

Oakland Unified School District

Board of Education
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Minutes (Long)

Monday, April 26, 2010

5:00 PM

Special Meeting

**Board Room, Paul Robeson Building, 1025 2nd Avenue, Oakland, CA
94606-2212**

Teaching and Learning Committee

*Jumoke Hodge, Chairperson
Jody London, Member
Gary Yee, Member*

A. Call to Order

Vice Chairperson Gary Yee called the meeting to order at 5:00 P.M.

B. Roll Call

Roll Call: Present: Jody London and Gary Yee
Absent: Jumoke Hodge

Roll Call (Secretary's Observation)

Jumoke Hodge present at 5:10 P.M.

Roll Call: Present: Jody London, Gary Yee and Jumoke Hodge

C. New Business



[10-0681](#)

Pre-K - Grade 3 (P-3) Instructional Reform Initiative

Adoption by the Board of Education of Resolution No. 0910 -0155 - Pre-K - Grade 3 (P-3) Instructional Reform Initiative - Authorizing the Superintendent of Schools to implement a District wide PreK to 3rd Grade instructional program, integrating administrative, financial and academic systems reform initiative to the extent permitted by law, with aligned standards and curriculum supporting the District's goal of having all pupils read, write, communicate and calculate at or above grade level by the end of 3rd grade.

Funding Source: Unknown

Attachments: [Document\(s\)](#)

Brad Stam, Chief Academic Officer, said Resolution 0910-0155 is the result of staff work representing the Elementary Network, Early Childhood Education, Complementary Learning and Instructional Services Departments, to improve integration between Pre-K and K-3 curriculum and to provide greater continuity for students and families to ensure we are building upon the good foundation that the Early Childhood Program is providing for students.

Lynne Rodezno, Director, Early Childhood Education Program, said it is our hope to better link the Preschool Program to the Elementary School Program, and to close the readiness gap so that our students can meet their grade level standards and objectives in K-3. The purpose was to develop the ongoing collaboration between Preschool and Kindergarten and Grades 1-3; share data, collaborate with curriculum and planning; plan joint professional development and provide an opportunity to support the Title I mandate for transition for families, children and staff from Preschool to Kindergarten.

Director London said it would be helpful to have something in writing about ongoing

collaboration, costs, and what we expect to gain for the reforms listed in the resolution. As an example, the resolution cites joint professional development: How is that different from what we are doing now? What is being proposed to support the transition and what is it going to cost? Is it money that is coming from a new source or elsewhere? Director London commented before this item is brought to the Board, the public should also be able to see the details. The resolution is good but it does not provide sufficient data.

Ms. Rodezno said the transition plan is part of our State and Federal mandates and we have been working through the Early Childhood Office. We have hired a Transition Specialist who is working with elementary schools to support families and staff as children move from the preschool setting into the elementary school setting. It is a joint partnership with Head Start and we are collaborating with Head Start. Many of our elementary schools have a Preschool Classroom within the elementary school. Our Pre-K teachers and our Kindergarten teachers would have an opportunity next year to collaborate through Professional Learning Centers. Professional Development days would be scheduled. This process would create a process and plan that would then be implemented throughout the District instead of at isolated sites. Ms. Rodezno said the Transition Specialist is being funded by grant funds and we have funding through Complementary Learning with has been ongoing for the last four years. The integration of the data systems is not AERIES. We spent funds this year to integrate the system. She said there is not a huge cost for implementation.

Mr. Stam said the resolution represents a statement of support by the Board for the direction that we have been going and would add the weight of Board support to our desire to increase collaboration and integration between the Pre-K and Kindergarten Departments.

Director Yee asked about the resolution format. Ms. Rodezno stated information was presented last year about the instructional program and we presented some of the research on preschool and how it helps student outcomes for the third grade goals. We were talking about ways to improve the integration of our program into the District and that was one of the recommendations from this Committee.

Director Yee commented on the sixth paragraph in the resolution which would provide quality preschool opportunities for all children regardless of state financial requirements. He said that statement is significant and can we actually do that? Would that be on a fee basis? This is something that would turn every school into a community center and ensure the transition. Many of the teachers in the preschool feel that is an unnecessary block in terms of our enrollment.

Ms. Rodezno said currently, if a site chose to use Title I money to support an aspect of a preschool classroom, then the staffing would follow under No Child Left Behind. In addition, as long as that elementary school is a Title I school, then anybody in that neighborhood would be able to attend the preschool. At present, the program is managed based on income eligibility only. That would be a school-by-school decision if they chose to do that. There is always the possibility of having families who are above the income eligibility pay a fee for having the preschool program. We have unable to do that because we cannot afford to do it but it is something which may be considered in the future.

Director Yee said families who are above the income eligibility for the preschool would be

able to access it. Does the District draw ADA from their use of the preschool if it is Title I? Ms. Rodezno said if it is a Title I preschool, then the Title I funding covers the slot for that child. Director Yee asked who would make the decision about the Title I allocation of resources? Mr. Stam said the Board would need to discuss that. Under RBB, it is a site-based decision and we have encouraged sites to include thinking about this as part of their strategy. There could be discussion about a district priority and if that is something the Board would recommend. In the budget recommendations for next year, Mr. Stam stated our Title I dollars are not covering as much as the cuts to the Tier III state categorical were covering, but with reducing the size of the cut from catastrophic to disastrous, then that could be Board direction for exploration going forward.

Director Yee said the preschool opportunity language would be an important policy decision because it implies some kind of allocation or availability for all parents regardless of State financial requirements. If we kept that in the resolution, then we would be obligated to provide that.

Mr. Stam offered the following language amendments to the resolution: The second paragraph would read: WHEREAS, the Board of Education supports the curricular, operational and administrative alignment of our Pre-K program with the K-5 program to implement a District-wide Pre-K-3rd Grade instructional program, "including principal oversight of individual preschool classrooms within the elementary school."

Ms. Rodezno said we are focused on having individual classrooms in an elementary school setting so that we have both settings. At Fruitvale Elementary, we have one classroom and the school does not have a child development program. Manzanita has a child development program and they have full day preschool, state preschool and a school-aged program. In focusing on those sites that have a classroom in the elementary school, then the instructional oversight and the staff evaluation piece would be with the principal. Those operational pieces and the funding would still come through the Early Childhood Education Department.

Director London stated she is having difficulty understanding what the changes would be and she would like additional information on what we expect those to be, i.e., curriculum changes. Mr. Stam said they are suggesting a statement of support from the Board for moving in this direction. Then staff will come back at a later date to talk about the actual administrative implementation. We have not thoroughly decided all of the elements yet, i.e., developmental markers for social, emotional, and behavioral development for children.

Chairperson Hodge said we are in the strategic planning process and she is not looking for hard answers at this point. She is concerned that we would not press staff to develop variables that would be contingent on a moving target inside our District.

Director London said she felt that we need additional documentation that would describe how it is that we got to the point of this resolution and what we would like to do in moving forward.

Director Yee said there was a staff report and presentation. Ms. Rodezno said it would need to be updated at this point because of other things we are doing.

Director London said the conversation about a potential fee for service model merits more

exploration.

Chairperson Hodge and Director Yee said they are comfortable with the resolution as worded. Director Yee stated time should be allotted at the Board Meeting so that people can see the whole thing.

Mr. Stam proposed an amendment to the sixth paragraph to include wording on quality preschool opportunities will be made available. If that is going to cause concern, given our financial situation, the "will" imperative could be slightly changed to say "the District shall explore maximizing opportunities...."

Director London asked if the committee could have the resolution, with proposed changes, on its next agenda. Director Yee suggested staff could give an updated presentation. He asked staff to provide a map that identifies the locations of our Child Development Centers and Preschool classes across the District. Mr. Stam said the next committee meeting is on May 3 and includes three presentations already on Positive School Climate, Restorative Justice and Violence Prevention, and GATE Program Overview.

Chairperson Hodge said this item would come back at the next Teaching and Learning Committee Meeting.

Tabled to a Date Certain



10-0729

Presentation - Indicators of Progress

Presentation of Report to Committee of Indicators of Program, pursuant to the 2009 Board Resolution*, to Increase Graduation Requirements to Meet University of California and California State University admission requirements.

* Resolution No. 0809-0228 - High School Graduation Requirement - Adoption and Implementation of A-G Course Requirements

Attachments: [Document\(s\)](#)
[10-0729 - Indicators of Progress.pdf](#)

Brad Stam, Chief Academic Officer, reviewed information on student achievement and infrastructure.

Student Support: Adequate support exists at each school for students to complete rigorous courses, or repeat failed courses. Data source would be a school level maintained matrix with individual student information and supports they are getting.

A-G completion rate: We have a target for ten percent growth in the number of students graduating UC/CSU eligible this year. Reducing the gap between the ethnic groups.

Students "on track" for graduation: We have a target of ten percent growth in the number of students on track.

GPA: Our target is a ten percent growth in the number of ninth grade students with GPA over 2.0. We are on track to make that one.

Revised Board Policy: Mr. Stam stated the first goal for infrastructure is that board

policies and school practices are revised to address a problem of "D" grades, support Special Education and English Learner students and the implementation of the new graduation policy. Mr. Stam said we are not fully sure of what that would entail yet, but we will have that figured out for those groups and for the grades.

Student and Community Engagement: Parents, District Employees communicate or are aware of the goals and strategies, mutual accountabilities cultivated. Mr. Stam said we are looking at Use Your Voice as being a potential data source as well as tracking information and engagement events and activities and having something in the school site plan.

Increased Pathway Opportunities: Mr. Stam said our goal is that by 2012 over 50% of students take part in quality sequenced pathways.

Increased Work-Based Learning Opportunities: Our goal is to provide quality job shadow, internship and/or student-run enterprise experiences for all students.

Adequate Science Labs: Our goal is that all schools have science equipment or supplies necessary to offer rigorous A-G lab sciences.

Credentialed Teachers: By fall 2011 all schools have properly credentialed World Language and Math teachers to offer increased advanced courses.

Student Enrollment in A-G course sequence: Beginning with the freshman class of 2011-12, all students will be enrolled in the A-G course sequence.

Mr. Stam said this is a first attempt at identifying indicators for Board feedback and suggestions.

Director Yee suggested the resolution should be evaluated by the College and Career Readiness Office. Mr. Stam said there is a planning council that it is growing out of and includes representation from student leadership, community groups, district staff, and principals. It would still need to be presented to the Board.

Chairperson Hodge asked about the involvement of high schools and is it included in the Facilities Master Plan? Has staff spoken to Facilities staff?

Mary Buttler, Executive Officer, said the Williams Textbook Audit has a provision about science equipment. We have science equipment that is fairly minimal and we have staff working with science teachers to identify the necessary equipment. It will take outside funding to pay for all the science equipment. We hope to be able to identify equipment processes by the end of this year that will create classrooms that are more aligned with the current type of science courses being taught. The facilities part will follow.

Director London encouraged staff to have an early conversation with Timothy White, Assistant Superintendent, Facilities Planning and Management. The updating of science equipment is not in the current version of the Facilities Master Plan, but we know it needs to be revamped.

Discussed and Closed

**10-0732****College and Career Readiness; Linked Learning Initiative**

Report on the Progress of Implementation of Board Policy to Require A-G Course work and Linked Learning Initiative, the latter transforming students' high school experience by bringing together strong academics, demanding technical education and real-world experience to help students gain an advantage in high school, post secondary education and careers.

Attachments: [10-0732 - College and Career Readiness - Linked Learning Initiative.ppt](#)
[10-0732 - College and Career Readiness - Linked Learning Initiative.pdf](#)

Brad Stam, Chief Academic Officer used a PowerPoint for his presentation on College and Career Readiness - Report on the Progress of Implementation of Board Policy to Require A-G Coursework; Linked Learning Initiative. He reviewed the Vision, Values, Goals of the District and history of the initiative, including the Spring 2008 Ed Trust West Audit.

Brigitte Marshall, Director, Adult Education, reviewed slides on the Implementation of a Linked Learning Approach. She said that California Partnership Academies are the classic implementation of linked learning. There are many other ways that a commitment to linked learning can manifest in a school district and we are pursuing many different opportunities. Met West High School has a commitment to provide externship opportunities to its students, however, it is not a California Partnership Academy. It demonstrates all of the key components to a commitment to linked learning. We have several different models underway. Skyline High School has made a commitment to go with a wall-to-wall academy type model next year. The academy model that is being put in place is not currently those of California Partnership Academies. Ms. Marshall said many of our students are under pressure to fulfill their basic graduation requirements, to pass CAHSEE, to retake classes and gain credits, which puts much pressure on students and prevents them from having access to the technical component that is critical to a linked learning approach. Ms. Marshall stated we are looking for innovative ways to ensure that all students have access to high quality career technical education courses, including increasing the number of A-G approved CTE courses, increasing the number of after-school CTE course offerings, and developing CTE courses that address CAHSEE prep skills. A commitment to linked learning needs to mean a whole lot more than pursuing a California Partnership Academy model.

Regarding the increase of number of A-G approved CTE courses, Ms. Marshall said there is a very rigorous process and the courses have to be prepared and submitted for approval. It takes time and there are a set of requirements that have to be fulfilled. It is an ongoing process of identifying appropriate courses.

Director Yee said some classes which are historically CTE, i.e., woodshop or cooking, would be challenging to turn into a A-G class. Mr. Stam said this is a strategy we believe will close the gap because we have a graduation gap in A-G as well. This does not reflect the graduation rates of these different groups. It reflects the percentage of A-G of students who graduated. Within that is a gap as well. We know that students get behind in credit and they do not know how to catch up. In terms of students who graduate, one third of our students do not go on to college, one third of our students enroll in two-year colleges and one-third of our students enroll in four-year colleges. The other issue is that many of our students who go into the colleges are forced to take remedial courses which causes them to drop out of college. We have to ensure that our expectations in high school are calibrated with the entrance expectations of colleges.

Chairperson Hodge asked about the students at McClymonds and Oakland Technical High Schools and are we creating tracks other than academies? It sounds as if students at Skyline are getting more access to CTE and linked learning classes. At other comprehensive high schools, how are we going to roll that out?

Brad Stam introduced Susan Benz, Coordinator for Career Readiness who said it is their goal to have wall-to-wall academies. At present, about 3,300 kids out of 10,000 high school students are currently engaged in academies and career pathways. Next year we have four new pathways coming on and three of those will be at Skyline. Oakland High School will have an engineering academy funded by Chevron. The Bio-Technology Academy Career Pathway at Oakland Technical High School is strong. All students at McClymonds next year will be in a pathway. The focus for the next two years will be our large high schools.

Director London stated she is concerned about the resources that we are offering in developing for the teachers who leave the academies in that there is a different skill set involved in administering an academy program, than in being an effective teacher, which can be a source of frustration. She wants to ensure that administratively that these programs are successful.

Mr. Stam reviewed slide information on Key Action Plan Strategies, including the development of a shared vision and commitment; increase quality pathway experiences; increase the number of students meeting UC and CSU eligibility requirements; increase access to Career Technical Education courses, create quality work-based learning and career exploration experiences; and support all students with the interventions, counseling and programs they need in order to be successful.

Alison McDonald, Executive Officer, High School Network, said we are working closely with our principals to increase the number of students who complete A-G courses. There is the issue of students who get "D" and that continues to be a challenge. Students in A-G courses who pass with a "D" are not A-G completed.

Ms. Marshall said the East Bay Regional Occupational Program has worked with the College and Career Readiness Office over the last semester to facilitate professional development to emphasize the need to integrate academic skills into CTE instruction. We are removing the line that formerly existed between traditional voc-ed classes and academic classes. The two are mutually supportive and academic skills need to be integrated into career technical education.

Mr. Stam reviewed slide information Safety Nets: A-G Posters in all district high school classrooms, early warning rosters to identify at-risk ninth graders, and algebra module pilots at two of our schools.

Mr. Stam reviewed the Indicators of Progress underway, including increased pathway opportunities, increased work based learning, adequate science labs, credentialed teachers for advanced algebra and world language, master schedule changes, increase in credit recovery options for students, development of alternate plans and supports for special education and English Learner students.

Ms. McDonald said our GPA in the three small learning communities are significantly higher than they were a year ago and we are attributing that to ninth graders in smaller groups and receiving more attention; and teachers are working together around the same groups of students. When we have a no "D" policy, it means that teachers have to work together. Both EXCEL and East Oakland School of the Arts do frequent progress reports. The students are schooled with rubrics to understand what mastery is on a given assignment and they are given opportunities to revise and redo.

Mr. Stam said we made an administrative shift in how we were recording students in grade level status which has resulted in a drop in the percentage of students who are on track to graduate.

Ms. McDonald said 230 credits are required to graduate. We have had benchmarks for each grade. The problem is that schools were holding students in the ninth grade who were not progressing. Those students did not have access to CAHSEE exams. We are pushing to conference with students and parents and be aggressive around credit recovery in order not to hold them back.

Mr. Stam said we do not wish to mask the problem because of the way the data is recorded. There are significant drops in students with a GPA lower than a 2.0 by grade level, particularly 10th grade.

Director London stated she shared the concern of Director Hodge that all students have access to the programming and we need to keep it meaningful for all students. Student Director Adams said All City Council has been involved with the A-G implementation and regular updates are provided to the general student body.

Public Speakers on this item:

Two students, representing AWA, asked the Board for their support in their seal literacy campaign which is a seal placed on high school diploma that represents students as being bi-literate. Besides English, students know how to read, write, and speak in a different language. Other districts have this program.

Director Yee commented on page 8 of the College Ready Guide: He said he did not understand the taking of a community class listed under "tips". A member of the Asian Immigrant Advocates said the "tips" are very specific to English Learner development students and that guide is not supposed to be going to regular students. Because ELD 1 through 4 do not count toward the A-G requirement, if a student feels that they want to try to pursue a 4-year university after they graduate, they must get four years of English and one way they can do that is through community college classes. Director Yee said the Guide needs more work. The strategy is reasonable, but the placement challenges for the students needs to be more clarified. He is unsure of what the "pathways to Getting to UC Ready" means on page 11. He said the reality is that not all students are going to go to UC. It might say "college ready". Mr. Stam said our EL program staff will meet with AWA Organization to do some revision to ensure alignment.

Chairperson Hodge asked staff to share information about the counselor professional development. Abigail Adams, College and Career Readiness Office, said some of the work with counselors this year has been data driven. We have worked with Education Trust out of Washington D. C. Our counselors have looked at all student indicators that

identify students who are at risk. We have also looked at A-G completion rate data and worked with our counselors at UC to ensure that all of our classes are on the A-G doorways list.

Chairperson Hodge asked if Ms. Adams knew the total number of counselors in our system? Ms. Adams said we have four counselors at each of our three comprehensive high schools. There are an additional five counselors that are at some of the smaller schools. We have two counselors on the Fremont campus. We have no counselors on the Castlemont campus. There are a lot of outside organizations that come in through a variety of grant money. We meet once a month with these groups and it is called College and Career Readiness Network.

Chairperson Hodge asked about the Teach for Tomorrow for Oakland and is there a number of counselors who getting culturally competent? Is Teach for Tomorrow partnering with that or is there a pipeline? Is there a shortage? Mr. Stam said his opinion is that we should abandon the fantasy that PPS credentialed counselors are going to ever provide the level of counseling and support needed by our students. It is an archaic model and we need to look at a network of counseling services that include a spectrum of services and individuals including students who are currently in college themselves. Ms. Adams said that ELD assessments have been developed which are helping us to move students through more quickly.

Discussed and Closed

D. Adjournment

Chairperson Hodge adjourned the meeting at 6:55 P.M.

Prepared By: _____

Approved By: _____