be lower this year than last; There are lost and stacked up files in offices at sites; Jupiter schools are still using their own systems; Other schools are using shadow systems or simply unwilling to submit forms for fear of later repercussions on students; More training is needed for school personnel in Pre and Post-Referral Interventions; There are 109 known instances of kids sent home for disciplinary reasons (which is not permitted); On days when principals go out for PD (Thursdays), is there a spike in disciplinary referrals?

Actions: Gerald will ask at schools where a significant drop in URFs has been recorded to determine if it reflects an actual improvement in school culture and climate or a decrease in use of forms; The URF committee will examine the non-usage and shadow system problems much as they examined the incompleteness issue; Sondra and Moira will make sure the issues of non-use of URF, shadow systems, and substitute principal training in de-escalation are included in upcoming Network Superintendent meetings.

Integrating VRP Goals throughout District

Progress: TGDS items on equity included in 2.a.1 and 2.a.2; Meetings with Network Supes; Behavioral Health Unit is building a data system to get data out to Network Supes on VRP implementation data points (PBIS, RJ, training, etc.).

Issues: TGDS is not in the teachers' contract which is currently being negotiated; TGDS is only for regular classrooms and not for special education – a special ed extension has been developed but not yet piloted; New teacher PD should include implicit bias, pre-referral interventions, trauma-informed de-escalation.

Actions: Sondra will reach out to Kate Sugarman from Teacher Effectiveness to ask if she will join VRP lead team (and notify Tamara Arroyo that she is inviting her); Jean will reach out to Wes Jacques, D. Chambliss, and Jody Talkington about building in VRP-related trainings into mandatory new teacher PD (implicit bias, pre-referral interventions, trauma-informed de-escalation); As a team we will build a

sustainability plan to ensure ongoing commitment to racial equity in discipline – the PBIS District Capacity meeting can help launch this.

Action Items from Previous Meeting

Items from Last VRP Meeting	Notes
Seth will follow up with Devin about what OUSD leadership needs to look like if our external accountability driver disappears.	Last week they met to talk about setting up a time to talk with OCR and map out next step
Moira will book a meeting for Sondra and Chris Chatmon to discuss resources to leverage to get implicit bias training to schools this year.	4 hour session
Gerald will get more information on the MBK implicit bias training (if it's happening, when, how to get it to OUSD).	Nothing new
Wes and Barb will set up a time to put together a blended protocol for walk-throughs.	Nothing new; Scratch it off for this year. Recalibrate for next year.
Theresa will work on reworking the URF training video so it incorporates animated aspects (guru)	Got the software, but given that we are at 95% complete, perhaps no need.
Sondra will reach out to Young Wan and see if it makes sense to invite him to the implicit bias resource-gathering half day	Done
Sondra has a meeting set with Rachelle and Andrea Bustamante to talk about what she already has in place	Scheduled
Sondra will talk with Ron about getting on the six Wednesdays at the Elevation Network sites in May	Done. Need to talk some more about it. Some schools already doing training with Zaretta Hammond. Castlemont. McClymonds.
Moira will connect with Adrieanna and ask her to schedule the half-day implicit bias resource-gathering work session	Done

Implicit Bias Training Planning Session

3.21.2017

Purpose: To create an opportunity for meeting attendees to share out their knowledge and contribute their input on what content should be included in an implicit bias training module.

Attendees: Chris Chatmon, Rachelle Rogers-Ard, Baayan Bakari, Sandee Simmons, Sondra Aguilera, Moira DeNike

Chris: If we are going to address implicit bias, it would be good for us to be aware of what's out there, and begin to calibrate what's out there, what Rachelle is doing, what Baayan is doing, to begin to train some trainers, have a cohort of folks we can train and go out and spread the knowledge, located in schools and networks. The hope today is to begin sharing to figure out what our approach to implicit bias will be. Initially this was starting this year, but with changes, it would be rolled out for next school year. This would be tree tops to grass roots in OUSD.

Welcoming Ritual: Have you ever experienced a paradigm shift as a result of participating in a PD?

Baayan: 20 years ago I was in a PD at the private school where I was teaching. We had a trainer from LAUSD pushing thematic learning. It was centered in an African modality – it stood out to bring some wholism to the educational process. It was like, "hey there are a lot of different ways to approach learning." What's most important is the understanding. There's a dynamism to education that hadn't been in my mind before.

Sandee: It wasn't a paradigm shift, but it was a mind blow. Dr. Joyce presenting t the black history event on triadic influence. And it was like, "Of course!" I had never conceptualized it. That we working with our youth have three roles – mentor, professor, and parent. It was like, "yeah." Shifting between them and how the relationship with the individual child and their people who are defined by them. So shifting those three roles with our kids and our families.

Rachelle: I have been blessed to attend a lot of PD. I seek linkages and I'm aware of what pieces I can take. My entire paradigm is always being shifted and I'm ok with that. The program teach tomorrow in Oakland, in the 4th year, one of my African American teachers said this has been great for those of us of color, but I'm at a school with a majority white faculty. I'm killing it but what happens when that child leaves me and goes to the next teacher? She said if you're not providing this kind of help to all teachers we are doing a disservice. I started inviting not just TTO teachers. Affinity groups are good, but it's also good to cross cultural spaces. Perspective sharing. It started to shift my practice.

Moira: trauma-informed lens helps me to understand behavior in a way I never did before. Dr. Ken Hardy, too, in his presentation of racial oppression as injury and applying a trauma informed lens.

Chris: I'm on a journey always trying to be open and learning. I was blessed to be a racial equity and healing fellow in Kellogg Foundation. Being located in classroom, going to Pueblo nation, southern tip of Florida, hearing about experiences. Located with folk in a different situation. In that 3 years there was a

series of workshops that I was like, “damn.” It gave me a language. This is an ecosystem. Managing energy. When the current is coming at how you how to go with it rather than fight it. It actually affirmed something I felt. Don’t let it break you down, continue the vision. Looking at things in terms of energy. It did something for me in my own spirit. Systems of oppression calcify your spirit. I could feel that. Seeing it in the energy. Now we bring in healers. I want this to be a real training. I want to cry. I want to be upset. It’s required you have to be real and willing to face stuff that’s hard.

Sandee: We need to not be restrained by time.

Rachelle: When you say that, I know you want to have a plan, Moira, but I’m leery. I was asked, “can you come do this on Wednesday 1:30-2, or 3?” And I was like, “I’m not going to do that. It’s not going to work.” It’s been difficult to come up with a module is because people say it’s already embedded. I don’t see where there is a clear opening for this work to happen. What I hear is “send me a reading” or “this is embedded in what our coaches are looking for.” Who is doing this in a cohort with coaching? There’s no answer for that. I hear from principals that we want cultural responsiveness, but what I really want is someone to raise test scores, but without this training you can’t get to that.

Baayan: One thing I have in my presentation is that this cannot be a one-time training. The aggressions continue and you can re-bias yourself. The mind has neuroplasticity. So you have to continue what you’re doing. Whoever the superintendent is, equity is not something that should be negotiable. The new superintendent should have that mindset.

Sandee: That’s trauma and stress permeating the system. There’s no safety and predictability. Much more so in our district with resource challenge.

Rachelle: Does AAMA present at the new teacher orientation? (no). Sometimes there’s a reluctance for folks. They have to see it as this is not an option or a side bin. This is one of the five things we have to all do.

Baayan Presentation

It’s only white privilege that allows for equity to be an option. You can only say “I’ll feed you tomorrow,” because you’re fed. The very fact that I have to ask you to acknowledge my reality is insulting.

Start with agreed-upon definitions Racial Equity (elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them). Racial justice (policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all). Inclusion (authentically bringing traditionally excluded groups into decision making policies, process and activities, in a way that shares power…not the same as diversity). Privilege (unearned social power accorded to dominant group membership). Make sure the definitions are clear. Chez Soul example. People not believing they have it. White guy walks into a soul food restaurant and yells out what can a white guy eat here? Race became visible to him, not visible to the AA folks there. Equity definition. Need to destroy and rebuild mindset. Won’t admit the knife is there. Healing the blow that the knife made (Malcolm X). Equity image may suggest the student comes with less rather than

because of their situated-ness (the implication is that African American students need more blocks because they are stunted). Addressing equity without an equity lens can be biased and inequitable. We must ensure that teachers understand why they are being trained on implicit bias. Addressing bias is a crucial element for racial equity. Pro-Black isn't anti-white poster. **When real or perceived injustice happens to community members for aspects of the system it taints all for them – so a teacher becomes a representation of the same thing the police officer represents – the SYSTEM. Plays out as hostility. Then students are seen as threats and it becomes a vicious cycle**. Closing the opportunity gap (not the achievement gap). Educators need to understand that they have a lot of power. Thinking of opportunity gap focuses us on the causes/conditions (**Ladsen Billings**). Malcolm said, "I don't want to be equal to the white man" what we want is the opportunity to be whatever we are. **Cannot be a one-time training**. It took years to formulate our biases – going to take consistent nonstop training. American Apartheid book – explains how ghettos were created. There are teachers that come in with no understanding of the community they are serving. White fragility (a state in which a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves – fear, guilt, argument, silence, leaving). A neurological response that must be properly considered and overcome. **Color-blindness is not acceptable.** Everybody has implicit bias – that's how the brain works. I developed an infographic on color-blindness/targeted universalism (can Baayan send? Yes, if Chris approves). Ways white fragility shows up: trying not to focus on the negative, trying to change the subject, trying to deflect with humor. **We do not see ourselves as eternal victims needing handouts {Equity Traps}**. We are clear about our historical equipment. Barack Obama is historic…not because black man can't do it, but because of racism. **Tim Wise on white fragility**. Calling out historical and systemic inequity does not make the people in the work feel defeated or deficit-based. Not missionary or patronizing, but coming from love and understanding. Weapon against implicit bias: transformative teachers – simple but deep. A comment from an adult can change your life. Transitional teaching:

- ☐ Step 1) Reflect on transitional period in your life. Write it down.
- ☐ Step 2) Describe on paper and/or to a partner how you were able to get through that period in your life. Make a list.
- ☐ Step 3) Describe how you've helped someone change. Make a list.
- ☐ Step 4) Combine steps 2 and 3 lists – are these things you can do with your consistently distracted and non-performing students. Discuss.

Six concepts of transformative educators, they:

1) Understand that school for students of color is about relationship as much as instruction.
2) Know that in order to understand students of color they need to tap into their own transformative journey and what they needed then.
3) Understand that whenever a student comes into their classroom and is not performing or behaving consistently and appropriately, that an impact event has happened.
4) Understand that after the impact event is when they have their biggest opportunities to impact students of color who already have to contend with biased cultural educational and legal systems.
5) Lean in and address the issues – do not ignore.

6) Always look out for implicit bias in their actions with students who are historically disenfranchised.

Video on blue eye/brown eye experiment (Jane Ellison), video on Claude Steele stereotype thereat, video shopping while black, bicycle thief video. Children are the effect not the cause. Attribution – Sean at Dewey has a student who smells like marijuana – does not kick him out, finds out about the impact event. We don't teach kids that they are victims, we understand it and that makes us even more committed to black excellence. We don't placate or take it easy. Set high expectations, never allow disengagement – show them you love them, never ignore them. Remember they are the blue eyed children. **Stereotype replacement** – directly address the negative narrative about being African American. Tell another story.

Rachelle Presentation

When I think about this I think more systemically. With TTO I began the program with teachers with color. I believed that we needed to break down the white reservation system for teachers. But it was while providing PD for those teachers of color, that I heard from a teacher that the white teachers need to have a sense of how to prepare black and Latino students. Children who had shown remarkable gains with our TTO teachers would lose those gains with other teachers. I'm concerned with teachers but also with others – those who are school facing and those who are not. Nutrition services, custodial services, etc. The same trauma and issues around equity are visible with our staff members. How can we train young people when we don't know how to deal with each other? I have quotes from these people that sound just like our young people "they think they are better than I am" "they talk to me however they want." While we are training teachers we have an ecosystem that is only serving a few. What's our end goal? For me it's to create a system where all members of the system feel valued and respected and have opportunity for growth. I want it to be a welcoming space without having to navigate dualities. I want to be able to talk about Malcolm, Ladsen Billings, etc. Last year we placed and recruited 350 teachers. There's a school of thought that we should focus on our new teachers. We currently meet with them for one week and then different coaches meet with them. First, we would need to make it mandatory to revisit with those new teachers throughout the school year. A minimum of 27 days. Break down then build back up. I don't know if OUSD has the capacity for all 350. What are the implications for implementation? Get to a system where we actually ask teachers. Teachers don't take our PDs and use what they learn in their practices. What would it mean to have teachers be part of the design? How do we ask them and interrogate their process? Principals are being evaluated on test scores, student outcomes. If we can't show a linkage to student outcomes, they are going to ask about them. Our argument is that it's about relationships and the principals say, "I want to do that, but I NEED to do this." We need to get to new teachers earlier than the week before school. Ideally, April and May, but we don't hire then. If you had six weeks to work with new teachers [that would be good]. While we are teaching them RJ, PBIS, how do you put in grades, but where is it? The module can be the most kick-ass training module ever, but we need a strategic way to get it in. We have three tiers of new teachers: we have teachers who need re-training, who have already been brain-washed by their teaching program; intern teachers earning their degrees (OUSD's largest group of teachers) – may be an opportunity to get to that group of teachers through partnership with university; emergency credentialed teachers (over

150 of those – they don't know what they don't know – some did well, some did damage). Those are just new teachers. Then also teachers with tenure. Teachers who haven't gotten tenure yet. When I teach this I use a lot of books. I love Bell Hooks. She has *Teaching to Transgress* , *Teaching Critical Thinking*. *The Importance of Teaching Social Issues* by Samuel Totten (it has a white lens, but sometimes white teachers need a different onramp – do you want to teach social issues, then to racial equity). *Race and Culture,* James Banks editor. *Opening Doors to Equity* talks about professional learning. *Affirming Diversity* by Sonio Nieto. ***For White Folks Who Teach in the Hood and the Rest of Y'all, Too***, by Christopher Emdin. It's hard to develop curriculum without knowing who, why, and how I'm being evaluated. We are in a teaching deficit so we are going to continue hiring. I don't mind building the plane but if I don't know where I'm going I don't know how to start.

Sandee: In BH we have done a lot of PD that is targeted for adults in the system who are not teachers, but it's have as have had.

Baayan: Part of the complexity, adding in Asa Hilliard.

Sandee: Maybe reading before we get started.

Baayan: This idea of making sure our educators are continuing to learn and read. What you learn in school is just the beginning. We as educators love to learn. Imagine that becoming a part of the culture for instruction. Right now the district has no money, but that vision.

Sandee's Presentation

My theoretical view is systemic (individual, family, community), with meso-systems that cross over, like education. What I jump to is how do we de-bias? That's where I went. With all my reservations about time, I have done 3 minute PDs on trauma. However, I hope we have more time because time equals privilege.

How do De-bias? [from Kirwan Institute]

- **Inter-group contact.** When I matched what was in the Kirwan institute piece with the white privilege article, which includes segregation.
- Engaging in Deliberate Processing. This needs scaffolding and structure. Starting with love. This is where the colorblind stuff comes in. This is a strategy to counteract that.
- **Sense of accountability.** How do we make teachers accountability? What about principals? What about nutrition services, SSOs, etc. There's a lot of adults serving our children and our families. Counteract racial comfort.
- **Perspective-taking.** Which counteracts racial arrogance. Speaks to me as a therapist.
- **Exposure to counter-stereotypical images.**
- Psychic freedom. Move easily through our society without a sense of ourselves as racialized subjects

Neuroscience: implicit bias is breaking a bad habit. What fires together wires together. It's going to be like quitting smoking. This is where the consistency and the systemic integration. Axon-dendrite. There

has to be motivation and consistent training. A multi-faceted intervention is most effective. Not once or twice, but consistently.

Rachelle: Not just over and over, but also accountability. If you're going to be in Oakland, we are holding you to be consistent. You should expect that you're going to hit about 80% of people. And you're going to miss some.

Sondra

It's supposed to be a six week cycle, one hour at a time, trainer of trainers. The idea is that people on the cultural responsiveness team will invite culture teams, ILTs, PBIS Coaches, Behaviorists, Network Partners, and Teaching & Learning Specialists to the TOT sessions to become trainers/facilitators. Culture teams and ILT lead training at their school sites with support from central support staff. But there is no reason why the entire school staff can't go through the same training – all of the people on the campus. We can't afford to have consultants come in to train everybody, so we need to build an internal team with capacity.

Baayan: Giving people a chance to respond, resist, voice their emotions.

Sandee: But it needs to be facilitated really well.

Rachelle: My question would be implementation has to be really correct. Whenever I hear from people trying to get in front of principals, but principals have no time. Principals are like, "I can't do one more thing." Low handing fruit might be for this to happen once per month in those principal convenings. What are we taking off their plate to allow this to happen?

Sondra: All professional learning has been delivered through the leadership team. This year we gave training for the ILTs, we had them come to summits, they wouldn't work in the morning. Principals were off. Implement, reflect. They put some things on the ILT. Not very many principals feel comfortable doing PD.

Rachelle: I'm very much interested in this and how it dovetails with our district values. We are doing two values every year. Next year is Cultural Responsiveness and Joy. **To have the module ready August 7.**

Sondra: We do want to do this with a smaller group for field testing. Executive cabinet. We can decide if it's a one-day or if we chunk it over time. Three Elevation elementary schools. After seeing Zaretta Hammond's work, I think that is a nice compilation of brain research and the practical application of that. I feel like we can pull from. **Equity traps** which I used to do with my staff, with exercises on how do you interrupt your colleagues (oh you know those parents). I do think it should be 100% of our school sites. It will be a 6-hour module but they can deliver it how they want.

Rachelle: I think one of the ways is to embed it in Leadership towards excellence, and Leadership management towards excellence (LTE, LMTE – LTE reaches 150 per year, LMTE reaches mid-level managers 40 per year). We can embed it. That's one delivery system. Another is retreats with business

units (varies how many you reach). I'm using behavior styles in helping folks with teams. How might we embed this in work we are doing with business units? OEC is on the adult thing, then support on the principals.

Baayan: Perspective taking – Jane Elliot blue eyed brown eyed exercise.

Baayan: Gender walk put together by Dr. Shawn Gin. Men have to walk through a row of women. Men have to hear all of the things that are said to women. By the time they get done, the men are crying and saying sorry.

Moira will send link to Kingmakers series out to Sandee.

Network Superintendent Meeting

3.27.2017

Where URF data are alarmingly low (less than 10 less than 5) that's an indication that there is probably a workaround happening.

If you still do OUSD works, that's somewhere where you can give a big thank you to sites that are doing a good job, encourage that level of detail.

Preston: The only workaround at the HS network is CCPA and they use the URF as the second step because the first step is in Jupiter grades.

Gerald: Jupiter is used in a lot of the high schools and middle schools. They can send it over to AERIES.

Preston: Yeah, they have a lot more data. It doesn't go into the formalized system until it gets to a level. We can get you access to that data.

Gerald: They should be able to input that manually.

Preston: I don't know what the pivot point is for them to move over to URF.

Barb: One pager for principals – we didn't do training on this at the beginning of the year. There is very varied knowledge among principals on their knowledge.

Ron: This says 16-17, it will. For next year, things have been reducing. CSMs. There ill be things that people say should be at their sites. We have pretty much funded what we can but some of the cuts will impact that.

Barb: what I think would be useful is for use to create a spreadsheet to see where we are facing losses. Part of the goal was to put things as policies. If things are being chipped away it's hard to get to the equity work.

Andrea: in the meantime, maybe we can problem solve with your sites.

Barb: we are talking about collapsing some of these positions – if you can't have both an RJ coordinator and a CSM, how do we collapse those roles? We have to think about that as grant funding dwindles.

Barb: The next spreadsheet there is how sites are doing with implementation. It's a tracker to show what we see happening, and to use to come into alignment on how we are supporting and celebrating sites that are struggling and doing well. Scroll through to find the schools that may need more support in implementation. High is good, low is low fidelity, needing support. If each network could identify one or two schools that I can bring back to my team.

Preston: What is high fidelity?

Barb: there are rubrics for each – COST has a rubric with observation, PBIS has a validated instrument, RJ fidelity rubric is being piloted this year that RJ facilitators and coaches have completed.

Preston" it's interesting. There are people who have RJ people that aren't represented here. Then there are people on this list considered low, but the principal things are high. Then there are ones marked low who are low.

Lucia: how often do you get principal input? If they think people are not strong they won't invest in those people.

Andrea: it would be good to stay in conversation.

Barb: Because if there are people who are not effective we don't want them bumping people who are effective. Some people are on a PIP.

Mark: Do I have anyone on a PIP, and where would that loopback be happening?

David: Monthly network meetings. And those conflict with our meeting. We need to fix that.

Andrea: We will feed back the information on who is on a PIP.

David: The numbers in there are still based on impressions rather than the new RJ fidelity tool. I will have our team update those.

Mark: It would be good to be able to coordinate communicate with principals. I looped back to the principal some information on the COST implementation. We can correct that easily if we are communicating.

Barb: My expectation with my team is that they share ratings with the principal. It's not always easy to get meetings with principals. We have reached out to all our sites on trauma-informed de-escalation training, and principals have not been able to provide us with a time. We don't want to have to act like a nag.

Preston: That's what we have to do all the time.

Barb: Is there a better way that you can recommend for us?

Preston: Some of the most powerful PDs have ben job-embedded. What would be interesting for me is if seeing this data, I would want to integrate the effectiveness of your COST or RJ implementation. At eh beginning of the school year, that's when they are making decisions. If you had 2 hours, and not to focus on compliance but on outcomes of what's working and what are the challenges. I see a lot of 3s for COST, but one of the sties that's getting a 3, we are not seeing the outcomes. I would ask for you all to identify what would be the highest leverage – what would be the most valuable 2 hours to talk about? The more we can get clear on that the more we can integrate that into the PD calendar.

Sondra: The COST and SST. 444 students have qualified for Special Ed since December. We have 800 pending assessments. From Dec 15 to 16 we have had an increase of 600 students being served. There

are 5,900 students in Sped and it has gone up from 12% t6o 14%. National average is 12%. This isn't only about over-qualifying for special ed. Our equity work is a nice intersection. We have Chris leading the equity work, Nicole leading EL work, and I'm leading Sped. We do have an issue in over-referral and over-identification.

Ron: If we are getting referrals, are they all African American?

Sondra: AA males are disproportionately referred for Emotional Disturbance. We also have an uptick in language learners. We are working with Nicole's office on when it's ok to go ahead and test. We want to couch this in MTSS. Sometimes there have been no other steps when a student is referred.

Barb: there is a link here to differentiate COST from SST. COST is triage to identify needed support and services. SST is one of those services. If SST are happening outside of COST that's problematic. It creates a bifurcated system where kids don't get the supports they may need. The referral form asks things like does the student have an IEP, does the student have a 504? Etc. A larger problem is the efficacy with which we are conducting our SSTs. How do we make sure they are documented, that they get into the cumulative folder? That system we still need to work on. The best way is to put it through COST. We have tons of documents. We have trainings on SST, but people don't' come. This results in kids falling through the cracks and then urgency.

Preston: how do we know COST is effective? Do we have a dashboard with student level data?

Barb: We have a COST tracker. Used at every single site, identifies who the student is, monitors. Some sites have low fidelity because they don't use the tracker to monitor the student. We ask that they use the tracker at least once a month.

Preston: can those be tracked?

Ron: I think the heart of what you're talking about is can we handle and hold that level of information? The leaders that can hold it, do it well.

Preston: If there's a COST assessment, if I can't sit down and see who the kids are who have been referred to COSST, I can't reinforce to the principal. I don't know what the COST tracker is, seems it should be mandatory. Can you share it?

Barb: Yes.

Christina: I hope to have a preliminary dashboard ready at the end of the week. There are trackers for each site that they fill out separately. Currently none of you are on there.

Barb: It has tons of HIPPAA protected data that are protected legally.

Preston: I don't' need to know the HIPAA protected info, just the names, and whether there are interventions happening.

Sondra: to close out, let's name the next steps – the dashboard will be live when?

Christina: There are a couple more steps.

Andrea: But if anyone wants to know more, reach out to us.

Barb: If you want to see the COST tracker, reach out to Christina.

Preston: Remove “sharing” ability from us.

Sondra: If you have some personnel that you are concerned about let us know so that PIPs can be done.

VRP LEAD TEAM AGENDA

3.28.2017

Meeting objectives:

- ✓ Follow up on items from previous meeting
- ✓ Document progress and action items to advance three "big rocks"

Agenda:

1 – 1:10 Welcoming ritual (a recent observation of someone doing something well within OUSD...) [All]

1:10 – 2:30 Progress (follow up on action items), Issues, and Actions for three Big Rocks: [All]

- Implicit Bias/Cultural Responsiveness
- URF implementation and quality
- Integrating VRP goals at all levels of the district

2:30 – 2:50 Discuss sustainability plan for equitable discipline (intersection with MTSS planning, Equity Policy Admin Regs - assign roles) [Moira facilitates]

2:50 – 3:00 Optimistic close (what is the next thing you plan to do to advance equitable discipline?)

Action Items from Previous Meeting

Items from Last VRP Meeting	Notes
Barb will reach out to Ken Hardy to find out how much money and his availability	
Barb will look into whether there are some carry-over funds that can be used for this	
Barb will speak with Eddie Fergus to see if his capacity fits our need for implicit bias expertise	
Gerald will ask at schools where a significant drop in URFs has been recorded to determine if it reflects an actual improvement in school culture and climate or a decrease in use of forms	
Gerald will run an analysis to see if URFs are higher on Thursdays.	
The URF committee will examine the non-usage and shadow system problems much as they examined the incompleteness issue	
Sondra and Moira will make sure the issues of non-use of URF, shadow systems, and substitute principal training in de-escalation are included in upcoming Network Superintendent meetings	
Sondra will reach out to Kate Sugarman from Teacher Effectiveness to ask if she will join VRP lead team (and notify Tamara Arroyo)	
Jean will reach out to Wes Jacques, D. Chambliss, and Jody Talkington about building VRP-related trainings into mandatory new teacher PD (implicit bias, pre-referral interventions, trauma-informed de-escalation)	

VRP LEAD TEAM AGENDA

3.28.2017

Attendees: Christina McClain, Barb McClung, Wes Jacques, Andrea Bustamante, Gerald Williams, Jean Wing, Andrea Epps, Theresa Clincy, Jody Talkington, Gloria Guinto

Key Take-Aways:

- ✓ New teacher PD has 3 big buckets: Standards & Curriculum, Classroom Management Systems, and Culturally Responsive Practice/Implicit Bias. This creates a good opportunity for alignment and an assurance that there is room for Pre-Referral Intervention, trauma-informed de-escalation, and implicit bias trainings to reach new teachers. Ongoing support is still a question.
- ✓ Progress is being made in the development of the implicit bias training module, and we should be able to enlist Dr. Kenneth Hardy's expertise in development and training of trainers.
- ✓ There are tremendous gains in URF completeness, but some sites are not using the form consistently. The URF implementation team will direct their attention toward that.
- ✓ The need for more widespread and deeper understanding of MTSS framework was discussed, especially the importance of behavioral side of it, that tier 2&3 students and issues fall to the teacher and are not someone else's domain.
- ✓ It was stated that every single time there is a training for instruction there should also be something on creating "conditions for learning" – on all the groups planning PDs, there should be someone who holds that lens involved in the design and planning.
- ✓ There is a need to integrate MTSS with TGDS – Kate Sugarman's involvement in VRP lead team, and Tamara Arroyo's participation in upcoming MTSS district-level assessment should help begin this alignment.

Action Items:

- ☐ Barb and Moira will follow up with Dr. Hardy to ensure that we begin our work with him this school year.
- ☐ Moira and Sondra will work on the implicit bias module.
- ☐ Theresa and Gerald will bring up the question of sites not using the form at the next URF implementation group meeting.
- ☐ Gerald will ask at schools where a significant drop in URFs has been recorded to determine if it reflects an actual improvement in school culture and climate or a decrease in use of forms.
- ☐ Gerald will run an analysis to see if URFs are higher on Thursdays.
- ☐ MTSS planning session will happen this week (led by Dr. Rob Horner, one of the educators who designed PBIS).
- ☐ Wes will be inviting people to the team for building the new teacher training.
- ☐ Wes will make sure that there is someone who holds the lens of "conditions for learning" on all of the PD planning groups.

Progress (follow up on action items), Issues, and Actions for three Big Rocks

Implicit Bias/Cultural Responsiveness:

Progress: Barb reached out to Dr. Kenneth Hardy who is open to serve as a consultant to OUSD in the development of the Implicit Bias module, and to help train a cadre of trainers who will be equipped to address the emotion that discussions of race can elicit. We are waiting for a proposal from him. Barb believes she can find some roll-over dollars from existing grants to pay for a very limited (2 days) contract with Dr. Hardy. We had a good meeting with several internal experts on implicit bias to gather ideas, resources, exercises, and approaches – these will feed into module under development.

Issues: Scheduling with Dr. Hardy should happen soon – April? Also, as we develop the module, we should keep in mind Zaretta Hammond's framing which emphasizes starting with learning, opening the amygdala to maximize learning.

Actions: Barb and Moira will follow up with Dr. Hardy to ensure that we begin our work with him this school year. Moira and Sondra will work on module.

URF Implementation and Quality:

Progress: The work of the URF implementation team has resulted in 96.7% completeness of forms, which is being maintained. Members of the VRP lead team met with the Network Supes and asked them to flag any sites that have fewer than 10 URFs completed, and to look for "shadow" systems at these sites. The weekly engagement reports and KPIs are a regular way for sites and Network Supes to keep up with URF completeness as well as disproportionality in URF data. Recently David Montes gave executive cabinet a quiz on KPIs to identify their current knowledge of KPIs and areas that need more emphasis.

Issues: While form completeness is up, overall form submission is down, and some sites don't appear to be using the URF for every office referral.

Actions: Theresa and Gerald will bring up the question of sites not using the form at the next URF implementation group meeting. Gerald will ask at schools where a significant drop in URFs has been recorded to determine if it reflects an actual improvement in school culture and climate or a decrease in use of forms; Gerald will run an analysis to see if URFs are higher on Thursdays.

Integrating VRP Goals at All Levels of the District:

Progress: Sondra invited Kate Sugarman to join the team – Tamara Arroyo agreed and Kate Sugarman accepted (but she could not make the meeting today). Wes's team is planning a week-long PD for new teachers. The three big buckets are: Standards & Curriculum, Classroom Management Systems, and Culturally Responsive Practice/Implicit Bias. This aligns well with VRP priorities.

Issues: Implicit bias and culturally responsive practice training requires ongoing support to be effective long-term. How to structure the ongoing support within PD frameworks? MTSS needs to become integrated into TGDS – this will require some work and should be written into district policy to ensure it sticks.

Actions: Wes will be inviting people for the committee to develop the new teacher week. MTSS planning session will happen this week (led by Dr. Rob Horner, one of the educators who designed PBIS).

Additional Discussion on Integration of Goals

Jody: Kyla et al we are working on the "what" and "how" of our priorities for the district. I have a table I will share out as a draft.

Moira: Is it OK to share with Gloria?

Jody: As long as you understand it's just a draft.

Barb: The question I have is how you are seeing the role of teachers and upper leadership in terms of MTSS. If we think of MTSS as student services, then it remains in the realm of support services, rather than with teachers. We have done a root cause analysis and where we are struggling in leader and instructor capacity is understanding of MTSS. To know one's role as a teacher on MTSS.

Jody: How we see MTSS is all the time both academic and SEL, so in our "What" it's consistent routines and culturally responsive practices. Then we have to determine what's happening at the levels of tier one, targeted, and intensive supports. MTSS is in the "How." A classroom teacher doesn't need to know the master calendar, but they do need to know those practices that they are serving both the conditions for learning and the academic rigor with.

Wes: I don't know if this is the space for this but I think the "what" and "how" framing is helpful. The MTSS is a framework to understand the work. Saying every child is going to have a rigorous and relevant education. We are not leading with MTSS, but MTSS is the organizing framework.

Andrea B: I think the push is that teachers are also responsible for tiers 2 and 3. Current understanding is that tier 2 and 3 are for other service providers, not the responsibility of teachers. We want teachers to understand, if I have a behavior support that's my responsibility.

Theresa: How do we impart that every teacher is responsible for every child, the students at tier 2 and 3. Before my first response is let me send this to someone else – we need teachers to recognize they are responsible for every child.

Wes: Building on what we are talking about, team learning. Soon I'll be coming to the leadership team for CSSS. We didn't have structurally the team learning structure to set goals for this. We had some intentional inquiry around academic, but not around the indicators we look at for this meeting. We had leadership team summits with principals. We are talking about having leaders of PBIS teams, culture and climate teams. So if that is a problem of practice, that they are not owning tier 2 and 3, that can be something we grapple with in that.

Barb: I feel strongly what we need some MTSS 101 for people. People know bits and pieces of MTSS, but the system-ness is lost. If it is our framework, then people, including classroom teachers, need to know what MTSS is. In the same way that we have everybody learning how to do mandated reporting. That it is a system not a flat triangle with interventions in it.

Jody: They do get academic side. I think if there's at least the frame and the strategies, priority strategies. And here's where it sits.

Andrea B: If you differentiate for children who need special behavior reports, sometimes there's resistance. We may need to think about that.

Theresa: Teachers don't understand about the (discipline) matrix. And why we are doing what we are doing. We are not about punitive, that's the last (resort).

Barb: That is more culturally responsive. If you're functioning in a context of inequity, the responses need to be differentiated accordingly. Everybody is not getting the same thing to star with. That should be part of our training on cultural responsiveness. Why do we differentiate? We're already giving differential responses to behavior, and they tend to be more punitive for our African American kids. Tamara Arroyo is coming to the MTSS thing on Thursday, which can help with alignment.

Jody – We have something called the academic/SEL guidance document. And the equity policy admin regs.

Andrea: If we shift it to think in of the conditions for learning, so it becomes part of the guidance tool.

Jody: The equity policy admin regs – we integrate it.

Theresa: Every single time there is a training for instruction there should also be something on conditions for learning. It has got to be seamless.

Wes: We talked about new teachers. And at the end of the year we will have the new principals, end of the year leadership retreat, teacher leaders institute first week in August, leadership week. An immediate next step is making sure we have someone who holds that lens, the conditions for student learning, on all of those.

Jean: In our healthy kids survey meeting something that came up was supporting schools to use the voices of students in the surveys like, have you been taught the expectations and are they fairly enforced? And which kids are experiencing that differently? If there's a way for us to bring that more to life. Many schools don't use it. There may be ways to introduce how schools can use resources they don't know they had to change conditions for learning. One of the things Zaretta Hammond talked about is when kids are working through the hard stuff because they want to. Extrinsic reward is high on the ladder, but the highest on the ladder is true engagement. At the top of the ladder where kids are ready to make a leap on their own learning, wanting to push through to get to the other side. On CHKS there are a few things like that we do every year. They can be integrated in the academic guidance document.

Barb: The school climate indicators are part of the School Performance Framework.

Jean: he CHKS results will be ready in May. Student results maybe sooner.

Wes: In time for the retreats.

Discuss Sustainability Plan for Equitable Discipline

Moira: I don't think we should call it the "sustainability" plan necessarily, but a plan for equity in discipline or something like that. I think we will have some additional clarity as the MTSS district wide assessment happens later this week, and the resulting plan from that is produced. There will be a lot of overlap. Same with the Equity Policy Admin Regs, which are supposed to be done by June, in theory.

Gloria: Can I ask a question? OCR's comfort level, part of that is going to be making sure the district's work is embedded and sustainable. Part of that is whether this group will continue to exist after OCR leaves. To ensure that once things are in the documents, that data are still being reviewed, that there is still a body continuing to monitor and hold the work. I met last week with the superintendent and laid out an outline with what OCR will be doing in the last year of monitoring. Maybe talking with individuals on this team and some of the network supes. I feel the district is in a strong place and an exciting place. I'm feeling strong in this place. It's hard to know where our agency is going in terms of priorities. With every change in administration there's a shift in priorities.

Moira: Yes, this team will continue to be in place. We are inviting new people to join (like Kate Sugarman) because we believe the team needs to continue the work.

Action Items from Previous Meeting

Items from Last VRP Meeting	Notes
Barb will reach out to Ken Hardy to find out how much money and his availability	Done. He is interested.
Barb will look into whether there are some carry-over funds that can be used for this	Done. There are.
Barb will speak with Eddie Fergus to see if his capacity fits our need for implicit bias expertise	Eddie already stretched. K Hardy will meet this need.
Gerald will ask at schools where a significant drop in URFs has been recorded to determine if it reflects an actual improvement in school culture and climate or a decrease in use of forms	Pending
Gerald will run an analysis to see if URFs are higher on Thursdays.	Pending
The URF committee will examine the non-usage and shadow system problems much as they examined the incompleteness issue	Pending
Sondra and Moira will make sure the issues of non-use of URF, shadow systems, and substitute principal training in de-escalation are included in upcoming Network Superintendent meetings	Done. Will continue discussion at next Network Supes meeting.
Sondra will reach out to Kate Sugarman from Teacher Effectiveness to ask if she will join VRP lead team (and notify Tamara Arroyo)	Done
Jean will reach out to Wes Jacques, D. Chambliss, and Jody Talkington about building VRP-related trainings into mandatory new teacher PD (implicit bias, pre-referral interventions, trauma-informed de-escalation)	Done.

MTSS District Capacity Assessment

3.30.2017

Barb McClung, Rob Churchill, Sandee Simmons, Christina Gillen, David Yusem, Anette, Eileen Fortune, Theresa Clincy, Aleja Rambonga, Mary Busby, Bella Bikowski, Andrea Bustamante, Susan Andrean, John Rusk, Sharon Falk, Moira DeNike, Mario Montessino, Joyce, Wes Jacques, Tamara Arroyo, Robert Dousa, Christina McClain, Gloria Guinto, Jean Wing, Jerome Gourdine, Rob Horner, Megan Sweet, Kate Sugarman, Andrea Epps.

Rob Horner: I'm impressed with how many people are here. 279 districts across the country have done this, and almost none have had this many people show up for a meeting like this. The us has about 100K or 110K schools. You should be proud of your commitment to equity. There are very few districts that actually own it and move forward with it. Some things we have learned. 1) if you want change don't implement practices, implement core features. You have to get beyond the acronym. If you walk in what do you want to see? If you're really interested in equity, do families feel welcome? Do htye recognize themselves in what's on the walls, board, PA system? Oakland has a mixed reputation – good in terms of values, not so great in terms of performance. Superintendent turnover, principal turnover, teacher turnover. We can talk about the barriers, but you've been able to get things done. Look for four things. Make a school predictable, positive, consistent, and safe. So that any child with any background, speaking any language, understands what the expectations are. If you use as a criteria that everyone feels welcome, that frames the work. Safety is a perception and a reality – do you feel safe? You have a done a brilliant job on commitment. Barb just brought us all together and everybody spoke – you are part of the activity. Then she reviewed the norms, reaffirmed our commitment. A team needs common vision, common language, and common purpose. The purpose of the grant is to establish core values in all of the schools. We have become so good at self-flagellation that we don't celebrate the things have gone well. Assess the extent to which the schools have created a positive learning environment through four features of predictable, positive, consistent, and safe. MTSS. Everyone gets social and emotional supports (tier 1). Supports at tiers 2 and 3, as well. Too often we have a good idea and we hand it down to the school and say, you do it. Districts are comfortable doing tier 1. Districts are lousy at doing tiers 2 and 3. Unless you are committed to tier 2 and 3, you wont' get to equity. How many things have you seen in education that got put in place that lasted? OUSD is doing too many things. Whatever you put in place, do it with fidelity. Do it with a level of precision that makes a difference for kids. Do less better, and measure that you are doing it. You have lots of schools that are getting trained, but if you're really a leadership team, every time you get together, you need to ask about fidelity. Ask three questions of kids: do you know the expectations, do you know what it means, and has anyone acknowledged you for doing things right in the past two weeks? And keep coming back to do you feel safe? The reason we are doing the DCA is because it is one of the best predictors of what will sustain. It's easy to get together once a week, but it's harder to do that monthly as a team. In districts that are successful in sustaining, every job description includes "preference will be given to individuals with experience implementing multi-tiered systems of support." In a job interview, you ask them a question, give them feedback, and ask them to do it again based on your feedback, and never hire someone who can't respond effectively to feedback. Training must always build internal capacity. Don't rely on outside trainers. Coaching –

unless you implement it, you get about 15% of what you train. Coaching is prompt, fluency, performance feedback, adapt to local curriculum. What is going to be different about OUSD in a year and a half? After today I want you to change what happens in this building.

Adult learners should get up and move every hour. High school students, every 30-45 minutes. Younger, smaller time intervals. Trauma-informed starts with creating an environment that is predictable, positive, consistent, and safe– we love to talk about 'what can we do about Elliot?,' but we can't do it one kid at a time. Got to do systems and environments that kids and families own. If you get a DCA score of 70 or above, you likelihood of sustaining for 5 years is 85%.

A team that's functional, you leave a meeting with tasks, and you all work on the tasks in the intervening time between that meeting and the next meeting. The team needs to have people on it who can influence the budget.

DCA (Bella's Notes)

1. Need representation of the network superintendents; VRP team and the CEIS team (MTSS Implementation team can, with representation from the Network Superintendents can replace moving forward after exiting in order to sustain the work).
2. Add Deputy Chief of Innovation (Pablo), Kyla
3. No action
4. Need to put in place the MTSS team
5. Need to adopt a model for adopting new innovations (e.g., Hexagon Tool, Oregon Prudent Practices tool), there is a board adoption policy, but not used for everything
6. Need to get together to talk about how MTSS aligns with OETF, and create a document for MTSS, Barb and Bella meet to review other district resources
7. Need to form a subcommittee to establish funding needs and take it to the board
8. Need to highlighted and disseminate plan and SMARTE goals to everyone, superintendent's cabinet should have a monthly update on school climate and culture with models of tiers – use the whole school as unit of analysis, but use effective classrooms as models
9. Need to assemble the right MTSS team and have them own the data
10. Need messaging from the Superintendent's office – it's still ambiguous to a lot of people – the tight and the loose have to be communicated. Communication on multiple levels. Set the expectation and enforce and support the expectation. Can do a PD on any subject through the lens of the pyramid.
11. Need a problem-solving protocol
12. Need to advocate for this
13. No action
14. No action
15. No action
16. Need to request bi-annual opportunity to get in front of the board

17. No action
18. Look at implementation plans of exemplar sites, provide more guidance to sites on what implementation plans look like
19. Keep pushing forward on use of data at sites
20. Integrate MTSS competencies into job descriptions, interviews, and hiring protocols. The single smallest thing you can do in the classroom is greeting every single kid by name at the door.
21. Keep pushing forward on training
22. Keep pushing forward
23. No action
24. Coaching needs to be more intense early in adoption and during transition (principal turnover, for example). Building the capacity to sustain coaches.
25. Break it down by sites for coaches
26. Need to align

Train, coach and evaluate

Predictable, consistent, positive, and safe

What will we accomplish in the next three months? The three months after that? Etc.

VRP Meeting with Network Superintendents

May 8, 2017

Attendance: Monica Thomas, Mark Triplett, Lucia Moritz, Christina McClain, Ilene Fortune, Nicole Browning, Preston Thomas, Theresa Clincy, LaResha Martin, Seth Eckstein, Andrea Bustamante, Gerald Williams, Moira DeNike

Key Take-Aways:

- There is a need to go deeper with Tier 2 and 3 supports at schools sites. There is a sense that there is no "theory of action" for chronic defiance (now that defiance is not suspendable).
- There is a desire to go deeper with PBIS implementation – not only focus on TFI checklists, but look at quality of implementation – with quality you get to use of Pre-Referral Interventions, etc.
- There is a desire for on-site consultancies where CSSS/Behavioral Health Unit staff can come and support school staff in implementing Tier 2 and 3 supports.
- We should set an expectation that school culture and climate plans be in place at the beginning of the school year and that the first PD cycle center around those plans – PBIS coaches should be leadership coaches who help principals to understand and manage the implementation of Tier 2 and 3 supports.
- If PBIS coaches can give the Network Supes data on suspension (and URF) rates (including disproportionality), then the Network Supes can be the "heavy" in terms of pushing school site leadership toward implementation of practices.
- The secondary school culture and climate guide is a good start to help schools write up culture climate plans.

Action Items:

- Network Supes will identify schools that show 0-5 URFs for the school year and contact those schools to find out why there are so few URFs
- Network Supes would like a soft copy of secondary schools culture guide – CSSS will look for that (does Ron have it?)
- A sample culture climate plan that is for a school with a lot of trauma would be helpful for developing culture & climate plans for next school year (Preston will ask Matin if he has something for Oakland High. If not, CSSS will try to find/create a good sample.)
- Network Supes should reach out if CSSS can do on-site consultancy (Skyline, etc.)
- Network Supes should let CSSS know anything we can do if you have questions
- And May 25 is the DCA review session – Network Supes, please plan to attend

Detailed Discussion:

Theresa: there seem to be mixed messages around suspensions. Some people are holding on to their students who are demonstrating defiance – then something egregious happens. We need to be communicating that violent incidents should have a deeper intervention. People are not following the

matrix. There shouldn't be 5 day suspensions without a referral for expulsion. The other elephant in the room is that children are being sent home without suspension process. It's anecdotal but we are getting reports.

Preston: I sat with the team at Skyline to talk about that. Are there are data on which places these reports are coming from?

Theresa: no we are not writing it down. It is happening across the board – it's happening K-12.

Preston: I know at Skyline there were multiple fights breaking out on a particular day. When that happens they will send kids home while they are investigating it to calm it down. So are you saying those should be suspensions even if you don't know who is the perpetrator?

Theresa: What I'm saying is that we cannot deprive children of education unless they are suspended. For safety, yes. But that's not the case in most of these incidents. We have lost a DHP because a child was sent home for an investigation and it took days.

Andrea: the next slide has a request to look into your data a little bit. Sometimes we see URF notes for child sent home and it doesn't track to suspension.

Theresa: We also say "do not use" for sent home field and we are still seeing it used. I can send you the numbers for that.

Andrea: Do any of your schools have parallel referral records systems? Not using URF?

Monica: I saw that Acorn Woodland had 0 and I called them on Friday. They said they had a stack sitting on a desk and I told them to enter those. They now have two entered and we have a documented process in place for them to improve that.

Moira: this would be a good time to look and see if any of your schools have 0s or even just 5 or fewer URFs to follow up with them.

Andrea: Maybe you can send out a way for them to show number of days and perhaps compare by school.

Preston: I don't think schools have a theory of action on how to address repeated defiant behavior. There are no things in the plans that for that behavior. There's this gap between SSOs are not supposed to suspend students, and teachers are saying you are not controlling the behaviors. We have not thought through how to work through that.

Moira: Do schools not have Tier 2 interventions and supports identified, especially if they are implementing PBIS or RJ or P2?

Preston: I'm talking about students who are continually walking away, not being where they should be, cursing at the adults. This relies on having great teachers in the classroom. These are new teachers who can't hold their attention.

Seth: I think it speaks to something OCR has raised as well. After we look at the data what do we do with it?

Theresa: We also need to be mindful that profanity towards adults is suspendable and is not defiance. If they are cursing at you then there is a consequence. And you're right we have not addressed what the consequences will be.

Moira: Don't a number of these high schools have the Project Prevent program happening there?

Preston: The issues are deeply entrenched for these kids – low reading levels, trouble at home.

Mark: And the practices have helped.

Gerald: We still have disproportionality, so the kids we are talking about are black kids.

Preston: It is a product of size as well. The bigger the school gets the worse the problem is.

Andrea: It might be great to do some site-based consultancies. We have not gotten as systematized as we would like. It takes time. Invite us in.

Preston: I would love to do some work over the summer with the new admin team.

Andrea: Where are we will school culture plans and school culture teams? We have an example in there of school culture plan that aligns to PBIS.

Theresa: I want to add that we are asking schools to get more specific about what they are doing at tiers 2 and 3. A great practice that is under-utilized is check-in/check-out. You can't do 200 kids, but you can do that with your high fliers.

Monica: I would like to see PBIS step away from strict data collection and move into quality. When you get into quality you get into Pre-referral interventions, not just checklist on tier 1 do you have a team check, posted behavior expectations, check. I'm expecting and pushing this year more around expectations on academic behavior – when we say perseverance what does that mean in terms of homework, classroom behavior. I want PBIS coaches to be more about leadership coach, you may have to show teacher how to do this, helping principals manage that workflow. So the expectation is that the school culture plan will be in place at the beginning of the year, and that they are embedded in the first cycle of PD.

Moira: Theresa mentioned check-in/check-out as a tier 2 strategy, how many of your principals do you think know about this strategy and other tier 2 strategies like this?

Preston: Knowing and implementing with fidelity are two totally different questions. There has been intentionality of tier 2 with measure N but I don't know that they know the theory of action and best practices for implementation.

Andrea: Is there an opportunity for our team to do district wide PD for case managers on best practices?

Preston: When there's a central PD they are not bought into the development and don't feel like it's aligned with what's happening at their school sites. We need to convene them to find out what their needs are – what are the things working at Tier 2? Perhaps a survey that asks them what are your struggles and how can we help you?

Lucia: I think the problem is with coherence.

Nicole: Check-in/check-out works well with elementary, but the trauma at secondary is so deep they don't know how to handle that. It's not just the rate, it's what they come to school with. They [school personnel] are not equipped to handle what comes up.

Preston: There's a lot of kids in there with lots of trauma.

Nicole: It's the intensity. That's where we fall apart.

Monica: How often to PBIS coaches look at URF and suspension data?

Ilene: It depends on where a school is in implementation. It's supposed to be a regular part for schools that are at that level of implementation. We do look at TFI data – it's quantitative not qualitative. It's because we are focused on looking at that implementation.

Monica: It doesn't matter how well it's being implemented if you're not seeing a reduction in suspensions. If you don't look at impact data, you're missing the bottom line. That would be a good thing for that team to be looking at. I would want our PBIS coach to be the expert in that data.

Nicole: yes.

Monica: the PBIS coach can't be heavy, but I can. If she gives me the data, I can do that.

Preston: I would love to see an example of a really good culture and climate plan that is for a secondary school with really good tier 2 and tier 3 supports. I only know of Oakland high. When I talk to Matin his plans are really clear. I have no idea if he has a written document, but he clearly has a plan in his head.

Gerald: He's one who has looked at the SPF.

Andrea: It would be good to see if he has that on paper.

Preston: If Matin has it, that would be great. I don't want him to be working on that document. If we want to stipend him to write a bomb plan, give him $5K to write that up, I'm down. But I don't want him to spend time doing that.

Theresa: That would take away from what he does.

Moira: Wouldn't it be worth it to have him put it in writing? We can't clone Matin, and he's not going to be there forever. And didn't you just say it would be valuable to see a good plan for a secondary school?

Gerald: Someone would really have to shadow Matin to see what he does.

Andrea: We wanted to ask if there are plans written. Not everyone can shadow Matin. There is a secondary culture and climate guide. Theresa maybe you can put that in here as a link. That's a place to start. That might not have as much about the trauma informed practices.

Preston: Is there a soft copy that we can edit?

Andrea: Ron would have it.

Lucia: the first one I did, at Castlemont. I shared that one with you. The other one I don't have.

Monica: A dump of lots of materials is not as helpful. If it's samples, then samples of complete culture plans, tools for building a culture plan…more organized rather than 25 separate documents.

Andrea: If you have an example that you think is strong, please share with me and Theresa.

Nicole: I think Prescott is a school that deals with a lot of trauma at tier 1 but at tier 3 it falls apart. How do I get a site consultancy?

Andrea: just let us know.

Andrea recap of the meeting:

- Network Supes would like a soft copy of secondary culture guide
- A sample culture climate plan that is for a school with a lot of trauma would be helpful for developing culture & climate plans for next school year (Preston will ask Matin if he has something for Oakland High. If not, CSSS will try to find/create a good sample.)
- Network Supes should reach out if CSSS can do on-site consultancy (Skyline, etc.)
- Network Supes should let CSSS know anything we can do if you have questions
- And May 25 is the DCA review session – Network Supes, please plan to attend

Sustainability Plan for Racial Equity in Discipline Work

Team Structure

Name	Role on Team

Meeting Schedule:	
Facilitation:	
Note-Taking:	
Follow-Up on Action Items from Previous Meeting:	

Address Inherent and Unconscious Bias against African American Students

What	When	Who	Details/Notes
Finalize Dismantling Implicit Bias Module			
Identify and Train Team of Trainers			
Ensure Module Is Delivered at All Schools			
Ensure Module Is Delivered to Non-School-Based OUSD Personnel			
Create Coaching Cadre for Sites and Individuals in Need of Additional Support (Tier 2 Personnel)			
Create Identification and Referral System for Coaching			

Support Clarity in Disciplinary Decisions

What	When	Who	Details/Notes
Ensure Discipline Matrix is Being Implemented Properly [Deliver Additional Trainings??]			
Ensure URF Is Being Used at School Sites That Currently Have 0-5 URFs Entered			

Build Capacity and Tools for Intervention over Exclusion

What	When	Who	Details/Notes
Ensure Trauma-Informed De-Escalation Training Reaches All School Personnel			
Continue to Implement and Expand Restorative Justice Programs (with fidelity)			
Continue to Implement and Expand Culturally Responsive PBIS (with fidelity)			
Deliver Specialized SSO Training in Trauma-Informed De-Escalation and Restorative Justice			

Integrate VRP Goals into All District Efforts to Support High-Quality Academic Experiences

What	When	Who	Details/Notes
Align OETF, TGDS, and LGDS with MTSS			
Ensure Demonstrations of Racial Equity Are Included in Performance Evaluation Tools for School Personnel (especially observation rubrics)			
Ensure That Every PD/Training for Instruction Includes Something on "Creating Conditions for Learning" with Equity			

Infuse Data-Driven Decision-Making & Evaluation into School Sites & VRP as A Whole to Ensure Students Are Not Treated Differently Based on Race

What	When	Who	Details/Notes
Ensure All School Principals Have Been Trained and Are Using Data Dashboards			
Ensure All PBIS Coaches Are Using Data with Their School-Based Teams to Help Them Understand and Improve School Culture			

Engage Families and Students

What	When	Who	Details/Notes

VRP LEAD TEAM AGENDA

May 23, 2017

Meeting objectives:

- ✓ Follow up on items from previous meeting
- ✓ Develop first sketch of "sustainability plan" for our work on racial equity in discipline

Agenda

1 – 1:10 Welcoming ritual (someone suggest an idea)

1:10 – 1:30 Follow up on Action Items from previous meeting

1:30 – 2:55 Create draft sustainability plan

Action Items from Last VRP Meeting	Progress Notes
Barb and Moira will follow up with Dr. Hardy to ensure that we begin our work with him this school year.	
Moira and Sondra will work on the implicit bias module.	
Theresa and Gerald will bring up the question of sites not using the form at the next URF implementation group meeting.	
Gerald will ask at schools where a significant drop in URFs has been recorded to determine if it reflects an actual improvement in school culture and climate or a decrease in use of forms.	
Gerald will run an analysis to see if URFs are higher on Thursdays.	
MTSS planning session will happen this week (led by Dr. Rob Horner, one of the educators who designed PBIS).	
Wes will be inviting people to the team for building the new teacher training.	
Wes will make sure that there is someone who holds the lens of "conditions for learning" on all of the PD planning groups.	

VRP LEAD TEAM AGENDA

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Meeting objectives:

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Agenda

1 – 1:10 Welcoming ritual (someone suggest an idea)

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1:30 – 2:55 Create draft sustainability plan

Action Items from Last VRP Meeting	Progress Notes
Barb and Moira will follow up with Dr. Hardy to ensure that we begin our work with him this school year.	We did this. He has not gotten back to us. Barb will poke him.
Moira and Sondra will work on the implicit bias module.	We did this. We are quite close. Sondra would like to develop a workbook that accompanies. Nancy Lai (language and literacy manager) was excited about MTSS. Met with Sondra to talk about next steps. Her team is starting to do some work. She wants to partner more. She has access to a lot of TSAs.
Theresa and Gerald will bring up the question of sites not using the form at the next URF implementation group meeting.	Not here.
Gerald will ask at schools where a significant drop in URFs has been recorded to determine if it reflects an actual improvement in school culture and climate or a decrease in use of forms.	Not here.
Gerald will run an analysis to see if URFs are higher on Thursdays.	Not here.
MTSS planning session will happen this week (led by Dr. Rob Horner, one of the educators who designed PBIS).	Done. It got us started. We are going to be meeting this Thursday to launch the leadership team.
Wes will be inviting people to the team for building the new teacher training.	Not here. Many people have been invited though.
Wes will make sure that there is someone who holds the lens of "conditions for learning" on all of the PD planning groups.	Not here. Including in the sustainability plan.

Andrea: We haven't really had enough executive leadership on the VRP team. And there may be merging of MTSS implementation team. If we include people who are high up on the hierarchy of the district, we mayb e meeting too foten and we need to provide them with clearer roles.

TEAM STRUCTURE

Name	Role on Team

Barb: it does seem lke we should have an annual review of our dat and accomplishments.

Andrea: Maybe the SSSC rport.

Barb: I think we should have a consultant meet with us quarterly and do an annual report.

Barb: whatever district performance framwework.

Gerald: Now we have the state dashboards. Do we stay with the SPF or do we go with what the state has.

Moira: are these things enough focused?

Andrea: not yet, but it's pat of the district story.

Sondra: the older for all fo theis is MTSS. We have to fiture out stuff. What soudl our meeting structure be? We could be totally within the right system. We have done lots of reports and campaigns. Someone said we should study special ed again. I don't' need a nother rpoet. I think we have the ability to influence the future organization and how student service sas a whole can be par to ht system. I think the organizating frame will come through MTSS> we need to all keep pushing on this is the driving frame.

Barb: everybody has a spot on the frame.

Sondra: I think the meeting on Thursday will help launch that.

Moria; how fotne is MTSS imp team meeting?

Barb: to be dertermined. Probably sub-groups. The goal is to embed in what exists.

Morea: so we can't get more of a plan until the MTSS team form function are clearer.

Sondra: Maybe we can regroup in June around this.

Moire How do we be sure that racial equity stays front and center?

Barb: if it's done with fidelity.

Moria: I think it needs to be more explicit.

Barb: office of equity? Jerome is on there.

Andrea: Laura Martinez could be on the team, too.

Barb: if Sondra is leading the cultural responsiveness work, hwo does that fit in? Can we name Racial Equity in School Discipline as a big rock in MTSS.

Gerald: it's not separate from racial equity in academic. If they are not engaged.

Sondra: we are saying that our culturally relevant taching is tier 1. You can't just pile it all together because then it doesn't happen. I think we are struggleing with the same approach that other departments are struggling with: how do you develop people who are highly skilled without those layers?

Kate: We had various meeting around teacher competencies. OETF has 17 indicatos. Wheich 5 are we saying are essential for a novice teacher. Now the question is how do people learn what this is? Sites have toal control of what they want in terms of teacher learning. We are not in control of that. They can and do name things that are not inside TGDS.

Sondra: I would sit and look at severyond's PD plan and say yes, no, maybe.

Kate: Im sure ther's some consultation.

Andreas: Network alinment varies.

Sondra: in the past we operated find without much guidance, but take that person away and it all goes awry.

Andrea: they have awide array of culture goals.

Barb: we have ggreat things, but how do we get htem to teacher PD? In terms of teacher professional learning, how do we ensur htat there's coaching associated with it? We don't have a lot of coachin for tachers.

Sondra: we do but it's school based. We have a whole body of TSAs at the school sites. But we don't' have the strategies to have them do some professional trainings. We are possibly reduing the number of ITLs. This is totally the wrong approach.

Barb: Do TSAs know that they are coaches, and not assistant principals?

Sondra: that would be a start.

Barb: How do we get TSAs on board with MTSS?

Sondra: andrea and I are in ASELT which still exists. We can bring it up in that setting to ask that set of people, how do we work across on coaching? By Friday we will know our reductions. That is the body wehre we can bring this up. Maybe we bring it up with Jody. That's Chambliss, Nicole Knight, Networks, early childhood. I think that's the right team.

Kate: we tried to think of coaching framework. Are they thought partners, accountability people. With all the non-school-based coaches, too, what is really their function? The problem we have observed with TSAs is the ones doing administrative work, wh will do that.

Sondra: The pincipals.

Kate: there was pushback.

Barb: I think it would be a good idea for us to develop culture and climate rounds.

Andrea: we were talking about that yesterday.

Meeting Schedule:	
Facilitation:	
Note-Taking:	
Follow-Up on Action Items from Previous Meeting:	

ADDRESS INHERENT AND UNCONSCIOUS BIAS AGAINST AFRICAN AMERICAN STUDENTS

What	When	Who	Details/Notes
Finalize Dismantling Implicit Bias Module	June 15	Moira: team to include all folks assembled last time, Nancy Lai, Barb.	
Identify and Train Team of Trainers	June 30	team	
Ensure Module Is Delivered at All Schools	2017-18 school year	Trainers.	Sondra will loop in Kyla and network sup team
Ensure Module Is Delivered to Non-School-Based OUSD Personnel	2017-18		
Building capacity for coaches to be able to support implicit bias work. Need a unified coaching model.	2017-18		
Create Identification and Referral System for Coaching			

SUPPORT CLARITY IN DISCIPLINARY DECISIONS

What	When	Who	Details/Notes
Ensure Discipline Matrix is Being Implemented Properly [Deliver Additional Trainings??]			
Ensure URF Is Being Used at School Sites That Currently Have 0-5 URFs Entered			

BUILD CAPACITY AND TOOLS FOR INTERVENTION OVER EXCLUSION

What	When	Who	Details/Notes
Ensure Trauma-Informed De-Escalation Training Reaches All School Personnel			
Continue to Implement and Expand Restorative Justice Programs (with fidelity)			
Continue to Implement and Expand Culturally Responsive PBIS (with fidelity)			

Deliver Specialized SSO Training in Trauma-Informed De-Escalation and Restorative Justice			

INTEGRATE VRP GOALS INTO ALL DISTRICT EFFORTS TO SUPPORT HIGH-QUALITY ACADEMIC EXPERIENCES

What	When	Who	Details/Notes
Clearly articulate MTSS within OETF, TGDS, and LGDS	August 2017	MTSS leadership team/VRP implementation team	Those are all frameworks. What's the organizing framework for learning? MTSS. Need to cross-walk. See where the pieces show up on each of the frameworks. At least for the principal framework, systems are mentioned. TGDS is still being negotiated. OETF can still be in place even if we are not going forward with TGDS.
Ensure Demonstrations of Racial Equity Are Included in Performance Evaluation Tools for School Personnel (especially observation rubrics)		Cultural Responsiveness group gets together with kate to work	OETF can still be modified.
Ensure That Every PD/Training for Instruction Includes Something on "Creating Conditions for Learning" with Equity			

INFUSE DATA-DRIVEN DECISION-MAKING & EVALUATION INTO SCHOOL SITES & VRP AS A WHOLE TO ENSURE STUDENTS ARE NOT TREATED DIFFERENTLY BASED ON RACE

What	When	Who	Details/Notes
Ensure All School Principals Have Been Trained and Are Using Data Dashboards			
Ensure All PBIS Coaches Are Using Data with Their School-Based Teams to Help Them Understand and Improve School Culture			

ENGAGE FAMILIES AND STUDENTS

What	When	Who	Details/Notes

District MTSS Implementation Team Formation Meeting Notes

5.25.2017

Attendees: Lori Lynass, Andrea Bustamante, Jerome Gourdine, Barb McClung, Ilene Fortune, Tamara Arroyo, Wes Jacques, Lauran Cherry, David Chambliss, Nancy Lai, Christi Roscigno, Seth Eckstein, Moira DeNike

PPT (Barb)

Root cause analysis: promising evidence-based practices, but not implemented with fidelity. Adults lack adequate training in how to implement these practices. Absence of systems to reduce and eliminate inequities and expression of bias.

School sites feel we are lacking in coherence. School sites don't know how to use discipline matrix. Articulation of primary interventions – people don't' know. Interventions for academic issues are also not consistent. What's our early ID process? And how does this work fit into our professional learning plan?

PPT (Lori)

PD, Coaching, evaluation are taking place. But some of the things that need to be in place to ensure that these things work as systematic change are not. 3-years future funding, viability and dissemination, political support, policy and system alignment, and personnel readiness. Policies say you can suspend these kids, and those kinds of decisions require high level authority. In Santa Rosa the superintendent comes into every meeting Lori goes to, every training.

Systems integration – getting the information out to the community.

David: We should replicate the root cause analysis for central office personnel and leadership

Wes: Something that's missing is school teams use of data.

Tamara: Leadership team and cross-system synthesis is a barrier.

Lori: In Seattle departments have the same issue, sometimes competing for same pots of money. MTSS for academic and behavior, not siloed.

Small group discussions:

- What Resonates?
- What Should We Consider?
- What Actions Can You Take?

Discussion Notes: What are essential conditions for learning? Pilot sites, changing the narrative. Addressing explicit and implicit bias. How do we shift the narrative with teachers? How do we change it at the front door in hiring? If I'm a new employee, not only do I understand OUSD's values, but how do I articulate this? How do we reinforce the learning? How do we do this in a discriminating manner, to

identify how people need different support? There is a racial issue. What are the essential conditions? And how are those measured? TGDS, LGDS need to align to MTSS and to measure that look at racial equity, specifically. What are the shared definitions and what are the goals for the leadership team and for the district as a whole? Can we all articulate the goals in a consistent and concise way? And plan toward that goal. Some of the things about MTSS seem simple, but its' the implementation. How are we in leadership aligned? How do our priorities permeate at the highest levels of our district? As leaders one of the reasons we are fragmented is that we don't sit down together and talk about those priorities – leadership challenge. Do we have clear goals for MTSS? African American disparity and disproportionality is worse in Oakland. To have model teachers – that's a part of CORE. Visibility – making the work visible to colleagues, teachers, parents, so that they can partner on non-punitive approaches to reduce disproportionality.

August 11, can that be our next meeting? Need it sooner. July.

Please provide a description of the District's efforts during the 2016-2017 school year to increase the reliability and use URF data by school site and a description of the District's planned efforts to increase the reliability and use of this data in the 2017-2018 school year. Please identify any schools that the District has determined need additional support in this area and the individuals by name and job title who will be responsible for working with these school to improve the reliability and use of their data during the 2017-2018 school year.

A description of the framework for developing and a review process for school site discipline plans for reducing the use of exclusionary discipline and ensuring that discipline is appropriate and equitable.

OUSD PLAN FOR ADVANCING RACIAL EQUITY IN DISCIPLINE

June 27, 2017

The District's plan for ensuring the fair and appropriate application of interventions and student discipline in a manner that is compliant with Title VI of the Civil Rights Act of 1964 during the 2017-2018 school year and after OCR ends monitoring of the Agreement. Please include the following:

a. A description of the District's RTI/MTSS programs and practices relevant to Section II of the Agreement that the District intends to continue to implement along with any additional programs and practices relevant to the goals of the Agreement that the District anticipates implementing in the 2017-2018 school year.
b. A description of the District's evaluative and assessment tools for monitoring the fidelity of implementation of the RTI/MTSS programs and practices listed in Item 27.a. and their effectiveness and impact on African American students in the District. {Sec. II}
c. A list of the individuals by name and job title who will be responsible for reviewing and analyzing the data gathered from the tools described in Item 27.b. and who have the responsibility and authority to ensure that action is taken based upon the data to improve the fidelity of implementation and the effectiveness with respect to African American students in the District.
d. A description of how the District will continue to measure, monitor and determine at the school site level and district-wide whether students are being subjected to different treatment on the basis of race with respect to school discipline.
e. The list of individuals by name and job title who will oversee implementation of the plan during the 2017-2018 school year and the specific role and responsibility each individual will have in implementing the plan.
f. A description of how the District will set targeted reductions in the overall use of suspensions as well as for specific demographic groups of students.
g. A description of the metrics the District will use to identify school sites that need targeted District support for school-wide and classroom interventions and targeted best practices for ensuring that discipline is appropriate and equitable.
    i. Please describe the process for reviewing the data including the frequency with which the District will review the data.
    ii. Please list who, by name and job title, will review the school-based and District-wide data.
    iii. Please list who, by name and job title, will be responsible for determining which school sites to target for the necessary support
    iv. Please list who, by name and job title, will be responsible for ensuring that identified school sites receive the necessary support.
    v. Please describe the types of support the District will provide to identified school sites and how the District will evaluate the effectiveness of the support provided.
h. A description of the framework and schedule for school sites to review their discipline data and identification of student and teacher needs for support.
i. A description of the framework for developing and a review process for school site discipline plans for reducing the use of exclusionary discipline and ensuring that discipline is appropriate and equitable.

j. A description of the process for identifying, acknowledging and utilizing site administrators and teachers with demonstrated best practices with regard to implementation of RTI/MTSS programs and interventions to serve as coaches to their peers.
k. The schedule for district and school site administrator and staff training on the following:
    i. OUSD policies and administrative regulations on school discipline and the discipline matrix,
    ii. Positive behavior interventions and supports,
    iii. Restorative Justice,
    iv. Trauma-informed practices and supports,
    v. Engaging African American students in a culturally responsive and relevant manner,
    vi. Unconscious bias/culturally responsive practices, and
    vii. Family engagement around school culture and climate and/or discipline policies
l. A description of any changes the District intends to make to its public data dashboard on student discipline during the 2017-2018 school year.
m. The District's line-item budget for the implementation of any specific action to implement this plan in the 2017-2018 school year.
n. A list of events, targeted outreach and communication, community (including student, family, advocate, and stakeholder) engagements and convenings planned for the 2017-2018 school year organized by District departments and programs to promote and encourage positive school engagement and cultural awareness and appreciation amongst and between OUSD's ethnically diverse communities.
o. A list of consultants by name and job title with whom the District has contracted to provide advice and assistance to the District during the 2017-2018 school year on the implementation of this plan or in reaching the goal of ensuring that student discipline is implemented fairly and appropriately.

VRP Lead Team Meeting

6.27.2017

Attendees: Barb McClung, Wes Jacques, Andrea Bustamante, Sondra Aguilera, Seth Eckstein, Theresa Clincy, Christina McClain, Kate Sugarman, Moira DeNike

Gloria and Kyla met. Site level interventions. Gloria said there was a point asking ppl how much the work has reached the site level, and ppl at DCA felt it was not reaching the sites.

Barb thought different. Not being led at the Cabinet level. That's a priority is to establish an MTSS team at the cabinet level. And Network Superintendents do not participate. They have less training than the principals. So when it's between MTSS conference or Panasonic, they choose Panasonic. It's not messaged from the top. We have hit a glass ceiling. It needs to be in PD plans. Reach is good. Now we have to get to rigor.

Could the MTSS leadership team serve as the replacement team for VRP work once legal agreement expries. Monthly – tiered fidelity index, interface with network supes. Sometimes it's about racial equity in discipline, sometimes about TFI results. Scope out for the year. Tentative topic for each month.

The main role of the executive team is to embed MTSS in everything we do. They have to drive it. How it's in the academic work, how funding is sustained, hiring, etc. They can't lead it until they have more capacity built.

Roles: there needs to be an upper district leadership team that is made up of high-ranking decision-makers. Cabinet. In an ideal world, this would be a focus of cabinet. The best thing to do is embed it into an existing structure. So have the people who are in charge of academics.

The structures aren't developed yet. There is rethinking of executive cabinet.

There will be senior leadership team that meets weekly. Used to have this. Not decided yet.

We should propose to Kyla.

We need to review monthly implementation of MTSS. These are the right people. In the past you were invited into that space. Then that team would make decisions. Then you would get direction. Not just review. They need to establish commitment, action planning, oversee selection of staff, training, coaching, adequate district support. We will lose if all we do is show up with the data.

A lot of the work is on the ground. Data monitoring at every single site. We need the superintendent to message to all Network supes how to do that. There's not consistent commitment. Barb said to Sara I love what you're doing in Network 2 and asked if that can be used as a model – documented. Commitment is the biggest thing.

Its is a big rock. "a school culture goal"

How do we have hooks on each of the level. Use of data. Monthly is always nice. One person is aligned to each network. There should be ownership at each level. PBIS walk through is big. Monthly space with Networks, then SLT level, and how do those two talk?

Balance site autonomy and central autonomy. What is the district's culture goal? If you look at it and it's a miss on the racial equity in discipline, we can focus it. The school culture and climate goal can't be MTSS, MTSS is the framework. The expectation has to be that. Commitment

Schools have set their site goals. School culture goals are set. Chronic absence and suspension are most of them. Just because we have suspensions down doesn't mean we have positive climate and culture. Inconsistent messaging around discipline, and lack of capacity building for what to do instead.

We have a lot to do around out LCAP goals. A lot around language learners. Special ed will be a major focus. We have named district culture as a focus area.

High level leadership – these are the people we would like to meet, this is what we want to cover. Monthly. We may know Friday.

Twice TFI at every school. Oct and May. Do a random sample of classrooms at each site (late fall/winter). Protocols for all. Reviewed by PBIS team and principal and action goals are set. Next year, MTSS plan for each school. When principals meet with network supes, measures on different aspects of implementation will be reviewed. That should be shared. Focal schools, to track throughout the year. Central teams. One per network.

Twice a month meetings with behavioral health team (PBIS coach, Program manager, behavior specialist and maybe RJ coordinator) and Network Supes. Asking for that across all sites.

Is race embedded in those tools? Not sure. Focus on are there equity practices in place.

Barb is a big proponent of culture and climate rounds. PBIS is very specific things you're looking at.

Data to keep us honest and focused. The action happens at the schools. Looking at KPIs and looking at implementation of practice. Adding to the story – their data are low, because they are doing something different. No URFs.

SPF goals – percent of kids who say they feel safe. Keep focus on in-school suspensions and kids being sent home.

URFs – systems around using the URF data – hard for people to see why it's relevant. Systems are reactive.

We need a visual tool for the school level system. And what's the procedure for when central discovers that tier 1 is not in place.

It's not supposed to be punitive. It's supposed to flag a need for support. People need the training on URFs. Some training at the beginning of the year. Discipline matrix. Pre-referral interventions (in the classrooms).

Post referral guide. But we need to get in front of people.

In 504s, Barbara requires that new principals get trained face-to-face, and second year they get the online training. What needs to happen in person, what can be done online. There have to be tests built in. Video or narrated PPTs. We email them a large amount of information to read – if they watch it, it has a different impact.

New Teacher Orientation Discussion – Culturally Responsive Teaching

6.27.2017

Attendees: Sondra Aguilera, Andrea Bustamante, Moira DeNike, Kate Sugarman, Tamara Arroyo, Alison Hill

Key Take-Aways:

- New teacher training will include cultural responsiveness.
- The content will not be from the Implicit Bias module being developed, but will be other content.
- Kate will take the lead, with Sondra and someone from the Office of Equity.
- Even at sites where URF is being fille out, it's only by select teachers - not universal.
- Assistant Principal feels it's "not fair" to enter a URF on a student if she didn't have a chance to offer supports. This demonstrates that there may be a perception out there that completing a URF is in itself punitive, or makes the student vulnerable to being classified as a "troublemaker" which keeps them from using the URF system.
- Administrators would like more guidance on best practices in leading up to a suspension.

Detailed Discussion:

Who will be the trainers? Instructional Teacher Leaders (53 schools have these). For schools that don't, Teacher on Special Assignment or Culture Team Lead. 86 plus Barb's people (especially where people need more support). Barb's people can serve as coaches. Especially where principals are not ready to lead it.

To what extent do sites have awareness that this is something they need to focus on?

Alison: [At Fremont High] It's complicated. I heard people say if it was a trauma informed training, people would say "0h here we go with the touchy-feely stuff." If there was a student sent out of class we the admin team held that, and then there was a divide where admin was seen as holding the discipline, and it wasn't owned by everyone. The students in the hallway are all African American. Are teachers seeing that? Are we seeing ourselves as agents? I think our staff have received a lot of information and training, but in daily practices we see all the AA students are disengaged on one side of the room. I see it more with our newer staff. Issues with more experienced staff are more apt to say, "I want this kid out of my class for good." Our younger staff are often from Oakland. It's a) allowing us to find the time, and b) calling out our behaviors.

Sondra: You feel your admin team is ready to start calling this out?

Andrea: do you have good URF that you review with teachers?

Alison: Only 1/5 of our teachers are filling out URFs. There are ten that are filling them out, and three that are doing it multiple times a day. They need clarification about the need to send them out at the

time. I was getting them after the fact, and I didn't feel like it was right to enter that in with a student. Doesn't feel fair.

Kate: On day 2 the whole day in the new teacher training schedule the whole day is culture and climate. Then on the second week there's a 90 minute section.

Kate: how to get past the resistance?

Alison: who is facilitating the training matters. A norm with our PDs is icebreakers. Another layer at our school is that pathways have changed. So there's a lot of work and intentionality on building new teams. It should not be one person who leads the training. It should be someone who is from architecture, someone from media, etc. so it feels owned by many people.

Kate: In the facilitator guide, did you have outcomes.

Alison: Is there work for administrators on best practices in leading up to a suspension? Some of our experiences this year, we realized that we as a school site have to have a protocol for investigating or intervening with situations, so we can say we have a protocol. It's a gap I see once a student is suspended, but we got called to the carpet and I didn't feel there was a place to go for best practices. Who do I turn to get guidance?

Moira: what about the pre-referral intervention guide?

Alison: I mean if you have a sexual assault, what is our protocol as a school and as a district? There needs to be something on paper, some kind of a guide. That also opens a window to evaluate our systems. But I may share what I have with Theresa.

Tamara: We don't know what teachers are going to get on their school sites. My outcome for this meeting is having a clear understanding for Peggy, who is the point person she's going to be reaching out to, who is going to be developing this session?

Alison: The year before last we had 25 new teachers. More skills. A lot of people have an understanding or a perception of an understanding, but just given the time to plan for things you're intentionally going to do in your classroom.

Andrea: So, skills to engage students in learning, to de-escalate.

Kate: I think a precursor is do you know your students? History, circumstances of African American or immigrant students.

Tamara: Those first sessions are supposed to be this is how we do in Oakland. SO I think it's more this is a big picture. We do have building PBIS rituals and routines. We are going to have in ELL, this is who these kids are, these are their needs, this is what it looks like when they are getting their needs met.

Moira: What about kingmakers of Oakland?

Tamara: I would like to suggest a point person from CSSS and Kate. It's who are my kids?

Kate: Jeff Duncan Andrade says the best teachers are ethnographers – they study their students and the culture.

Kate is going to lead, with Sondra and someone from Office of Equity

Implicit Bias Module Implementation Meeting

7.17.2017

Moira, Andrea, Sondra

August 15th for the Implicit Bias Module pilot with Behavioral health unit.

Use September to train up the lead trainers. One or two trainers from the school.

The point of field testing this is to find out what people will need to implement this. Ask that in the BHU pilot. Also ask them if they can do some lead work.

We need to identify 2 central leads for each network of schools. We invite a broader set of folks to be that. We need everyone from the CR lead team to identify a few people. 36 people per network to convene to get them ready to present the module. Every school site will be different. Some will want 6, 2X3, 3X2, or 1.

We offer to the schools to send representatives to an 9-hr training session to become module facilitators for hteir sites. OR they can have a central office person come to their site.

We need to meet with the cultural responsiveness lead team. Sondra will call that meeting. August 11 morning. 9-10:30am.

Andrea and Rachelle Rodgers-Ard will be the owners of the module. Need a sync-up meeting with Rachelle before the lead team meeting. August 1 Sondra and Andrea will meet with Rachelle.

Steps:

Implementation Step	By Date
Sondra will put some information about the module in the "welcome back" memo - schools will have the option to send trainers or to use a central office trainer	July 21
Meeting with Network Supes - overview of module, expectation that the module reach EVERY school this year	July 31
Sync up with Rachelle Rogers-Ard	Aug 1
Full CR team meeting - overview of module, ask for recommended facilitators, get on the same page with implementation plan	Aug 11
Reach out to recommended facilitators with scheduled dates for 8-hour training	Aug 12
Pilot module with BH Unit	Aug 15
Refine module	Aug 16
Andrea and Rachelle push out invitation - through Network Supervisors - to either have a central office lead trainer come to their site or to send members of Culture Team to 8-hour training - every school has to indicate their preference. We tell them that dates will begin at the end of September. Can offer CEU credits.	first week in September
Hold 8-hour training for central office leaders/facilitators Andrea B. or others will lead - ideally around 30 people. Leads in T&L, people in CSSS, Office of Equity.	week of September 11th

Appendix 3: District Capacity Assessment and Action Plan

DCA OUSD 3/30/17

1. **4 things schools need in an effort to effectively reach the social-cultural pieces in OUSD**—
    i. Predictable, Positive, Safe, Consistent across people, place, and time

- Create an environment where people feel welcomed
- How do we create schools that are more effective learning environments for the kids you know?
- Create structures that help adults feel comfortable and confident in what their role is
- Common vision, language and experience will create this team=Common Purpose
- If you are going to do equity you are not going to do it the same, you will have differentiated supports for students
- It is going to be really hard to do this work without a district team and district commitment

2. **Messages to Leadership Team**:
    - Whatever you put in place do it with fidelity—you have to have a way of measuring how you are doing, do less better and measure how you are doing it
        - Has anyone told you what is expected
        - Do you know what this means
        - Has anyone acknowledged you for showing expectations
        - Also—do you feel safe
3. **Why are we doing DCS—70% or above likelihood to keep things moving forward in the next 5 years is 85%**
    - Best predictors of whether what you are doing will sustain as a district
    - Building systems around this work from the district level
        - Commitment—
        - Systems Alignment-
        - Action Planning-
        - Performance Assessment-
        - Selection-
        - Training—need to have in-district trainers
        - Coaches—prompt, fluency, performance feedback, adapt to cultural norms
        - District Support-
        - Administration—
        - Systems Intervention-
4. **District Capacity Assessment**
    1. District Implementation Team (DIT) to supports Effective innovation (MTSS using PBIS)
        a. Score: 0
        b. Action Items: Representation of Network, define Team
    2. DIT includes an individual with executive leadership authority
        a. Score: 0
        b. Action Item: Network Sups, Deputy Chief of Innovation—Pablo/Sandra/Kyla
            i. Need representation AND authority
            ii. OUSD MTSS Team as VRP team exists
            iii. CIS—Coordinated Early Intervention

    3. DIT includes designated coordinator

a. Score: 2
b. Action Item: N/A

4. DIT uses effective Team Meeting Process
    a. Score: 0
    b. Action Item: Once have team, define roles including data analyst on this team
5. District Written Procedures for selecting EIs
    a. Score: 0
    b. Action Item:
        i. Once team is established, team needs to understand what process is used to identify EIs
        ii. Review both the Oregon Proof of Practice Process and NC Hexagon Tool.
        iii. Goal of recommending a process to follow
6. District Documents how current IEs link together
    a. Score: 0
    b. Action:
        i. Looking at existing process for schools to integrate
        ii. Have Bella/Barb bring strategies that other districts are using to bring alignment
        iii. Re-calibrate/build a more formal system of alignment among current IEs
7. Funds are available to support the implementation of the EI
    a. Score: 1
    b. Action Item:
        i. Form sub-committee to define adoption and sustaining fudn and look at Cost-Model Documents
        ii. Take this info to board
8. DIT has a formal plan to implement for EI
    a. Score: 1
    b. Action Item:
        i. Get team more information about the plan, look at capacity data (today), scale up data (look at all schools—how many are currently engaged implementation of PBIS)
        ii. Building S.M.A.R.T. goals and add E for equity
        iii. Sups cabinet would be updates on the status is social climate of schools in OUSD
9. DIT continuously improves the use of the implementation plans
    a. Score: 1
    b. Action Item: Having a team to look at the data and present to Network Sups quarterly and create protocol to use data to drive PD and budget at upper level
10. District uses a communication plan
    a. Score: 1
    b. Action Item:
        i. Sub-committee that focuses on communication
        ii. Messaging from Sups around MTSS implementation and expectations
11. District uses a process for addressing internal barriers

    a. Score: 1
    b. Action Item:
12. District uses a process to report policy relevant information to outside entities
    a. Score: 0
    b. Action Item:
13. DIT supports the use of fidelity measure
    a. Score: 2
    b. Action Item:
14. DIT has access to data for the EI
    a. Score: 2
    b. Action Item:
15. DIT has a process for using data for decision making
    a. Score: 2
    b. Action Item:
16. District provides a status report on the EI to the school board
    a. Score: 1
    b. Action Item: Sub-committee to review what and how we give info to board and we need to be proactive in requesting bi-annual opportunity to sharing info
17. Building Implementation Teams (BITs) are developed and functioning to support implementation of EI
    a. Score: 2
    b. Action Item:
18. DIT supports the BIT implementation plans being linked to district improvement plan
    a. Score: 1
    b. Action Item:
        i. Look at implementation plans of exemplar sites
        ii. Have PBIS team to provide more guidance around what implementation plans looks like
19. DIT supports BITs is using data for decision making
    a. Score: 1
    b. Action Item: Coaches pushing more in this area
20. District uses a process for selecting staff who will implement EIs
    a. Score: 0
    b. Action Item:
        i. Need to come to agreement what MTSS is
        ii. Recommend an approach by which that construct will be included in recruitment, selection and hiring new personal
21. District has a plan for continuously strengthen staff skills
    a. Score: 1
    b. Action Item:
22. DIT secures training on the EI for all district/school personnel and stakeholders
    a. Score: 1
    b. Items: Continue to train-up and coach up to build training capacity
23. DIT uses training effectiveness data

    a. Score: 1
    b. Action Item:
24. DIT uses a coaching service delivery plan
    a. Score: 2
    b. Action Item: Building a plan for sustaining coaching capacity
25. DIT uses coaching effectiveness data
    a. Score: 1
    b. Item: Take item scores and calculate on average where they are
26. Staff performance feedback is on-going
    a. Score: 0
    b. Action Item:

Oakland Unified School District
District Capacity Assessment for PBIS
Draft Action Plan
March 30, 2017

Implementation Scales and Items	Action Items and Discussion	Who	When
Leadership Team			
A representative district implementation team exists. #1	Score: 0 Notes: ● Decide if this is a PBIS or MTSS Team. Examine team membership - What voices, partnerships, collaborators are needed?		
District implementation team has identified purpose. # 2	Score: 0 Notes: ● Identify the purpose and structure of the team. Who on the team has the needed authority? Consider having Pablo/Sandra/Kyla		

District implementation team has identified coordinator. #3	Score: 2 Notes: ● Although there is a full time PBIS coordinator is there an adequate amount of time to support the initiative? ● Need to evaluate the role of the coaches		
District implementation team has identified 3 or more years of funding. #7	Score: 1 Notes: ● Form a sub-committee to define adoption and sustainability of funds ● Examine Cot-Model Documents. ● Take funding needs to the board		
Building level implementation teams exist. #17	Score: 2 Notes: ● Most schools currently implementing PBIS have building-based Leadership Teams		
Planning			
District team has an	Score: 1		

implementation plan. #8	Notes: ● Get team more information about the plan, look at capacity data (today), scale up data (look at all schools—how many are currently engaged implementation of PBIS) ● Building S.M.A.R.T. goals and add E for equity ● Sups cabinet will be updated on the status of social climate of schools in OUSD		
District team supports building use of data for decision making. #18	Score: 1 Notes: ● Have PBIS coaches provide more information to school about what plans to should look like – provide them with a model. ● Look at the implementation plans of exemplar sites.		
Performance			

Assessment			
District team supports the use of a fidelity measure for implementing of PBIS #13	Score: 2 Notes: ● TFI used all schools implementing PBIS as the common tool. ● What other tools are schools using? ● What about at Tiers 2 & 3? ●		
Staff performance feedback is ongoing #26	Score: 0 Notes: ● TFI reviewed annually with schools, but not as much direct feedback to individual staff. ● This is a struggle – not a lot of time to talk to staff		
Selection			
District uses a process for selecting staff who will implement and support PBIS/MTSS #20	Score: 0 Notes: ● We need to come to an agreement on		

	what MTSS is in OUSD. ● Once defined, how will that construct be reflected in recruitment, selection and hiring or staff?		
District uses a process for selecting social, emotional and behavioral curriculum. #21	Score: 1 Notes: ● SEL has been more separated from PBIS in OUSD. There is a need to integrate better.		
Subscale –Training			
District secures training on PBIS for all district/schools personnel #22	Score: 1 Notes: ● PBIS Modules for schools have been developed over the years ● We do try to offer a variety of trainings ● Lack of subs and funds to pay staff can get in the way of training. ● How can we do more push-in training?		
District Team uses training effectiveness Data #23	Score: 1 Notes:		

	• This needs refinement – What happens to the training effectiveness data? • How do we use this to improve our training?		
Coaching			
District uses a coaching service delivery plan to support building teams #24	Score: 2 Notes: • Build a plan for sustaining coaching capacity. • Examine how coaches use their time to help inform this.		
District uses coaching data. #25	Score: Notes: • We have no formal way of tracking this data. Take items score and calculate where coaches are.		
Data Based Decision Making			
District Team has access to the data for PBIS #14	Score: 2 Notes: • TFI data for district level does exist but		

	since no formal district team currently exists, this has not been shared.		
District has process for using outcomes and fidelity data #15	Score: 2 Notes: ● The district coaches do use fidelity and outcomes data for schools, but data not used by a district team.		
District Team supports schools to use data #19	Score: 1 Notes: ● Every school gets their data, and coaches do take the data to the schools. ● How many schools are using TIPS?		
Facilitative Administration			
District uses an effective team meeting process #4	Score: 0 Notes: ● Need team structure and defined roles. We need a data analyst on the team.		
District has written	Score: 0		

procedures for selecting Evidenced Based Interventions #5	Notes: ● Once team is established, team needs to understand what process is used to identify EIs ● Review both the Oregon Proof of Practice Process and NC Hexagon Tool. ● Goal of recommending a process to follow		
District documents how Initiatives link together #6	Score: 0 Notes: ● Look at existing process for schools to integrate initiatives. ● Bring strategies that other district are using as examples for the team. ● Re-calibrate/build a more formal system of alignment among current EIs		
District uses a communication plan #10	Score: 1 Notes: ● What is the current model for communication? ● What is the messaging from the Supt about PBIS/MTSS? ● We need a sub-committee that focuses		

	on communication.		
District uses a process for addressing internal barriers #11	Score: 1 Notes: ● Who knows the process, who has this information? ● What is our Theory of Action?		
District provides a status report on PBIS to the School Board #16	Score: 1 Notes: ● Sub-committee to review what and how we give info to board and we need to be proactive in requesting bi-annual opportunity to sharing info		
Systems Intervention			
District uses a process to reports policy relevant information to outside entities #12	Score: 0 Notes: ● No policy exists or we are not aware or it.		

Appendix 4: Family Engagement Year-End Summary

Community Schools Student Services Program Goals -Year End Data

Family Engagement

- **Build Dual Capacity of School Sites to Implement Family Engagement linked to Student Learning by establishing:**
  - Family Engagement Teams for Partnership (Parent Action Teams)
    - *Provided 65 site based planning sessions across 20 sites on family engagement SMART goal implementation and development of parent action teams, with focus on teacher-parent partnership on literacy, reclassification, and attendance, parent-principal partnership, listening campaigns, aligning community with family engagement, and preparation to lead SSC self assessment process.*
  - SSC Linked Structures for Shared Decision Making for School Improvement
    - *Provided 128, in person support sessions to 70 sites, on preparing SSC chairs for meeting facilitation,emergency meeting protocols, SSC rubric/self assessment completion, keeping an equity lens during SPSA review, budget alignment to SPSA priorities, clarification of Education Code as it relates to SSCs, SELL establishment, member recruitment, SSC establishment, use of Title I funds, role of SSC chairs and SSC student members, democratic election best practice procedures, shared decision making meeting process facilitation, and SSC procedures and resource guide.*
  - Monthly Parent Academies: Parents Raising the BAR
    - *Provided 87 parent academy workshops across 20 sites, topics: reading, reclassification, kinder readiness, math, common core, attendance, SEL child development and parenting tips, SPF and school data, school site budgeting, CELDT, PBIS, SEL in the classroom, A-G graduation requirements, high school success (for 9th grade families), science standards, sanctuary district policy, and SBAC assessments.*
  - Site and District Level Professional Learning for teachers, staff, and principals
    - *Provided 12 total: five family engagement PD sessions for principals on district family engagement deliverables and SSC engagement aligned to budget development. Provided three district-wide family engagement PD sessions for site family liaisons and community school managers on district family engagement deliverables, five site based all staff PD sessions on family engagement core beliefs and partnership mindset.*
  - Parent-Teacher Home Visit model and parent-teacher communication across OUSD
    - *Reached implementation of 307 (logged) home visits for 16-17 school year, across 8 sites. Provided training for 45 teachers/staff, bringing us to a total of 167 teachers and staff trained across 15 sites on PTHV model.*
    - ***Ensured 92% of OUSD schools (77/84) sites implemented minimum expectation for family engagement, offering 3 or more academic workshops for parents to understand from teachers how to support and partner for student learning. 96% (81/84) sites offered 1 or more opportunities for families on how to support student learning (Compared to 33% or 28/84 sites last year with 3 more workshops, and 38% or 32/84 offering at least 1 workshop).***
  - 1:1 Parent Leadership Support/Coaching

- *Provided 50 hours total of pre-service summer training and leadership development for 42 parent leadership fellows. Topics: Social Emotional Learning, Restorative Justice, Teen Communication, Attendance, A-G and College Readiness, Facilitation, Team Communication, Vision Boards, Trauma Informed Practice, SPF, Cycle of Continuous Improvement, Representative Leadership, Listening Campaigns*
- *Provided 52 parent leadership one to one coaching sessions across 23 sites, on understanding school improvement data, understanding CHKS survey, leading outreach and discussion at their SSC meetings, representative parent leadership, understanding SIG process, preparing to lead workshops for other parents, SSC Self Assessment process, and parent-principal communication and partnership for student learning, establishment/development of their site Family Resource Center, understanding LCAP election process, parent-teacher report card conferences, understanding SART process, and developing sustainable parent volunteer structure.*

- **Reached 2,644 points of contact with parents, 614 points of contact with support staff, 266 points of contact with teachers, 194 points of contact with principals, 504 points of contact with students, and 46 points of contact with community through above structured learning and coaching activities.**

Student Engagement

- **All City Council - student leadership development and support:** Provide students the knowledge, skills, confidence to engage other students at their school site with academic topics/school culture to increase a-g completion & graduation
  - *Provided 11 district-wide student leadership (ACC MS/HS) sessions for 890 middle and high school students across 29 sites, to participate in peer to peer and youth-adult discussion on school culture/climate, including restorative justice, health and wellness, ethnic studies, student voice, a-g completion and graduation, linked learning, credit recovery, LCAP student advisory recommendations, and student voice and priorities with new Superintendent search.*
  - *Provided 63 youth development sessions (ACC GB), for 28 core youth action researchers, to prepare them to lead 11 district wide student leadership sessions for 890 students, and final youth action research recommendations and credit recovery presentation to School Board.*

Notes on Student Engagement:

ACC GB: Students: 28 at 12 sites

- GB: 14 students, Sites: Fremont, Oakland High, Life, Skyline, Tech, Dewey, Madison, Castlemont, CCPA,

- GB: Sup Forum: 14 students (x 3 sessions), Sites: Fremont, Castle, Mack, Tech, Skyline, Life, Montera, MLA, Madison, Westlake, Oakland International, Bret Harte, Dewey

ACC HS: Students: 177 at 13 sites

- Winter Retreat: 34 students, Sites: Skyline, MetWest, Madison, Oakland International
- **Delegates: 80:** Bunche, Castle, CCPA, Dewey, Fremont, Life, MetWest, Oakland High, Oakland Tech, Skyline, Madison, Oakland International
- YAS: 63: Madison, Tech, Life, Fremont, Castle, Dewey, Mack, O.High, Oakland International,
- Research participants: 400 - 9 sites?
- *SSC Youth Training*

ACC MS: Students: 312 at 16 sites

- **Delegates: 52:** MLA, UFSA, Edna Brewer, Westlake, La Escuelita, Elmhurst, Roosevelt, Frick
- Focus Group: Montera:10
- MS ESC: 250: Alliance Academy, Bret Harte, Claremont, Edna Brewer, Elmhurst Community Prep., Frick, Madison Park, Montera, Roosevelt, Urban Promise Academy, Westlake, and West Oakland Middle School, La Escuelita and Melrose Leadership Academy

Appendix 5: Engagement Team Log 2016-17

Activity Date	Staff Lead	Activity Location: Priority Site(s)	Engagement Goal Area	Activities: Goal Area #A: SSC & Site Based Teams	Activities: Goal Area #B: PTHVP & Parent-Teacher Communication (All Sites)	Activities: Goal Area #C: PR the BAR - Site Based Parent Academies (Priority Sites) & District-wide Parent University (All Sites)	Activities: Goal Area #D: ACC Student Development & Support	Activities: Goal Area #E: Student Leadership and Family Engagement Community of Practice	Activities: Goal Area #F: Family Resource Centers and Parent Volunteer Infrastructure & Support	Activities: Goal Area #G: Family Engagement Site Based PD for teachers and Network PD for principals	Participants: List type and number of total participants. Example: Parents (13), Teachers (2), Support Staff (2), District Staff (1), Students (7)	Activity Title (Exact title of your meeting/ activity that matches your sign in sheet and calendar)
10/22/2016	Andre	Horace Mann	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.	Develop OUSD training team with teachers, parents, staff	Monthly support for parent leaders at priority sites through Parent Action Team support	Monthly middle school workshops	Quarterly Family Engagement Community of Practice/FELI sessions	Development of parent volunteer structure at priority sites	Site based all staff PD	Teacher (1), Support Staff (1), Community Leaders (1)	3rd Grade Literacy Event Planning
11/3/2016	Raquel	Allendale	b. Parent-Teacher Home Visit Project and Parent-Teacher Communication		Site Based Staff training						4 teachers, 1 staff	PTHVP Staff Training

8/25/2016	Karina	Fruitvale	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							Principal, Community relations (1)	Fruitvale FELI
8/26/2016	Karina	TCN	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							Principal and Parent Liaison	TCN Family Engagement meeting
8/30/2016	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							Community Manager	Introduction meeting

8/24/2016	Karina	TCN	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			Monthly support for parent leaders at priority sites through Parent Action Team support					1 parent	Weeting with Tenisha S.
8/30/2016	Karina	Laurel	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							Parent Liaison	Jamie Williams at Laurel
11/4/2016	Munera	West Oakland MS, Lafayette Elementary	Other:						Development of parent volunteer structure at priority sites		23 families, 0 teachers, 3 support staff, 3 district staff, 0 students	First Friday Coffee Chat. WOMS/Lafayette
11/9/2016	Brittany	Carl Munck	Other:								35 parents	Family Literacy Night

11/12/2016	Brittany	Franklin	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							1 Parent	One-to-One with SSC Chair at Franklin
11/2/2016	Brittany	Lincoln	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							1 principal	Introductory meeting to a partnership with Family Engagement
10/25/2016	Brittany	Bella Vista	f. Family Resource Centers and Parent Volunteer Infrastructure & Support						Development of parent volunteer structure at priority sites		1 community assistant	Planning meeting for volunteer info session and PR the BAR

11/9/2016	Andre	CUES	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs		Monthly support for parent leaders at priority sites through Parent Action Team support					Parent Leadership Priority Reflection and transition to Arcelia Gonzalez	CUES Parent Meet and Greet
9/28/2016	Nicole	Skyline	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support								Parents (37) Teachers (1) Support Staff (5) District Staff (1) Students (2) PTSA	Skyline 9th Grade Parent Workshop

9/6/2016	Arcelia	ICS	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			Monthly support for parent leaders at priority sites through Parent Action Team support					Parents (17), Principal (1)	Parent Leader & Principal Meeting
9/21/2016	Arcelia	ICS	a. SSC and Family Engagement Teams for School Improvement	Cross-Dept school governance coordinating team: State & Fed, CSI, CSSS, Comms							Parents (5), Teachers (3), Support Staff (1), District Staff (4)	SSC Meeting
10/12/2016	Arcelia	ICS	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (5), Teachers (3), Support Staff (1), District Staff (2)	SSC Monthly Meeting

8/7/2016	Karina	Allendale	f. Family Resource Centers and Parent Volunteer Infrastructure & Support						Development of parent volunteer structure at priority sites		Parent Liaison	Volunteer Structure meeting
10/10/2016	Arcelia	ICS	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			Monthly support for parent leaders at priority sites through Parent Action Team support					Parents (2), District Staff (3)	ICS FELI Follow up
9/12/2016	Karina	Fruitvale	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							Community relations	Fruitvale

9/13/2016	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Principal	Futures
9/13/2016	Karina	Laurel	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Principal	Laurel
9/16/2016	Arcelia	Esperanza Elementary	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (23), Teachers (2), Support Staff (1), District Staff (4),	School Site Council (SSC)/Junta del Consejo Escolar de la Escuela

9/15/2016	Karina	TCN	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							2 parents, Principal	TCN SSC training
9/19/2016	Karina	Fruitvale	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							Principal and Community relations	Meeting with Fruitvale principal
9/19/2016	Karina	Life Academy	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Principal, 2 support staff	Family Engagement Life Academy

9/20/2016	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							principal, 2 teachers, 1 parent, 2 support staff	Futures SSC
10/5/2016	Arcelia	Bridges	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			Monthly support for parent leaders at priority sites through Parent Action Team support					Parents (7), Teachers (1), Support Staff (2), District Staff (2)	Bridges Academy FELI Follow up
9/21/2016	Karina	Life Academy	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							2 parent liaison, 2 support staff	Parent Coordinator Check in

9/22/2016	Karina	Laurel	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Principal, 2 support staff, 5 parents	SSC Laurel
9/26/2016	Karina	Fruitvale	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Principal, 3 teachers, Attendance Clerk, 5 Parents	Fruitvale SSC
9/27/2016	Karina	TCN	f. Family Resource Centers and Parent Volunteer Infrastructure & Support						Development of parent volunteer structure at priority sites		12 Parents	TCN OUSD Volunteer registration

9/28/2016	Karina	Life Academy	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					17 Parents	Life Academy

9/29/2016	Karina	TCN	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Principal, 5 parents, 2 support staff, 3 teachers	TCN SSC
9/28/2016	Arcelia	SEED	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (12), Teachers (4), Support Staff (1), District Staff (4), Community Member (1)	SSC Monthly Meeting
10/7/2016	Karina	TCN	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							principal, parent Liaison, 15 parents	Parent Rep. Meeting

10/13/2016	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							Principal	Principal McCray
10/13/2016	Karina	Allendale	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					12 parents, parent Liaison	Attendance Workshop

10/18/2016	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							Principal, 2 support staff, 5 parents	Parent Cafe-Lockwood Auditorium
11/10/2016	Karina	Laurel	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parent Liaison, 13 Prents	PR the BAR at Laurel

11/8/2016	Karina	TCN	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			Parent Fellows - support and development					1 parent	Parent Fellow
11/3/2016	Karina	TCN	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							1 parent	TCN Sell Training
10/3/2016	Arcelia	Global	Other:						Development of parent volunteer structure at priority sites		Parents (27), Support Staff (1), District Staff (2)	Global Family Parents Coffee

10/20/2016	Karina	Laurel	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Principal, 3 teachers, 2 support staff 5 parents	Laurel SSC
10/26/2016	Karina	Laurel	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							Parent Liaison, 10 parents	Laurel SELL
10/4/2016	Arcelia	ICS	f. Family Resource Centers and Parent Volunteer Infrastructure & Support						Development of parent volunteer structure at priority sites		Parents (58)	Fingerprinting for Volunteers

11/2/2016	Sara	SEED	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							15 parents, 2 teachers, 1 staff	SEED Parent Teacher Leaders Mtg.
10/31/2016	Sara	Madison Upper and Lower	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							1 staff	TA with bilingual clerk who supports both SSC's
10/31/2016	Sara	Hoover	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							1 parent and 1 staff	TA for SELLS establishment

11/8/2016	Sara	SEED	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							1 staff, 1 parent	TA with parent liaison and parent leader to plan training and establishment of SELLS
											90 staff/teachers, 379 parents, 17 principals, 2 Community	
11/16/2016	Brittany	Bella Vista	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							1 EBAYC After School Coordinator, 1 Principal	1:1 Check-In w/ After School Staff (SSC Member)

11/17/2016	Brittany	Bella Vista	f. Family Resource Centers and Parent Volunteer Infrastructure & Support						Development of parent volunteer structure at priority sites		Parents	Family Literacy Night: PR the BAR and Parent Volunteer Recruitment
11/17/2016	Andre	Horace Mann	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							teachers (1), retired teacher (1), Community Partner(1), Family engagement site staff (1), parent (1)	Horace Mann Parent Action Team
9/15/2016	Andre	Greenleaf	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							parents (25), Principals (2), Network Sup (1), Site FE (1), support staff (1), Community partners (1) Central Staff (1) Teachers (2)	Greenleaf Breakfast and Realational Meeting

11/15/2016	Andre	Greenleaf	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support	Activities and coordination to set the conditions to create 20 functional teams.							Parents (6), Community Partner (1), Central Staff (1)	Parent Leadership Meeting
11/14/2016	Munera	Lafayette elementary, West Oakland MS	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							5 parents, 0 teachers, 1 support staff, 3 district staff, 0 students	Parent Action Team Meeting

11/17/2016	Karina	Allendale	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					6 parents	PR the BAR at Allendale
11/29/2016	Brittany	McClymonds	f. Family Resource Centers and Parent Volunteer Infrastructure & Support						Development of parent volunteer structure at priority sites		15 Parents, 2 Site Based Staff	Parent Volunteer Training

11/30/2016	Brittany	Redwood Heights	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							1 Parent	1:1 w/ SSC Parent (Discuss PAT, equity in family engagement, and role of SSC members)
11/30/2016	Munera	Joint Site West Oakland MS, Lafayette	f. Family Resource Centers and Parent Volunteer Infrastructure & Support							Site based all staff PD	0 Parents, 25 Teachers, 6 Support Staff, 0 Students	MLP Joint Site meeting
11/28/2016	Munera	West Oakland MS, Lafayette, MLK	Other:			Parent Fellows - support and development					5 parents, 0 Teachers, 2 District Staff 0 Students	Parent Fellow Check in

11/30/2016	Karina	ICS, TCN	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					12 parents	ICS/TCN Parent Academy/ Reclassification

11/16/2016	Raquel	After School Site Coordinators/Staff	g. Family Engagement PD for principals and teachers							Site based all staff PD	17 support staff	After School Coordinators' Training of Trainers - Family Engagement Deliverables and 8th/9th Gr Parent Workshops
11/10/2016	Raquel	New Principals' PD Session	g. Family Engagement PD for principals and teachers							Network principal PD	22 new principals	New Principal PD on SPSA Engagement
											36 staff/teachers, 78 parents, 25 principals, 3 Community	

11/16/2016	Arcelia	Bridges	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Parents (14), Teachers (1), Support Staff (1), District Staff (1), Principal	SSC Monthly Meeting
11/7/2016	Arcelia	Global	f. Family Resource Centers and Parent Volunteer Infrastructure & Support						Development of parent volunteer structure at priority sites		Parents (13), Support Staff (1), District Staff (1), Principal	Parents Coffee/Cafe con los padres
11/16/2016	Arcelia	SEED	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							Support Staff (2), Parents (4)	SSC/SELL Training

11/30/2016	Arcelia	ICS	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (14)	ICS/TCN Parent Academy - Reclassification

12/5/2016	Arcelia	Global	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (28), Support Staff (1)	PR the BAR - Parent Academy - Reclassification

12/6/2016	Karina	Fruitvale	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					14 parents, 1 Community resource	PR the BAR Fruitvale Attendance

12/6/2016	Brittany	Bella Vista	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.		Monthly support for parent leaders at priority sites through Parent Action Team support					2 parent leaders, 1 community assistant, 1 EBAYC staff	BV Family Engagement Team Check-In; 1:1 Planning Sessions
12/2/2016	Munera	West Oakland Middle	Other:								28 parents 0 teachers 1 support staff 3 district staff 0 students	First Friday Principal Coffee Chat
12/8/2016	Andre	Greenleaf	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.		Monthly support for parent leaders at priority sites through Parent Action Team support					6 parent leaders, 1 community organizer, 1 classified staff	Greenleaf Parent Meeting

12/9/2016	Arcelia	Bridges	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							Parents (6), Support Staff (2), District Staff 1)	Bridges Academy SELL Mtg.
12/7/2016	Arcelia	CUES	Other:								Parents (2), Support Staff (3), District Staff (1)	CUES Parent-Educator Strategic Planning Meeting
12/7/2016	Arcelia	Global	Other:								Support Staff (1), District Staff (1)	PAT (Parent Action Team) Meeting
12/5/2016	Arcelia	ICS	b. Parent-Teacher Home Visit Project and Parent-Teacher Communication		Parent-Teacher Home visits						Parents (2), Teachers (1), Students (2)	Parent Teacher Conference Translation Support

12/8/2016	Arcelia	ICS	b. Parent-Teacher Home Visit Project and Parent-Teacher Communication		Parent-Teacher Home visits						Parents (2), Teachers (1), Students (2)	Parent Teacher Conference Translation Support
12/13/2016	Arcelia	Bridges	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (13), Support Staff (2)	PR the BAR - Reclassification

12/13/2016	Arcelia	ICS	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			Parent Fellows - support and development					Parents (4)	Parent Fellows Check-In (Hours Submission)
12/13/2016	Arcelia	Global	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (9), Teachers (2), Support Staff (2), District Staff (1)	Global Family SSC Mtg.
12/8/2016	Munera	Hoover Elementary	Other:								50 parents 15 teachers 5 district staff 45 students	Hoover APTT

12/9/2016	Munera	Lafayette	Other:								6 parents 1 teachers 1 support staff 3 district staff 0 students	Coffee Chat
12/8/2016	Karina	TCN	a. SSC and Family Engagement Teams for School Improvement	Convene quarterly Family Engagement Learning Institute for school teams to learn and share best practices with group processes, community listening/engagement, analyzing engagement data and setting priorities, sharing data with families/community.							1 parent, principal and Family Liaison	TCN FELI

12/14/2016	Nicole	Oakland High	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			Monthly support for parent leaders at priority sites through Parent Action Team support					Parents (7) Support Staff (2) District staff (3) Students (6)	9th Grade Parent Session
12/8/2016	Karina	TCN	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							2parents, Principal, 1 community member, 2 teachers	TCN SSC

12/13/2016	Karina	Futures	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					5 parents	PR the BAR Futures

12/13/2016	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Principal, 4 teachers, 1 parents	Futures SSC
12/14/2016	Andre	Howard elementary	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							3 parents, 4 students	Howard Elementary School Parent Presentation and the DLMS
12/14/2016	Karina	CUES, Futures	Other:								2 principals, 1 community school manager, 7 community partners, and 23 parents	Futures/CUES Family engagement event

12/14/2016	Sara	UPA	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							2 Support Staff, 1 Parent	TA for SELLS establishment and SSC support
12/14/2016	Sara	Hoover	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							1 staff	Outreach for Principal PD Session with SSC Chairs and collection of new Membership Roster
12/14/2016	Sara	Fremont	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							3 staff	Outreach for Principal PD session with SSC Chairs and to share new SSC membership roster

12/13/2016	Sara	Roots	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							1 staff	Collection of new SSC Membership Roster
12/8/2016	Aurora	Life Academy	d. All City Council - student leadership development and support				Monthly leadership/campaign development workshops for 20 new student leaders to engage additional 2,000 middle and high school students with school culture/a-g campaign				35 students, representing 7 schools, 14 - leadership teachers ans support staff,	All City Council Student Union High School General Meeting #3

12/12/2016	Sara	McClymonds	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							1 staff, 1 parent	Outreach for Principal PD Session with SSc Chairs and shared new SSC Membership Roster to be collected
12/7/2016	Aurora	Bunche	d. All City Council - student leadership development and support				Site Based Student Leadership Capacity Building (Elections support, master scheduling for leadership, adult ally coordination/meetings, etc)				4 teachers/ support staff, 1 principal, 8 students	Support for 1st Student Leadership Meeting at Bunche - Orientation to ACC

10/20/2016	Aurora	Dewey	d. All City Council - student leadership development and support				Monthly leadership/campaign development workshops for 20 new student leaders to engage additional 2,000 middle and high school students with school culture/a-g campaign				Teachers/ support staff - 15, 29 students,	All City Council Student Union High School General Meeting #2
12/15/2016	Sara	MLA	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							2 staff	Outreach for Principal PD Session and to collect new SSC Membership Roster

											53 support staff, 60 teachers, 261 parents, 8 principals, 11 community, 131 students	
1/4/2017	Arcelia	Global	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Parent (1), Support Staff (1), District Staff (2)	Global PAT Meeting
1/4/2017	Arcelia	Manzanita Community School	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Support Staff (1), District Staff (1)	1:1 Parent Rep. Planning Meeting

1/4/2017	Arcelia	CUES	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Parents (3), Support Staff (3), District Staff (2)	CUES Parent-Educator Strategic Planning Meeting
1/4/2017	Arcelia	Garfield	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							District Staff (3)	Garfield SSC Support for Principal
1/5/2017	Arcelia	New Leaders Office	a. SSC and Family Engagement Teams for School Improvement	Cross-Dept school governance coordinating team: State & Fed, CSI, CSSS, Comms							Parents (6), District Staff (13)	SSC Chair Session with Principals

1/9/2017	Arcelia	Global	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (13), Support Staff (1), District Staff (2)	PR the BAR - Attendance
1/9/2017	Karina	Allendale	Other:								4 parents 1 parent liaison	Parent Meeting at Allendale

1/5/2017	Karina	All Network 4	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							6 parents, 10 principals, 1 teacher, 1 classified staff	Principal and Parent SSC training

1/11/2017	Karina	Futures	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					17 parents	PR the BAR

1/11/2017	Andre	Horace Mann	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							Teachers (2), Site Family Engagement Staff (1), SSC Parent (1), After School Program (1), Behavior Support Staff (1), Principal (1)	Jan 12, 2017 Family Reading Night Planning Team
1/11/2017	Munera	Lafayette Elementary	Other:								40 parents, 10 teachers, 7 support staff, 3 district staff, 210 students	Lafayette Reading Celebration
1/6/2017	Munera	West Oakland MS, Lafayette Elementary	Other:								28 parents, 0 teachers, 3 support staff, 6 District staff, 0 students	School Merge/ELA Testing, First Friday Coffee Chat Breakfast Potluck

1/11/2017	Sara	SEED	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (30), teachers (6), Support Staff (2), Principals (2), District Staff (4)	SPSA Community Review and Input
1/6/2017	Sara	Garfield	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							district staff (2), principal (1)	Meeting with Principal to support reconnecting work of the sub-committees back to the SSC.
1/5/2017	Sara	Oakland Tech, McClymond's, Castlemont, MetWest, CCPA, Bunche, Rudsdale, Community Day, Fremont, Life, MadisonUpper	g. Family Engagement PD for principals and teachers	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							parents (6), principals (16), district staff (6)	Principal session with SSC Chairs

12/15/2016	Sara	Hoover	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							support staff (1), district staff (1)	1:1 support for parent coordinator on SSC
1/11/2017	Arcelia	ICS	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							Parents (13), District Staff (1)	SELL Meeting
1/11/2017	Arcelia	ICS	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (4), Teachers (2), Support Staff (3)	SSC Monthly Meeting

											74 support staff, 15 teachers, 172 parents, 30 principals, 0 community, 210 students	
1/13/2017	Arcelia	Manzanita Community School	Other:								Parents (1), Support Staff (1), District Staff (1)	Parent Rep. Meeting
1/13/2017	Arcelia	Bridges	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							Parents (15), Support Staff (1), District Staff (2)	SELL Meeting

1/17/2017	Arcelia	Bridges	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (14), Support Staff (1), District Staff (1)	PR the BAR - Attendance

1/17/2017	Arcelia	CUES	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Parents (6), Teachers (3). Support Staff (1), District Staff (1)	SSC Mtg.
1/18/2017	Arcelia	CUES	Other:								Support Staff (5), District Staff (1)	CUES/Futures Attendance Team Mtg.
1/18/2017	Munera	West Oakland Middle School	Other:								3 parents 2 teacher 2 parents liaisons	Parents Book Club - Reading at Home tips/tools
1/19/2017	Arcelia	Garfield	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Parents (2), Teachers (3), Support Staff (2), District Staff (1)	Garfield SSC Mtg.

1/19/2017	Arcelia	SEED	Other:								Parents (50) and Teachers (8)	SEED - Parent Meeting
1/24/2017	Arcelia	ICS	Other:								Parents (4)	Parent Fellow Check-In
1/25/2017	Arcelia	ICS	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (14), District Staff (2)	PR the BAR - Attendance Workshop

1/17/2017	Brittany	Bella Vista	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					7 parents, 1 Literacy TSA, 1 Principal, 1 Community Assistant	Parents Raising the Bar Workshop (Reading)

1/19/2017	Brittany	Lincoln	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					1 Parent, 1 Staff member	Introduction to Child Development: Parenting Tools and Tips
1/24/2017	Brittany	Carl Munck	Other:	Activities and coordination to set the conditions to create 20 functional teams.							4 parents, 1 Principal	Coffee & Chat with Mrs. Burroughs

1/24/2017	Brittany	Bella Vista	f. Family Resource Centers and Parent Volunteer Infrastructure & Support						Development of parent volunteer structure at priority sites		1 Community Assistant	BV: Family Engagement Check-In (Preparation for volunteer orientation)
1/17/2017	Karina	Fruitvale	Other:								1 support staff, Principal	Family Engagement Planning

1/19/2017	Karina	Allendale	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					1 support staff, 13 parents	PR the BAR Allendale

1/26/2017	Sara	New Highland	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Parents (5), Principal (1)	SELLS Establishment training
1/25/2017	Sara	Hoover	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							support staff (1)	FE structure in relationship to SSC team. Planning for Chronic Absence training
1/12/2017	Andre	Horace Mann	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Teachers (2), Support Staff (3), Parents (31), Cbo (2), Students (33)	3rd Grade Family Reading Night

1/20/2017	Karina	Fruitvale	Other:			Parent Fellows - support and development					35 parents, principal, 1 support staff	Fruitvale coffee with the Principal
1/26/2017	Sara	Metwest	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)								District wide SSC training in partnership with CTA/OEA.
1/24/2017	Sara	KDA	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							support staff (1)	Planning for SSC coaching with Chair and Vice Chair

1/23/2017	Sara	UPA	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							parent (1)	1:1 coaching SSC Chair to help explain budget process for SPSA and to plan teacher survey
1/20/2017	Sara	New Highland	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Principal (1)	Support site with recruiting more parents for SSC and planning for SELLS training
1/19/2017	Sara	Garfield	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							support staff (1)	TA during SSC mtg.- Title 1 funds

1/11/2017	Sara	SEED	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (25)	SPSA engagement-Led by SSC
1/9/2017	Sara	SEED	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parent (1)	TA to help SSC Chair plan for SPSA engagement
1/6/2017	Sara	Garfield	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Principal (1), District Staff (1)	Planning for strengthening participation on SSC

1/25/2017	Karina	TCN	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					5 paretns	ICS/TCN Parent Academy
1/25/2017	Karina	Futures	Other:								1 community partner, principal, 2 support staff	Attendance meeting

1/2/6201	Karina	Fruitvale	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							1 community Resource staff	Meeting with Mrs. Rodriguez
1/26/2017	Karina	TCN	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							2 parents, principal, 1 teacher, 2 support staff	TCN SSC
											38 support staff, 19 teachers, 239 parents, 7 principals, 3 community, 33 students	

1/31/2017	Brittany	Bella Vista	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					4 parents, 1 community assistant, 1 principal	Parents Raising the BAR Workshop: Volunteer Orientation

2/1/2017	Brittany	Lincoln	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					2 parents	Introduction to Child Development: Parenting Tips

1/30/2017	Brittany	Bella Vista	Other:								1 Science Specialist; 1 Math TSA	Prep Sessions for Upcoming PR the BAR Workshops @ Bella Vista: Math and Science
1/25/2017	Brittany	Redwood Heights	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							8 parents, 1 principal, 1 Literacy TSA, 1 RFEL	Redwood Heights SSC Meeting: Preparing for Family Engagement & 17-18 SPSA
2/3/2017	Brittany	Franklin	f. Family Resource Centers and Parent Volunteer Infrastructure & Support	Activities and coordination to set the conditions to create 20 functional teams.					Development of FRCs and FRC “zones” in all networks, in collaboration with CFRC.		2 parent leaders	Check-In w/ Parent Leaders re: Improving FRC and Scheduling Parent Workshops

2/1/2017	Andre	Greenleaf	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							District Staff (1)	1:1 with Katherine Carter, Dual Language Coordinator

1/31/2017	Karina	Futures	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					12	PR the BAR Futures Reclassification
2/1/2017	Karina	TCN	Other:								1 principal, 9 parents	Informational meeting TCN Arabic families

1/31/2017	Arcelia	Esperanza & KDA	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (12)	Parent Workshop - Reclassification
2/8/2017	Andre	New Highland, RISE	a. SSC and Family Engagement Teams for School Improvement								Site Family engagement staff (1)	Family Engagement planning/ calendar of trainings

2/9/2017	Andre	Greenleaf	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support	Activities and coordination to set the conditions to create 20 functional teams.							Parent leaders (5), site fam eng staff (1), Cbo (1)	Greenleaf Parent Leadership Team meeting
2/3/2017	Munera	West Oakland Ms Lafayette Elem.	Other:								28 Parents, 1 Teacher, 3 fellows,7 District Staff	First Friday Coffee Chat/ Immigration, OUSD sanctuary, SPF, Merge
2/7/2017	Munera	MLK, WOMS, Lafayette	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			Parent Fellows - support and development					3 fellows, 2 Parent Liaisons	Meet with Parent fellows, event planning, Linked To Learning

1/31/2017	Arcelia	Global	Other:								Parents (2), Support Staff (1)	Mam Speaking Parent Mtg.
2/1/2017	Arcelia	Global	Other:								Parent(1), Support Staff (3)	PAT Mtg.
2/1/2017	Arcelia	Global	Other:								Teacher(1), Support Staff (2)	Planning for Reading Workshop
2/2/2017	Arcelia	Manzanita Community School	f. Family Resource Centers and Parent Volunteer Infrastructure & Support						Development of FRCs and FRC “zones” in all networks, in collaboration with CFRC.		Support Staff (2)	MCS Parent Mtg. Debrief
2/3/2017	Arcelia	SEED	Other:								Parents (17), Support Staff (3), District Staff (1)	Principal's Coffee

2/6/2017	Arcelia	Global	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (14), Support Staff (2), District Staff (1)	PR the BAR - Reading Workshop

2/6/2017	Arcelia	ICS	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (20), Support Staff (2), District Staff (2)	PR the BAR - Mam Community Workshop
2/7/2017	Arcelia	Bridges	Other:								Parents (1), Support Staff (2), District Staff (1)	Bridges Reading Workshop Planning Mtg

2/7/2017	Arcelia	CUES	Other:								Support Staff (4), District Staff(1)	CUES Parent Educator Strategies Mtg.
2/7/2017	Arcelia	Garfield	Other:								Parents (17), Teachers (1), District Staff (1)	Garfield APTT Translation Support
2/9/2017	Arcelia	ICS	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							Parents (17), Support Stuff (1), District Staff (1)	ICS SELL Mtg.
1/30/2017	Arcelia	ICS	Other:								Support Staff (1), District Staff (1)	Reading Workshop Planning
											46 support staff, 6 teachers, 177 parents, 3 principals, 1 community	

2/13/2017	Arcelia	SEED	f. Family Resource Centers and Parent Volunteer Infrastructure & Support						Development of parent volunteer structure at priority sites		Parents (9), Support Staff (3), District Staff (2)	Volunteer Orientation
2/13/2017	Arcelia	ICS	Other:								Parents (3), Support Staff (1), District Staff (1)	Mam Speakers CHKS Support
2/14/2017	Arcelia	Koremats u Discovery Academy	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (1), Support Staff (1), District Staff (2)	SSC 1:1 Training
2/14/2017	Arcelia	CUES	Other:								Parents (2), Teachers (2), Support Staff (2), District Staff (10)	SIG Steering Committee Mtg

2/13/2017	Andre	Horace Mann	g. Family Engagement PD for principals and teachers							Site based all staff PD	Classified (3), Principal (1), Teachers (16)	Teacher-Staff Meeting
2/14/2017	Arcelia	Global	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (5), Teachers (3), Support Staff (3), District Staff (1)	SST Meeting
2/15/2017	Arcelia	Bridges	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (6), Teachers (2), Support Staff (1), District Staff (1)	SSC Meeting
2/16/2017	Arcelia	Global	Other:								Parents (26), District Staff (1)	Immigration Community Mtg.

2/1/2017	Karina	Futures	Other:								2 support staff, principal, after school coordinator, 1 parent fellow	Attendance meeting
2/7/2017	Karina	Fruitvale	Other:								10 parents, 1 support staff	Support Family Engagement activity
2/8/2017	Karina	Futures	Other:								principal, 2 support staff	Cues Futures Attendance team
2/8/2017	Karina	Futures	Other:								Principal and TSA	CELDT Data/reclassification meeting
2/10/2017	Karina	TCN	Other:								4 parents 1 support staff	Parent Rep meeting

2/14/2017	Karina	Fruitvale	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					2 parents, 1 support staff	PR the BAR Fruitvale
2/14/2017	Karina	Futures	Other:								1 panrent	1:1 Celia Vazquez
2/14/2017	Karina	Futures	Other:								SIG committee	SIG meeting
2/15/2017	Karina	Futures	Other:								1 parent	1:1 Elidia Tobar

2/15/2017	Karina	Futures	Other:								principal, 2 support staff and OHA parent fellow	Attendance Team meeting
2/15/2017	Karina	TCN	Other:								Assistant Principal	ICS/TCN Reading workshop planning
2/10/2017	Karina	TCN	Other:								Principal	CELDT Convo

2/21/2017	Arcelia	Bridges	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (12), Support Staff (1), District Staff (2)	PR the BAR - Reading Workshop

2/21/2017	Arcelia	CUES	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (4), Teachers (1), Support Staff (2), District Staff (1)	CUES SSC Mtg.
2/22/2017	Arcelia	ICS	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (8), Teachers (3), Support Staff (2), District Staff (2)	ICS SSC Mtg.

2/22/2017	Arcelia	ICS	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (7), Support Staff (1), District Staff (3)	PR the BAR - Reading Workshop

2/21/2017	Brittany	Bella Vista	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					15 parents, 1 Science Specialist, 1 Community Assistant	Parents Raising the BAR: Science Workshop
2/21/2017	Brittany	Lincoln	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							1 EBYAC Afterschool Director	Lincoln: EBAYC Parent Workshop Prep

											58 support staff, 28 teachers, 118 parents, 7 principals	
2/27/2017	Arcelia	CUES	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (23), Support Staff (2), District Staff (2)	Attendance Workshop

2/28/2017	Brittany	Bella Vista	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					5 parents, 1 math TSA, 1 elementary math specialist, 1 principal	Parents Raising the BAR: Supporting Math Learning at Home

2/23/2017	Brittany	Lincoln	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					87 parents, various EBAYC site staff	Introduction to Child Development (EBAYC Parent Meeting)

2/28/2017	Brittany	Bella Vista	f. Family Resource Centers and Parent Volunteer Infrastructure & Support						Development of parent volunteer structure at priority sites		1 principal	BV Family Engagement Check-In (Check-In w/ principal on building-out sustainable volunteer system)

2/21/2017	Karina	Laurel	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					6 parents, 1 staff	PR the BAR Laurel
2/21/2017	Karina	Futures	Other:								1 parent	1;1 Maya Nava parent

2/21/2017	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Principal, 3 teachers, 1TSA 1 parent	Futures SSC
2/22/2017	Karina	Futures	Other:								Principal, Attendance clerk, CSM, after school program coordinator	Attendance Team Meeting
2/23/2017	Karina	8 Network principals	g. Family Engagement PD for principals and teachers							Network principal PD	8 principals, Network partners, Network Sup	Network 4 retreat
2/24/2017	Karina	WOMS	Other:								1 parent, principal, Special Ed teacher	SART w/ Walter Valladares

2/27/2017	Karina	Futures	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					12 parents	Attendance Workshop
2/28/2017	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							principal,, network partner, network 4 sup, 3 district staff	OUSD-SIG bi-weekly steering meeting

3/1/2017	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Principal, CSM, ASP coordinator, Attendance Clerk	Attendance team meeting
2/8/2017	Andre	New Highland, RISE	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							One to One with Site based Family Engagement staff	One to One meeting

3/6/2017	Arcelia	ICS	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (6), District Staff (1)	MAM PR the BAR - Attendance Workshop

3/6/2017	Arcelia	CUES	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (15), Support Staff (4), District Staff (2)	CUES/Futures Attendance Workshop

2/17/2017	Sara	ROOTS	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Support Staff (1)	1:1 coaching for clerical support of SSC
2/20/2017	Sara	UPA	Other:	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Principal (1)	1:1 with principal to provide relational support between her and SSC Chair
2/23/2017	Sara	KDA	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (10), Teachers (2), Support Staff (1)	Title 1 training for SSC members

2/23/2017	Sara	Central Office	a. SSC and Family Engagement Teams for School Improvement	Cross-Dept school governance coordinating team: State & Fed, CSI, CSSS, Comms							District Staff (5)	SPSA Coordination meeting
2/27/2017	Sara	Oakland High	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							Support Staff (1), District Staff (1)	Check in with Administrator for the New Comer program at Oakland High to support SELLS establishment
2/27/2017	Sara	Madison Lower and Upper	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (2)	Training on SSC meeting process for shared decision making and how to run meetings efficiently (focus on facilitation)

2/28/2017	Sara	La Escuelita	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Principal (1)	1:1 check in with principal regarding shared decision making process for SSC
2/2/2017	Sara	Castlemont	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							2 support staff	Check in reagrding roles in supporting SSC and parent/students on the SSC
2/7/2017	Sara	Skyline	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (4), Teachers (3), Support staff (1), Student (1), Principals (2), Distict staff (1)	Shared information about the new School Governance Policy and SSC procedures at the SSC meeting for Skyline

2/8/2017	Sara	SEED	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							Parents (8), Support Staff (1), District Staff (1)	Informational meeting with parents about SELLS and use of Title 1 funds.
2/9/2017	Sara	KDA	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parent (1), Support Staff (1), District Staff (1)	Coaching for SSC parent chair at KDA and the parent liaison in relationship to facilitaion at the SSC's as well as collaboration with principal on agendas.

2/15/2017	Sara	United for Success	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (23), District Staff (7), Students (3)	Supported note taking for LCAP PSAC. Also reported out how 1st Pirncipal PD went with SSC Parent Chairs.
2/15/2017	Sara	Global	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parent(1), District Staff (1)	Support for Global SSc regarding use of Ttile 1 funds
3/9/2017	Andre	Greenleaf	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							12parents, 1 classified staff,	Greenleaf Parent Workshop /Meeting

3/9/2017	Arcelia	ICS	Other:	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							Parents (11), Support Staff (2), District Staff (1), Students (1)	ICS SELL Mtg.
3/15/2017	Brittany	Lincoln	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					2 parents, 1 EBAYC Staff, 1 SEL Program Manager	EBAYC/Lincoln Parent Leader Meeting on SEL Workshops

3/13/2017	Brittany	Bella Vista, Lincoln	Other:								1 SEL Program Manager	SEL/Network 1 Family Engagement Check-In to plan a series of SEL parent workshops
3/22/2017	Andre	Horace Mann	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							Teachers (2), After School Provider (1) Classified Support (1)	Horace Mann 3rd Grade Action Team
3/22/2017	Andre	Greenleaf	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Teacher on Special Assignment (1), Community Partner, OCO (1), Parents (5)	Greenleaf Planning Team

3/16/2017	Arcelia	ICS	Other:								Parents (2), Teachers (1), Students (2)	Parent Teacher Report Card Conferences/Translation
3/17/2017	Arcelia	ICS	Other:								Parents (4), Teachers (2), Support Staff (2), Students (4)	Parent Teacher Report Card Conferences/Translation

3/20/2017	Arcelia	Global	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (7), District Staff (2)	PR the BAR - A-G Requirements

3/21/2017	Arcelia	Bridges	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (22), Teachers (1), Support Staff (1), District Staff (2)	PR the BAR A-G Requirements

3/22/2017	Arcelia	Manzanita Community/SEED (joint)	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (7), Support Staff (3), District Staff (1)	SEED/MCS - SBAC Parent Workshop

3/15/2017	Arcelia	Bridges	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (5), Teachers (4), Support Staff (2), District Staff (1)	Bridges SSC Mtg.
3/23/2017	Andre	Greenleaf	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support								Teacher on Special Assignment (1), Community Partner (1), Support Staff (1), Parents (16)	Greenleaf Parent Meeting: Understanding School Data: Tools . . . and goal setting

											74 support staff, 20 teachers, 299 parents, 20 principals/administrators, 1 community, 11 students	
3/22/2017	Sara	La Escuelita	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (1), Teachers (1), District Staff (1)	Check in with SSC members regarding process issues with SSC
3/23/2017	Sara	Lafayette	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (2), Teachers (2), District Staff (1)	Support for Lafayette's SSC

3/16/2017	Sara	Garfield	Other:								Parent (1), Teacher (1)	Parent/Teacher conference-translation support
3/16/2017	Sara	Garfield	Other:								Parents (1), Teachers (1)	Parent/teacher conference-Translation support
3/14/2017	Sara	Lafayette	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							District staff (1)	Lafayette-SSC transition
3/22/2017	Sara	Network 1	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							District staff (2)	Network 1: SELLS/SSC Assessment

3/27/2017	Arcelia	Bridges	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Parents (8), Teachers (1), Support Staff (2), District Staff (1)	Bridges PAT Mtg.

3/28/2017	Brittany	Bella Vista	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					2 parents, 1 Literacy TSA, 1 Community Assistant	Parents Raising the BAR: Reclassification

3/29/2017	Brittany	Carmen Flores Rec Center	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					8 parents, 2 RFELs, 2 staff from Brothers on the RISE	Behavior Workshop for Brothers on the RISE Parents N2 & N3 3.29.17

3/27/2017	Brittany	Franklin	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							1 interim principal, 1 parent leader	Family Engagement Check-In (Discuss listening campaign, family literacy night, and plans for the rest of 2016-17 school year)
3/22/2017	Brittany	Redwood Heights	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Redwood Heights SSC Team (1 principal, 5 parents, 1 TSA, 2 teachers)	Redwood Heights SSC Meeting (to continue draft 17-18 SPSA, specifically items on Equity goal area)

3/29/2017	Arcelia	ICS	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (22), District Staff (3)	PR the BAR - Social Emotional Learning Workshop

3/28/2017	Andre	Greenleaf	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support	Activities and coordination to set the conditions to create 20 functional teams.							1 (Teacher) 1 Classified, 33 (parents)	Greenleaf Parent Reclassification Workshop

4/10/2017	Arcelia	Global	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (23), District Staff (1)	PR the BAR - SBAC Parent Workshop

4/10/2017	Arcelia	ICS	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (9), District Staff (1)	PR the BAR - Mam Community - SBAC Workshop

4/11/2017	Karina	Fruitvale	Other:								69 Students, 76 parents, 93 children, 10 teachers, 4 support staff, principal	Fruitvale Reading Celebration
4/15/2017	Sara	Bridges, ICS, Horace Mann, Skyline, Allendale, Hoover, La Escuelita, Lafayette, Melrose, UPA, WOMS	a. SSC and Family Engagement Teams for School Improvement	Convene quarterly Family Engagement Learning Institute for school teams to learn and share best practices with group processes, community listening/engagement, analyzing engagement data and setting priorities, sharing data with families/community.							Parents (16), Teachers (2), Support Staff (5), District Staff (12) Students (11)	Family Engagement Learning Institute #3- SSC Rubric and Assessment

4/18/2017	Arcelia	Bridges	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (29), Support Staff (1), District Staff (3), Other (4)	PR the BAR - SEL Parent Workshop

4/14/2017	Brittany	Lincoln	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					7 parents	Parents Raising the BAR Workshop: Social and Emotional Learning Part I

4/11/2017	Brittany	Bella Vista	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					3 parents	Parents Raising the BAR Workshop: Social and Emotional Learning
4/11/2017	Brittany	Bella Vista	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							1 principal	BV Family Engagement Team Check-In

4/11/2017	Karina	Laurel	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					7 parents	PR the BAR Laurel
4/20/2017	Sara		a. SSC and Family Engagement Teams for School Improvement	Cross-Dept school governance coordinating team: State & Fed, CSI, CSSS, Comms							District staff (4)	SPSA Coordinating Committee

4/24/2017	Sara	Futures	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (1), Support Staff (1), District Staff (2)	Support for SSC Assessment
4/20/2017	Sara	Montera	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Support Staff (1)	SSC Assessment Support
4/19/2017	Sara	Fremont	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							District staff (2)	SSC Assessment Support

4/19/2017	Sara	Castlemont	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Support Staff (1), District Staff (2)	SSC Assessment Support
4/19/2017	Sara	McClymond's	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (1), Community (1), District staff (1)	SSC Assessment Support
4/13/2017	Sara	La Escuelita	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (4), Teachers (3), Support Staff (1), District Staff (1)	SSC Support

4/6/2017	Sara		a. SSC and Family Engagement Teams for School Improvement	Cross-Dept school governance coordinating team: State & Fed, CSI, CSSS, Comms							District Staff (3)	SPSA Coordinating Committee
3/30/2017	Sara	Skyline	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Support Staff (1), District Staff (3)	Family Engagement-YT Partnership
4/18/2017	Sara	SEED	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (1)	SSC Assessment Support

4/13/2017	Sara	United for Success	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							District Staff (1)	SSC Assessment Support
9/2/2016	Sara	McClymonds	a. SSC and Family Engagement Teams for School Improvement	Convene quarterly Family Engagement Learning Institute for school teams to learn and share best practices with group processes, community listening/engagement, analyzing engagement data and setting priorities, sharing data with families/community.							Community Partner (2), District Staff (1)	Prep for 1st FELI

9/16/2016	Sara	Eperanza	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (12), Support Staff (1), District Staff (1)	SSC and SELLS training
9/20/2016	Sara	Assistance Principal PD	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							District Staff (15)	Assistant Principal PD
9/21/2016	Sara	Madison Park (Upper and Lower)	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Support Staff (1)	SSC Support

9/23/2016	Sara	Franklin	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (25), Community (1), District Staff (3), Teachers (3)	SSC Establishment meeting
9/23/2016	Sara	McClymonds	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (3), Community (2), Support Staff (3), Teachers (4), Parents (3), Students (3), District Staff (2)	SSC Establishment mtg.
9/26/2016	Sara	McClymonds	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (1), District Staff (1)	Prep for SSC mtg.

9/27/2016	Sara	McClymonds	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (2), Teachers (4), Support Staff (3), Students (2), District Staff (2)	SSC Mtg.
9/27/2016	Sara	Bella Vista	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (4), Teachers (3), Support Staff (2), District Staff (2)	SSC Establishment Mtg.
9/28/2016	Sara	SEED	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (5), Teachers (4), Support staff (1), District Staff (2)	SEED SSC mtg.

10/6/2016	Sara		a. SSC and Family Engagement Teams for School Improvement	Cross-Dept school governance coordinating team: State & Fed, CSI, CSSS, Comms							District Staff (5)	SPSA Coordinating Committee
10/7/2016	Sara	McClymonds	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (1), District Staff (1)	Facilitation Prep for SSC Chair
10/12/2016	Sara	Madison (Upper and Lower)	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Support Staff (1)	SSC check-in

10/12/2016	Sara	Hoover	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							Support Staff (1)	SSC and Parent Leadership Check-in
10/12/2016	Sara	McClymonds	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (1)	Check-in w/ SSC Chair
10/17/2016	Sara	McClymonds	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Support Staff (2), District Staff (2)	Aligning support-Comm. Eng. and Fam. Eng.

10/19/2016	Sara	LCAP PSAC	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (25), Community (4), District Staff (5)	LCAP PSAC Elections support
10/20/2016	Sara	Middle School Principal PD	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							District Staff (12)	SSC Support-Middle School Principals
10/21/2016	Sara	McClymonds	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (1), Community (1), District Staff (1)	SSC Prep

10/25/2016	Sara	KDA	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							Parents (2), Support Staff (1), District Staff (2)	SELLS Training
10/28/2016	Sara	UPA	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (1)	1:1 w/ Hilda-SSC Chair
10/11/2016	Sara	Bridges	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							District Staff (1)	TA for SSC Establishment

10/3/2016	Sara	Community Day	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							District Staff (1)	Support with SSC member recruitment
10/25/2016	Sara	Community Day	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							District Staff (1)	SSC Ed. Code clarification
4/13/2017	Arcelia	CUES	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (4), Teachers (2), Support Staff (3), District Staff (1)	Emergency SSC Mtg.

4/18/2017	Arcelia	Global	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (7), Teachers (3), Support Staff (3), District Staff (1)	SSC Mtg.
4/19/2017	Arcelia	Bridges	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (5), Teachers (2), Support Staff (2), District Staff (1)	SSC Mtg.
4/24/2017	Arcelia	Bridges	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Parents (6), Support Staff (1), District Staff (1)	P.A.T. Meeting

4/24/2017	Brittany	Bella Vista	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							RFEL and EBAYC After-school Director	BV/EBAYC: Planning for Parent Workshop w/ Rana
4/25/2017	Brittany	Bella Vista	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Bella Vista SSC	BV SSC: Review SPSA and Begin SSC Self-Assessment
4/14/2017	Brittany	Franklin	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							10 parents, 1 parent leader, 1 principal	Franklin Parent Leaders Meeting: Planning for 2017-18

4/26/2017	Arcelia	ICS	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (12), District Staff (4), Guest Parents (3)	PR the BAR: A-G Requirements

4/26/2017	Arcelia	Global	Other:								Parents-average (286), Teachers (22), Support Staff-average (5), District Staff (2), Students (184)	Global Family Reading Open House Night
											78 support staff, 24 teachers, 303 parents, 21 principals/administrators, 10 students, 12 community	

5/1/2017	Arcelia	Global	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (14), Support Staff (1), District Staff (1), Guest (1)	PR the BAR: Wrap up series, Reflection of topics

5/3/2017	Arcelia	Global	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Parents (2), Support Staff (1), District Staff (1)	PAT Monthly Mtg.
5/2/2017	Brittany	Franklin	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							1 principal, 1 vice principal	17-18 Family Engagement (Debrief 16-17 partnership and discuss plans for 17-18)

4/27/2017	Brittany	Bella Vista	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					40 parents	EBAYC Meeting (Mini-Parent Workshop on SEL)

4/28/2017	Brittany	Lincoln	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					10 parents	Lincoln SEL Workshop Part II

4/25/2017	Brittany	Bella Vista	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Bella Vista SSC	Bella Vista SSC: Discussion of SSC Self-Reflection

5/4/2017	Arcelia	Global	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (16), Support Staff (1), District Staff (1), Students (16)	Parent Mtg. Reclassification Contingent Students

3/12/0017	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Principal, CSM, After school program staff	Attendance Team Meeting CUES/Futures
3/2/2017	Karina	Network 4 PD	Other:								7 Principals, network partners and Network Sup.	Network 4 Budget Engagement

3/6/2017	Karina	Futures	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					7 parents	Attendance Workshop
5/10/2017	Andre	Greenleaf	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							(1) Teacher, (11) Classified (6) parents	Greenleaf Parent Meeting (Train the Trainer)

3/7/2017	Karina	TCN	Other:								20 parents, principal, Resource center coordinator	TNC Budget meeting
4/13/2017	Andre	Greenleaf	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			Monthly support for parent leaders at priority sites through Parent Action Team support					(8) Parent Leaders	Parent Common Core Workshop
3/8/2017	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Principal, CSM, After school coordinator	Attendance team meeting CUES/FU TUES
3/9/2017	Karina	Futures	Other:								1 parent, principal	Ernesto Sanchez Family

3/9/2017	Karina	Fruitvale	Other:								TSA, Principal	Literacy Night planning meeting
3/13/2017	Karina	Fruitvale	Other:								Community assistant	Check in with Irma
3/14/2017	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Develop SSC Cadre of Trainers to support with technical assistance.							Principal, 2 teachers, 3 parents, TSA	Futures SSC

3/14/2017	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Convene quarterly Family Engagement Learning Institute for school teams to learn and share best practices with group processes, community listening/engagement, analyzing engagement data and setting priorities, sharing data with families/community.							principal, TSA, CSM, 1 teacher	SIG meeting
3/14/2017	Karina	TCN	Other:								40 parents, principal, 6 teachers	Meeting with Rosie Torres
3/15/2017	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							principal, CSM after school coordinator, OHA Parent fellow	Attendance Team meeting

3/16/2017	Karina	Network 4	g. Family Engagement PD for principals and teachers							Network principal PD	8 principals, Network partners, Network Sup.	Network 4
5/16/2017	Arcelia	Bridges	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (11), Teachers (1), Support Staff (1), District Staff (1)	PR the BAR: PBIS - End of year wrap up

5/16/2017	Brittany	Bella Vista	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Bella Vista SSC	SSC Self-Assessment Completion
5/18/2017	Brittany	Franklin	Other:								1 parent leader, 1 principal	Prepare for Family Literacy Night

5/12/2017	Brittany	Lincoln	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					10 parents, 1 community assistant, 1 SEL Program manager	Lincoln SEL Parent Workshop Part 3
5/11/2017	Brittany	Bella Vista	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							1 principal	2017-18 Family Engagement Planning (Debrief of 16-17 partnership)

5/17/2017	Arcelia	Bridges	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (5), Teachers (3), Support Staff (2), District Staff (1)	SSC Meeting
3/17/2017	Karina	TCN	Other:								Principal, 2 teachers, 25 parents	Kinder to College
3/22/2017	Karina	La Escuelita	Other:								2 parents	Meeting with La Escuelita parents
5/22/2017	Arcelia	Bridges	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Parents (7), Teachers (1), Support Staff (2), District Staff (2)	PAT - Parents Walk-Through

3/24/2017	Karina	Allendale	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					15 parents, Principal, Community Resource Assistant	CELTD Workshop Allendale
3/27/2017	Karina	LA Escuelita	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							2 EBAYC staff, principal	meeting with Jamie

3/28/2017	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Principal, TSA, Network Partner,	OUSD SIG Commiittee
3/28/2017	Karina	La Escuelita	Other:								Principal and Community School Manager	Meeting W/Karina

3/29/2017	Karina	TCN	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					3 parents	ICS/TCN Parent Academy
3/30/2017	Karina	WOMS	Other:								3 parents	Attendance Workshop at WOMS

4/12/2017	Karina	La Escuelita	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			Monthly support for parent leaders at priority sites through Parent Action Team support					15 parents, Principal	La Escuelita Family/Principal meeting
4/19/2017	Karina	La Escuelita	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			Monthly support for parent leaders at priority sites through Parent Action Team support					10 parents, principal	la Escuelita principal/family meeting

4/20/2017	Karina	La Escuelita	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					7 Parents, principal,	Attendance workshop
4/24/2017	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Develop SSC Cadre of Trainers to support with technical assistance.							2 parents, principal, 2 teacher, 1 community member	SSC Self-Assessment

4/25/2017	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Support development of SSC SubCommittees: SELL, AAPAC, Parents of Students with Special Needs							principal, CSM, TSA, 2 teachers	OUSD SIG
4/25/2017	Karina	TCN	Other:								Assistant Principal	Reclassification
4/25/2017	Karina	La Escuelita	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							After school director, 10 parents	Prep meeting for parent/principal meeting
4/26/2017	Karina	La Escuelita	Other:								Principal, 2 EBAYC staff, After school Director 32 parent	Parent meeting

4/27/2017	Karina	La Escuelita	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							3 teachers, 5 parents, principal	La Escuelita SSC
5/2/2017	Karina	TCN	Other:								20 Parents, principal, 2 teachers	Kinder Orientation
5/3/2017	Karina	La Escuelita	Other:								5 parents	Meeting with Parents
5/8/2017	Karina	Futures	Other:								6 parents, 2 teachers, principal CSM	Futures Kinder Orientation
5/9/2017	Karina	Futures	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							2 parents, TSA, 2 Teacher principal, Community member	SSC SPSA 7 Self Assessment
5/9/2017	Karina	La Escuelita	Other:								Principal	Meeting with Mr. Franey

5/10/2017	Karina	La Escuelita	Other:								6 parents, principal	La Escuelita Principal/ Family meeting
5/11/2017	Karina	TCN	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							2 parents, 3 teachers, Principal	TCN SSC
5/16/2017	Karina	TCN	Other:								2 parents, Assistant Principal	TCN Reclassification Parent meeting
5/17/2017	Karina	La Escuelita	Other:								Principal, Network Sup, 8 parents	La Escuelita Principal/ Family meeting
5/17/2017	Karina	La Escuelita	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							Principal, CSM, 7 parents	La Escuelita Principal/ Family meeting

5/25/2017	Andre	Greenleaf	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							19 parents, 1 community	Parent Leadership meeting
5/25/2017	Andre	Horace Mann	a. SSC and Family Engagement Teams for School Improvement								12 parents, 20 children, 2 classified staff, 4 volunteers	Horace Mann Attendance and Literacy Event
5/25/2017	Brittany	Franklin	Other:								Franklin Parents (~25-30)	Franklin Summer Extravaganza (Reading w/ Your Child Workshop)

5/24/2017	Brittany	Bella Vista	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							5 teachers, 1 principal	Bella Vista Teacher Meeting (Developing a School-wide Family Engagement Message)
5/17/2017	Arcelia	Bridges	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (5), Teachers (3), Support Staff (2), District (1)	SSC Mtg. - SPSA and SSC Self Assessment
5/23/2017	Arcelia	Global	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (4), Teachers (3), Support Staff (3), District Staff (1)	SSC Mtg. Self Assessment Completion

5/30/2017	Arcelia	CUES	a. SSC and Family Engagement Teams for School Improvement	Provide technical assistance with formation, democratic election, function of SSCs (using SSC Rubrics)							Parents (3), Teachers (2), Support Staff (2), District Staff (2), Community (1)	SSC Mtg. Self Assessment Completion

5/31/2017	Arcelia	ICS	c. Parents Raising the BAR (Behavior, Attendance, Reading) parent leadership development and support			4 week parent leadership series for 50 new parent leaders to engage additional 2,000 parents with academic topics at school sites on: common core, graduation, college readiness, attendance, reading, behavior/ school culture					Parents (11), District Staff (2)	PR the BAR: Reflection Wrap up

											Parents (75), Teachers (17), Support Staff (2), District Staff (1), Community Organizations, (2), Students (93)	
5/31/2017	Arcelia	Bridges	Other:									Open House/Family Literacy Night
6/1/2017	Andre	Greenleaf	a. SSC and Family Engagement Teams for School Improvement	Activities and coordination to set the conditions to create 20 functional teams.							1 Asst Principal, 1 teacher, 1 site family engagement staff 1) community partner	Greenleaf Team planning meeting
6/5/2017	Andre	Greenleaf	a. SSC and Family Engagement Teams for School Improvement	Support development of Parent Action Team/Family Engagement Team as sub-committee of SSC, at priority sites.							75 parents, 24 plus teachers, 1) principal, 3 support staff, 1 community ally,, 1 TSA	Greenleaf Parent Appreciation Day

											67 support staff, 94 teachers, 618 parents, 56 principals/administrators, 109 students, 13 community	

Appendix 6: Draft Positive and Racially Equitable Discipline Goals and Reporting Format

Positive and Racially Equitable Discipline: Measures and Reporting Format

Outcome Measures

Goal 1: Reduce use of exclusionary discipline		2014-15	2015-16	2016-17	2017-18	Target
To reduce the use of suspension a) overall and b) for African American students, and c) to note the suspension rate for NON-African American students for comparison Calculus: # of suspended students/# students enrolled (suspension rates), overall and by race	a)	3.9%	4.0%	3.3%		≤ 2%
	b)	8.2%	8.8%	7.3%		≤ 2%
	c)	2.1%	2.1%	1.9%		≤ 2%

Questions:

⇒ Do the data from the most recent year demonstrate improvement?

⇒ What actions does this data trend point to for our district?

⇒ Who will take on specific action steps to move the dial on this indicator?

Goal 2: Reduce racial disparity in suspensions	2014-15	2015-16	2016-17	2017-18	Target
To reduce comparative likelihood of suspension of African Americans versus non-African Americans to 1:1 (equal likelihood) Calculus: (African American suspension rate/non-African American suspension rate):1	3.94:1	4.12:1	3.84:1		1:1

Questions:

⇒ Does the ratio from the most recent year demonstrate improvement?

⇒ What actions does this data trend point to for our district?

⇒ Who will take on specific action steps to move the dial on this indicator?

Goal 2: Reduce racial disparity in suspensions		2014-15	2015-16	2016-17	2017-18	Target
To increase the number and proportion of schools that show no racial disparity in suspension data Calculus: # of schools where the African American suspension rate does not exceed the overall district suspension rate; #/86	#	45	41	39		86
	%	52%	48%	45%		100%

Questions:

⇒ Do the data from the most recent year demonstrate improvement?

⇒ What actions does this data trend point to for our district?

⇒ Who will take on specific action steps to move the dial on this indicator?

Goal 3: Improve students' sense of fairness		2014-15	2015-16	2016-17	2017-18	Target
To increase overall levels of agreement to 90% or higher to the following CHKS indicators of perceived fairness: a) "All students are treated fairly when they break school rules." b) "The teachers at this school treat students fairly," and c) "Adults at this school treat all students with respect" Calculus: % agreeing with each statement	a)	Need to calculate	Need to calculate	44.5%		90%
	b)	59.7%	57.8%	59.8%		90%
	c)	60.5%	58.6%	60.7%		90%

Questions:

⇒ Do the data from the most recent year demonstrate improvement?

⇒ What actions does this data trend point to for our district?

⇒ Who will take on specific action steps to move the dial on this indicator?

Goal 3: Improve students' sense of fairness (AA)		2014-15	2015-16	2016-17	2017-18	Target
To increase levels of agreement to 90% or higher among **African American** students to the following CHKS indicators of perceived fairness: a) "All students are treated fairly when they break school rules." b) "The teachers at this school treat students fairly," and c) "Adults at this school treat all students with respect" Calculus: % of African American students agreeing with each statement	a)	Need to calculate	Need to calculate	38.7%		≥ 90%
	b)	49.7%	48.6%	51.5%		≥ 90%
	c)	49.9%	50.4%	51.0%		≥ 90%

Questions:

⇒ Do the data from the most recent year demonstrate improvement?

⇒ What actions does this data trend point to for our district?

⇒ Who will take on specific action steps to move the dial on this indicator?

Goal 3: Improve students' sense of fairness (disparity)		2014-15	2015-16	2016-17	2017-18	Target
To reduce racial disparity to 2.5 percentage points or less on the two CHKS indicators of perceived fairness Calculus: (% of non-African American students agreeing with statements (a), (b), and (c)) – (% of African American students agreeing with statements (a), (b), and (c))	a)	Need to calculate	Need to calculate	7.4		≤ 2.5
	b)	13	12	10.6		≤ 2.5
	c)	14	10	12.4		≤ 2.5

Questions:

⇒ Do the data from the most recent year demonstrate improvement?

⇒ What actions does this data trend point to for our district?

⇒ Who will take on specific action steps to move the dial on this indicator?

Process Measures

Goal 1: To provide training on implicit bias to all teachers		2014-15	2015-16	2016-17	2017-18	Target
To reach all teachers with a minimum of 6 hours of training on understanding and dismantling implicit racial bias and/or cultural responsiveness Calculus: % of new teachers receiving 6 hours in implicit bias or cultural responsiveness training; % of existing teachers receiving 6 hours in implicit bias or cultural responsiveness training; % of schools where 75% or more teachers have received 6 hours of implicit bias or cultural responsiveness training	New Teachers	?	?	?		100%
	Existing Teachers	0	0	0		100%
	Schools Trained	0	0	0		86

Questions:

⇒ Do the data from the most recent year demonstrate that implementation is going smoothly?

⇒ What actions are necessary (if any) to ensure that more schools and individuals are reached?

⇒ Who will take on specific action steps to move the dial on this indicator?

Goal 2: To provide training on trauma-informed de-escalation to all school staff		2014-15	2015-16	2016-17	2017-18	Target
To reach all school staff with a minimum of 2 hours of training on trauma-informed de-escalation Calculus: % of new teachers receiving trauma-informed de-escalation training (during induction); % of existing teachers receiving trauma-informed de-escalation training; Number of schools where 75% or more teachers have received trauma-informed de-escalation training	New Teachers	?	?	?		100%
	Existing Teachers	?	?	?		100%
	Schools Trained	0	6	48		86

Questions:

⇒ Do the data from the most recent year demonstrate that implementation is going smoothly?

⇒ What actions are necessary (if any) to ensure that more schools and individuals are reached?

⇒ Who will take on specific action steps to move the dial on this indicator?

Goal 3: Increase school-wide positive approaches		2014-15	2015-16	2016-17	2017-18	Target
To increase the number and proportion of schools that are implementing Restorative Justice Calculus: # of schools implementing RJ; #/86	#	23	29	38		86
	%	27%	34%	44%		100%

Questions:

⇒ Do the data from the most recent year demonstrate that implementation is going smoothly?

⇒ What actions are necessary (if any) to ensure better progress toward implementation goals?

⇒ Who will take on specific action steps to move the dial on this indicator?

Goal 3: Increase school-wide positive approaches		2014-15	2015-16	2016-17	2017-18	Target
To increase the number and proportion of schools that are implementing Positive Behavior Interventions and Supports Calculus: # of schools implementing PBIS; #/86	#	31	53	61		86
	%	36%	62%	71%		100%

Questions:

⇒ Do the data from the most recent year demonstrate that implementation is going smoothly?

⇒ What actions are necessary (if any) to ensure better progress toward implementation goals?

⇒ Who will take on specific action steps to move the dial on this indicator?

Goal 4: Ensure accurate disciplinary data		2014-15	2015-16	2016-17	2017-18	Target
To increase the number of schools using the Universal Referral Form for every office referral Calculus: # of schools with no less than the following minimum of URFs completed (Elementary: 10/yr; K-8: 30/yr; Middle School: 40/yr; Comprehensive High School: 200/yr; Small/Alternative High School: 20/yr)	#					86
	%					100%

Questions:

⇒ Do the data from the most recent year demonstrate that the URF is moving toward universal adoption?

⇒ What actions are necessary (if any) to ensure better progress toward implementation goals?

⇒ Who will take on specific action steps to move the dial on this indicator?

Goal 5: Ensure OUSD policies and procedures prioritize racial equity	2014-15	2015-16	2016-17	2017-18	Target
To create Administrative Regulations for the Equity Policy (BP 5032) that demonstrate district commitment to racial equity through concrete strategies and mandates by 2018 Calculus: Administrative Regulations drafted and adopted (y/n)	N	N	N		Spring 2018
To ensure teachers and school administrator review processes and indicators align with an expectation of positive discipline practices and equitable treatment on the basis of race Calculus: Teacher Growth and Development System (TGDS), Leadership Growth and Development System (LGDS), and Oakland Effective Teaching Framework (OETF) include measures that recognize when personnel are and are not advancing racial equity	N	N	N		Fall 2017

Questions:

⇒ Have these policy goals been achieved?

⇒ What actions are necessary (if any) to ensure better progress toward these policy goals?

⇒ Who will take on specific action steps to move the dial on this indicator?

Appendix 7: Schedule for Positive Behavior Interventions and Supports Training 2017-18

PBIS PD Calendar 2017-18

Date	Topic	Presenter	Cohorts Invited	TFI?	Registration Form	Location	To Dos
8/10/17 (Thursday)	**TRAINING:** Tier 1 Orientation Make-up day: Overview of PBIS and Getting Started	Bella	Cohort E, any new team members from Cohorts A-D	Yes	August 10	1000 Broadway, STE 640	**Coache**s to identify new team members from Cohorts A-D to attend **Schools to invite:** -EnCompass -Hillcrest -La Escuelita (date held) -Lincoln -MPA lower(date held) and middle -Peralta -possibly Brewer and UPA -team members from Chabot, Crocker, J MIller, Thornhill, and Parker who were unable to come with their teams on 5/25.
8/11/17 (Friday)	**COACHING DAY:**	Bella	All PBIS coaches	n/a			
9/18/17 (Monday)	**COACHING DAY:**	Lori	All PBIS coaches	n/a			
9/19/17 (Tuesday)	**TRAINING:** Tier 1 Day 2: Acknowledgement systems and Leveled Behavior response systems	Lori	Cohort E A-D as needed				
11/7/17 (Tuesday)	**TRAINING:** Tier 1 Day 3: Classroom PBIS	Bella					
11/8/17 (Wednesday)	**COACHING DAY:**	Bella B	All PBIS coaches				
2/8/17 (Thursday)	**TRAINING:** Tier 1 Day 4: Using Data to inform Tier 1 Practices	Bella	Cohort E A-D as needed				

2/9/16 (Friday)	**COACHING DAY:**	Bella	All PBIS coaches				
2/27/18	**Training**: Cohorts A-D: TBD		A-D				
TBD April	**TRAINING:** Tier 1 strengthening/Year 1 reflecting		Cohort E A-D as needed	yes			

Appendix 8: Schedule for Restorative Justice Trainings 2017-18

SAVE THE DATES
2017 - 2018 OUSD Restorative Justice Trainings

CLICK LINKS BELOW TO SIGN UP FOR TRAININGS

DATE	TYPE	Time
9/28/2017	Intro to Restorative Justice and Community Building Circles Training	8a - 330p
10/3/2017	*Strengthening Your Circle Practice-Bringing games & movement into circle*	*4-7:30pm*
10/25-10/26 2017	*Responding to Harm & Conflict RJ Training (2-day)	8a - 330p
11/9/2017	*Welcome, Reset & Support Circles RJ Training	8a - 330p
11/12-11/17 National RJ Week (November 15th Oakland RJ Day)		
11/14/2017	*Strengthening Your Circle Practice-Bringing games & movement into circle*	*4-7:30pm*
12/14/2017	Intro to Restorative Justice & Community Building Circles Training	8a - 330p
1/25/2018	Community Building Circles & Intro to Restorative Justice Training	8a - 330p
2/7-2/8 2018	*Responding to Harm & Conflict (2-day)	8a - 330p
2/22/2018	Strengthening Your Circle Practice- Bringing games and movement into circle	4-7:30pm
3/8/18	*Welcome, Reset & Support Circles RJ Training	8a - 330p
4/12/18	Community Building Circles & Intro to Restorative Justice Training	8a - 330p
***** *Must have attended an Intro to RJ Training*		

Location will be sent out two weeks before the training, once attendance is confirmed.
Spring 2018 registration will go live November 28th.

(INTERNAL) SAVE THE DATES (INTERNAL)

DRAFT 2017 - 2018 OUSD Restorative Justice Trainings

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2017 - 2018 OUSD Restorative Justice Trainings				
DATE	**TYPE**	**Time**	**Location**	**WHO**
6/15-6/18	***National RJ Conference (Pre conference OUSD RJ 6/15)***	8-3:30pm	Marriot	ALL
7/9/2017	*RJ STUDENT ENGAGEMENT- High School Governing Board Team Building*	*8-4*	*Roberts Regional*	*HM*
6/23/2017	**Community Building Circles Tier 1 and Intro to Restorative Justice Training**	8a - 330p	COLE	HM & AG
6/29/2017	**Community Building Circles Tier 1 and Intro to Restorative Justice Training**	8a - 330p	COLE	DC & DY
8/1-8/4 2017	New Teacher Induction Training	TBA		DY
8/7-8/9	*RJ STUDENT ENGAGEMENT- High School Leadership Retreat (3 days)*	*All day*	*Marin headlands*	*HM*
8/10	Mills Staff Prep/ Training for Tier 1 Intro to RJ (trade for space)		Mills	HM
8/15/2017	**Community Building Circles Tier 1 and Intro to Restorative Justice Training**	8a - 330p	COLE	DC, AG & HM
8/22	Mills Student LEadership Intro to RJ Training (trade for space)		MILLS	HM & AG
9/14/2017	*RJ STUDENT ENGAGEMENT - ACC HS 1st General Quarterly Meeting*	*8a - 330p*	*Fremont*	*HM*
9/28/2017	Community Building Circles & Intro to Restorative Justice Training	8a - 330p	MILLS	AG, KJ HM
9/26/2017	RJ STUDENT ENGAGEMENT- MS- Student Leadership Retreat	*12-3pm*	*Alliance/ ECP*	*HM*
10/3/2017	*POSSIBLE DATE---- Strengthening Your Circle Practice- Bringing games and movement into circle*	*4-7:30pm*	*SOL*	*hm*
10/24/2017	RJ STUDENT ENGAGEMENT- MS - ACC 2nd General Meeting	*12-3pm*	FRICK	hm
10/25-10/26 2017	Responding to Harm & Conflict RJ Training * (2-day)	8a - 330p	MILLS	
11/9/2017	Welcome Reset & Support Circles RJ Training *	8a - 330p	COLE	

KEY	RJ Fall Trainings	RJ Spring Trainings	High School All City Council	Middle School RJ All City Council	Peer Celebrations & Events

(INTERNAL) SAVE THE DATES (INTERNAL)

DRAFT 2017 - 2018 OUSD Restorative Justice Trainings

11/12-11/17 National RJ Week (November 15th Oakland RJ Day)				
11/14/2017	*Possible Date - Strengthening Your Circle Practice- Bringing games and movement into circle*	*4-7:30pm*	*?*	
11/30/2017	*ACC 2nd General Quarterly Meeting*	*8:00am - 3:30pm*	*????*	
12/14/2017	Community Building Circles Tier 1 and Intro to Restorative Justice Training	8a - 330p	COLE	
12/12/17	RJ STUDENT ENGAGEMENT- MS - ACC 3rd General Meeting	*12-3pm*	Westlake	
January 13 (Sat)	**ACC RETREAT & ACC 3rd General Quarterly Meeting**	8a - 5pm	***TBA***	
1/25/2018	Intro to Restorative Practices & Community Building Circles	8a - 330p	MILLS	
1/23/17	RJ STUDENT ENGAGEMENT- MS - ACC 4th General Meeting	*12-3pm*	??????	
2/8	ACC 6th General Quarterly Meeting	8a - 330p	Oakland International?	
2/7-2/8 2018	Responding to Harm & Conflict * (2-day)	8a - 330p	MILLS	
2/22	Strengthening Your Circle Practice- Bringing games and movement into circle	4-7:30pm	???	
2/27/18	RJ STUDENT ENGAGEMENT- MS - ACC 5th General Meeting	*12-3pm*	Madison?	
3/8/18	Welcome & Support Circles*	8a - 330p	COLE	
3/22/18	**21st Annual Oakland Middle School Peer Resource & Ethnic Studies Conference**	8-4pm	MILLS	
4/12/18	Intro to Restorative Practices & Community Building Circles	8a - 330p	COLE	
4/26/18	**ACC Annual Youth Action Summit & Superintendent - Youth Forum**	**9:00am - 3:00pm**	Unitarian Church	
May 17, 2018	**PEER RJ CELEBRATION**	**5-8 (2-9)**	Mills	

2nd Weds of the Month are RJ PLC MEETINGS 2017/2018

- August?
- September 13th

KEY	RJ Fall Trainings	RJ Spring Trainings	High School All City Council	Middle School RJ All City Council	Peer Celebrations & Events

- October 11th
- November 8th
- December 13th
- January 10th
- February 14th
- March 14th
- April 11th
- May 9th & May 30th

Appendix 9: Engagement Team Calendar 2017-18

Engagement Team Calendar 2017-18

	August 2017	September 2017	October 2017	November 2017	December 2017
Week 1	**8/7-8/18: Registration at Partner Sites/Outreach** **8/7-8/10: MSE Youth Camp - Training & Year Action Planning; overnight**	**9/7: Family Engagement CBO Coordinating Team, 9am-11am** **9/14: ACC 1st High School General Quarterly Meeting; 8am-3:30pm** **9/8: PR the BAR TCN (every second Friday of the month) 8:45-10:30am** **9/9: Bringing Sanctuary to the Classroom - Teacher Conference in Collaboration with ELLMA: 9am-2:30pm**	**10/2: Global Family - Monthly Parent Academy (ideally Monday) 9am-10:30am** **10/9: Parent Teacher Home Visit Project – Training; 4pm-7pm** **10/10: 2nd Regional SSC Training, 9am-11:30am, WOMS Campus**	**11/2: 9am-11am: Family Engagement CBO Coordinating Team, 9am-11am** .	**12/5: SSC Regional Training: Collaborative Budgeting and Decision Making with Equity in Mind; 5-7:30pm**
Week 2	**8/15: Parent Teacher Home Visit Project - Training, 10am-2pm** **8/11:Family Engagement PD at Futures** **8/11: New Teacher Orientation at TCN** **8/14: Attendance PD at Futures**	**9/12: Family Engagement Learning Institute, 12:30pm-3:30pm** **9/14: Greenleaf Parent Leadership/Workshop meeting, 9-10:30 a.m.** **Volunteer meeting at La Escuelita**	**10/12: Greenleaf Parent Leadership/Workshop meeting, 9-10:30 a.m.** **10/13: Staff Development Day: Family & Student Engagement Training Topic TBD** **10/13: KDA/Esperanza - Monthly Parent Academy (possibly 2nd Friday) 9am-10:30am**	**11/9: Greenleaf Parent Leadership/Workshop meeting, 9-10:30 a.m** **11/7: Family Engagement Learning Institute, 12:30pm-3:30pm**	**12/12: ACC 3rd Middle School General Meeting; 12-3pm** **12/14: Greenleaf Parent Leadership/Workshop meeting, 9-10:30 a.m.**
Week 3	**8/21 – First Day of School** **8/22 first parent-principal meeting at La Escuelita**	**9/19: SSC Regional Training: Establishment and Intro to SSC Rubric, 5-730pm, Lockwood Campus** **9/19: Bridges - Monthly Parent Academy (3rd Tuesday) 9am-10:30am**			

Engagement Team Calendar 2017-18

Week 4	8/29: SSC Regional Training; Establishment and Intro to SSC Rubric; 9am011:30am and 5-7:30pm PR the BAr at La Escuelita	9/26: ACC Middle School Student Leadership Retreat; 12-3pm 9/27: SEED/MCS - Monthly Parent Academy (4th Wednesday) 9am-10:30am 9/29: CUES - Monthly Parent Academy (possibly 4th Friday) 9am-10:30am	10/24: ACC 2nd Middle School General Meeting; 12-3pm 10/27: Quarterly Benchmark Review	11/30: ACC 2nd HIgh School General Quarterly Meeting; 8am-3:30pm	
	January 2018	**February 2018**	**March 2018**	**April 2018**	**May 2018**
Week 1	1/4: Family Engagement CBO Coordinating Team, 9am-11am	2/6: SSC Regional Training–SSC Self-Assessment, 5-7:30pm	3/1: Family Engagement CBO Coordinating Team, 9am-11am		5/3: Family Engagement CBO Coordinating Team, 9am-11am
Week 2	1/11:Greenleaf Parent Leadership/Workshop meeting, 9-10:30 a.m. 1/13: MSE Youth Retreat - Spring Action Planning; 8:30am-5:00pm 1/16: Family Engagement Learning Institute, 12:30pm-3:30pm	2/8: Greenleaf Parent Leadership/Workshop meeting, 9-10:30 a.m. 2/8: ACC 4th High School General Quarterly Meeting; 8am-3:30pm	3/8: Greenleaf Parent Leadership/Workshop meeting, 9-10:30 a.m.	4/12: Greenleaf Parent Leadership/Workshop meeting, 9-10:30 a.m.	5/10: Greenleaf Parent Leadership/Workshop meeting, 9-10:30 a.m. 5/9 & 5/23: ACC Student Recommendations - School Board Presentation
Week 3	1/19: Quarterly Benchmark Review 1/22: Parent Teacher Home Visit Training; 4-7pm		3/13: Family Engagement Learning Institute, 12:30pm-3:30pm	4/20: Quarterly Benchmark Review	5/15: Family Engagement Learning Institute, 12:30pm-3:30pm, Celebration
Week 4	1/23: ACC 4th Middle School General Meeting, 12-3pm 1/26: Staff Development Day: Family & Student Engagement Topics TBD	2/27: ACC 5th Middle School General Meeting; 12-3pm	3/22: Annual Middle School Peer Resources and Ethnic Studies Conference; 8am-4pm	4/26: Annual ACC High School Youth Action Summit; 8am-3pm	5/30: Student & Parent Leader Evaluation & Celebration