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OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

PBIS Positive Behavioral Intervention and Support
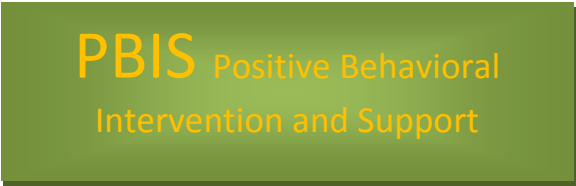
Data and Outcomes – 2011-2012

Description of Program:

Positive Behavioral Intervention and Support (PBIS) is an evidence-based framework for prevention, intervention, and intensive behavioral support which aligns with Response to Intervention (RTI). PBIS is championed through a partnership between Behavioral Health and Special Education to reduce racially disproportionate referrals for discipline and emotional disturbance. Implementation of PBIS is in alignment with the District's Strategic Plan, Goal 1: Safe, Healthy, and Supportive Schools (Pg. 20). By defining, teaching, and reinforcing school-wide positive behavioral expectations and providing increasingly intensive, tiered supports for students whose behavior is challenging or disruptive, PBIS reduces barriers to learning through targeted supports that enable all students to thrive academically, socially, and emotionally in a safe and caring environment free of bias and harsh punishment.

Data and Outcomes:

PBIS was initiated in 13 Cohort 1 schools in 2011-12. In year one all sites received daylong quarterly PD to build the individualized systems and content to teach and reinforce positive behavioral norms and to interrupt the culture of suspensions by delineating classroom-based and office based disciplinary referrals and the assigned consequences and supports provided for each. All teams were introduced to the School Wide Information System (SWIS) database for tracking disciplinary referrals and linked strategies for data-based decision making. At the end of year 1, all participating sites (with the exception of WOMS) were prepared to launch their data management and updated discipline protocols along with newly tailored behavioral support systems come August. Cohort 2 is comprised of 8 additional schools deemed disproportionate. These sites have elected to participate in PBIS and have been oriented to the PBIS framework. Cohort 2 sites are scheduled to begin PD for year 1 on May 29, 2012.

Schools Served:

Cohort 1: Alliance, BOA, Brewer, CCPA, Claremont, CDS Middle, CDE High, Frick, Garfield, Roosevelt, Roots, UFSA, and WOMS. Cohort 2: Allendale, Bret Harte, Elmhurst, Lafayette, MLA, MLK, Montera, and Westlake.

2012 – 2013 Objectives:

Cohort 1: (Aug) Launch PBIS Tier 1, (Sept) SWIS Database Training, (Oct) initiate PD on Tier 2, (Nov) evaluate Q-1 outcomes, (Feb) Q-2 outcomes, (May) Q-3 outcomes. Cohort 2: (Sept) Day 1 PD for PBIS site-based Teams, (Nov) Day 2 PD, (Jan) Day 3 PD, (APR) Day 4 PD and PBIS Showcase for site-based teams; (May) SWIS database training. Ongoing coaching to Admin and PBIS site based teams provided weekly by District-level PBIS coaches. Technical assistance and training to be provided by the No. Cal. PBIS Technical Assistance Provider - Santa Clara County Office of Ed. Desired outcomes: document a reduction of 25% in racially disproportionate referrals in Cohort 1 schools.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Transitional Kindergarten

Data and Outcomes – 2011-2012

Transitional Kindergarten supports OUSD's strategic plan for Full Service Community Schools by providing OUSD's youngest kindergartners with a developmentally responsive readiness year that prepares students for academic, emotional, and social success in traditional Kindergarten and beyond.

Description of Program
Goal 2: Prepared for Success in College and Careers • Pg. 3

Transitional Kindergarten (TK) is the first year of a two-year Kindergarten experience for children turning 5 years old between September 1st and December 2nd. Taught by a credentialed teacher with early childhood expertise, TK uses a unique, specialized curriculum that is based on Common Core State Kindergarten standards but is designed explicitly to support the social, emotional, physical, and academic needs of young 5-year olds. OUSD's TK program prioritizes structured play, small-group instruction, and intentional teaching using hands-on, experiential activities.

Data and Outcomes
OUSD's Transitional Kindergarten program supports the following long-term and short-term outcomes:

- OUSD's TK program links our county's *birth to five* strategies and our District's strategic plan.
- OUSD TK is a "flagship program" adopting best practices from Los Angeles and other CA districts.
- OUSD TK opens up additional Kindergarten spaces by providing an alternative to families for a more developmental program by enrolling a soon-to-be 5 year old child in TK.
- OUSD TK classes reinforce the OUSD's resolution calling for Pre-K-third grade alignment.
- OUSD TK classes support equitable access to high-quality programming.
- OUSD TK supports families to support language and literacy development inside and outside of the classroom.
- OUSD TK presents an opportunity to coordinate efforts between our early childhood practitioners and our K-12 teachers and administrators, creating a seamless P-12 continuum.

Schools Served
2011-12: Greenleaf Elementary School, Region 3

- 1 pilot Transitional Kindergarten classroom; 20 Transitional Kindergarten students; Spanish Bilingual teacher

2012 – 2013 Objectives

1. **To establish a Transitional Kindergarten program in nine additional OUSD schools:** (**Region 1**) Emerson, Place @ Prescott, Sankofa; (**Region 2**) Allendale, Garfield, Global, La Escuelita; (**Region 3**) CUES, Greenleaf, Markham
   - Align preschool and Kindergarten learning goals using both the Preschool Foundations and the California Common Core Kindergarten Standards.
   - Provide professional development opportunities for TK and Kindergarten teachers, administrators, and preschool teachers.
   - Partner with local institutions of higher education to provide support to TK teachers and administrators in developmentally appropriate practice.
   - Select developmentally appropriate assessments in collaboration with OUSD's Research Assessment and Data department.
   - Support TK school sites in enrollment processes in collaboration with OUSD's Student Assignment and Bilingual Testing Office.
   - Convene feeder preschools to develop practices that strengthen continuity and ease transition from preschool to TK to elementary schools.
   - Support families in the transition between preschool and TK, and TK and traditional Kindergarten.

2. **To expand the TK program to additional school site(s) in 2013-14**
   - Select additional TK school site(s) to serve increased TK student population.
   - Identify additional TK teacher(s).
   - Coordinate TK family outreach campaigns across Oakland early childhood sites and community centers.
   - Conduct family workshops focused on developmental readiness and transitions into school.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

EARLY CHILDHOOD EDUCATION

Data and Outcomes – 2011-2012

Description of Program:

Goal 2D: High Quality Professional Development, pg. 31

The Early Childhood Education program supports the OUSD strategic plan for Full Service Community Schools by working closely with our instructional staff and families to build their capacity to teach preschool children how to read, write, think critically, reason mathematically and to flourish socially and emotionally. Our goal is to provide preschoolers with a fundamental skill-set which prepares them for academic success - elementary to college to career and beyond.

Data and Outcomes:

ECE Professional Development	2011-2012
Number of Trainings	18
Number of Teachers Trained	62
Number of Instructional Assistants Trained	59

ECE PD: Literacy/Math/ELD/Soc & Emotional/
      Desired Results (DRDP 2010)

ECE Family Classes	2011-2012
Number of Trainings	12
Number of Families Trained	41

Schools Served:

All 32 ECE preschool sites were served during the 2011-2012 school year.

2012 – 2013 Objectives:

2012-2013 Objectives	
Professional Development	• ELD • Math • Preschool Foundations • Preschool Frameworks • Social & Emotional Development
Family Classes	• Literacy • Math • Social & Emotional Development • Transition

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Common Core Curriculum

Data and Outcomes – 2011-2012

Description of Program:

Based on the work growing out of the Core Curriculum Task Force a year ago, the purpose of developing an OUSD Core Curriculum Guide is to ensure rigorous learning experiences and opportunities to address all students and prepare them for success in college and a satisfying career. What is needed at each grade level and eventually for each content area is a course of study with curricular documents aligned to new state standards to define a thoughtfully planned and agreed-upon course of study that guides teachers as they design, instruct and assess students. Such a guide will include underlying principles for disciplinary teaching and learning, syllabi, scope and sequence outlines, instructional units (with model lessons), assessments and other resources designed for teachers to tailor materials to the instructional needs of district students. The transition to a Core Curriculum aligned to Common Core State Standards (CCSS) will take several years. 2011-2012 was a year of awareness.

Goal 2: Prepared for Success in College and Careers, Initiative 2A: Core Curriculum, page 22.

Data and Outcomes:

1. ELA and math teachers district-wide had multiple exposures introducing them to the Common Core State Standards (CCSS) – (e.g. centrally provided/supported professional learning, pacing guide adaptations to include performance math tasks, site-based assessment scoring of performance tasks, participation in curriculum production/field-testing, Teaching Convention sessions, etc.)
2. The benchmark assessment system in mathematics included performance tasks to establish baseline experiences with assessments associated with the Smarter-Balanced Assessment Consortium for CCSS.
3. Grade-level teams of teachers, K-12, met and developed and field-tested sample materials for courses in ELA and mathematics aligned to CCSS.
4. Scope and Sequence documents – detailed course content outlines with instructional unit design specifications – were designed, developed, and vetted for ELA, K-12, and Mathematics, K-Geometry.
5. ELA and math content experts of national significance partnered with district teachers and leaders, building awareness of curricular trends and priorities, lending task-specific expertise to the development effort, and drawing resources and attention to the instructional transformation underway in Oakland (e.g. 20 OUSD educators to be named Common Core National Felllows in July.)

Schools Served:

The OUSD Core Curriculum Guide is being developed to shape teaching and learning, district-wide. Scope and Sequence documents developed spring 2012 detail course content in ELA, K-12, and Mathematics, K-10. Teachers from a cross-section of approximately 30 district schools benefited from the leadership opportunities associated with shaping, developing, and field-testing curriculum materials.

2012 – 2013 Objectives:

1. Develop and support cohorts of schools focused on instructional quality and students' socio-emotional

health in the context of a Core Curriculum increasingly aligned to CCSS.

2. Assess students in all schools in ways that include performances more consistent with what is projected for the assessments of CCSS. (e.g. Science Writing Assessment Tasks for elementary students, MARS performance tasks in mathematics on every benchmark; curriculum-embedded assessments at secondary more closely aligned to CCSS.

3. Continue to develop and field-test instructional units in ELA and Mathematics, K-12;

4. Establish a curated, on-line OUSD core-curriculum hub where teachers can access and study available materials for ELA and Math, and then also share reflections, samples of their students' working, and comments;

5. Expand the Core Curriculum Guide to include additional courses (e.g. upper level mathematics classes) in ELA and math

6. Begin to develop Science component of OUSD Core Curriculum Guide, aligned to Next Generation Science Standards (released May 2011, in draft form)

7. Build the Instructional Strategies and Resources component of the Core Curriculum Guide to include signature pedagogy, or instructional approaches shown within OUSD to be particularly effective for students and teachers in the transition to Common Core State Standards.

![Oakland Unified School District logo - Community Schools, Thriving Students]

Literacy

Data and Outcomes – 2011-2012

Description of Program:

Goal 2: Prepared for Success in College and Careers • Year 1

Every student in the Oakland Unified School District will learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically, and reason mathematically for post-secondary success

INITIATIVE 2A: Core Curriculum
FOCUS 2A.1 Literacy

The OUSD Literacy team at Leadership, Curriculum, and Instruction aims to increase the literacy proficiency of prek-12th grade students in OUSD. The Literacy team provides curriculum, assessment, and professional learning guidance for prek-12th grade educators in order to improve instruction for students. The goal of the Literacy team is to ensure that all Oakland students are grade level readers and writers who become joyful , competent, and literate citizens. Through support to principals and teachers and in partnership with community based literacy organizations and families, the Literacy team is responsible for drafting, disseminating, and supporting the implementation of high quality curriculum and assessment tools to improve student literacy.

Focusing on the adolescent literacy crisis and dropout rates, we aim to accelerate the development of strong reading skills for middle and high school students reading four years below grade level. OUSD is working to develop cohorts of secondary literacy specialists with multiple partners including Dr. Alfred Tatum from the University of Illinois (accelerating secondary literacies), Mills College (certification and core competencies) and WestEd (strategic literacy and academic literacy). Our work on secondary literacy outcomes is directly connected to addressing Significant Disproportionality, in particular the over-identification of African American students for Special Education.

Data and Outcomes:

1. Developed literacy framework and provided learning sessions for principals and teachers;
2. Developed core curriculum components and provided learning sessions for principals and teachers;
3. Engaged stakeholders beyond schools in the development of the application and review process
4. Selected aligned instructional materials including classroom libraries representative of student diversity for fourteen secondary sites
5. Purchase aligned materials for secondary reading classes at 14 sites and provided PD support to teachers
6. Provided professional development on Literacy strategies for struggling adolescent readers;
7. Implemented universal reading screening assessment, SRI, and provided PD support to analyze results and plan instruction aligned to student reading levels
8. Grant writing to expand classroom libraries in 40 elementary schools
9. Purchased, Supported, and Implemented Technology Based Literacy Intervention tools in 35 sites, prek-12

Schools Served:

Secondary Literacy Collaborative:	Technology Based Literacy Interventions:	
Alliance	Acorn-Woodland	Ascend
Bret Harte	Burckhalter	Encompass
Elmhurst Community Prep	Glenview	Hillcrest
Frick	ICS	La Escuelita
West Oakland Middle School	Alliance	Bret Harte
Castlemont Freshman Prep	Edna Brewer	Elmhurst
Coliseum College Prep	Frick	James Madison
Dewey Academy	Montera	Roots
Fremont High School	Roosevelt	United for Success
International High School	WOMS	Bunche
ISP	Castelmeont FPA	CCPA
Life Academy	Dewey Academy	Fremont
McClymonds	Life Academy	MetWest
Oakland High School	International High	Oakland High
Oakland Tech	Oakland Tech	Skyline
Roots	Rudsdale	
Rudsdale		
Skyline High School		

2012 – 2013 Objectives:

1. Provided systematic professional learning opportunities for prek-12 educators on the implementation of the ELA Common Core Curriculum and guiding principles of the OUSD Literacy framework
2. Align classroom, network, and community resources to best support highly effective literacy instruction in relation to guiding recommendations of OUSD Literacy framework
3. Increase/strengthen partnerships with Oakland Literacy Coalition, Oakland Reads 2020 campaign, and African American Male Achievement in order to provide aligned support to sites, teachers, and students
4. Provide aligned professional learning and implementation support for six schools in the Balanced Approach to Literacy Cohort
5. Provide aligned professional learning and implementation support for fourteen schools in the Secondary Literacy Collaborative
6. Strengthen the conditions for site based literacy leadership through a teacher leader model supported by central literacy specialists to support on-going sustained literacy improvement.
7. Increase student interest and enthusiasm for reading through awareness and reading of culturally relevant text.
8. Strengthen the development and support of Response to Intervention processes at sites in order to provide effective school-wide literacy supports for students.

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

STEM Corridor
West Oakland

Data and Outcomes – 2011-2012

Description of Program:
The STEM West Oakland Initiative is designed to develop a STEM (Science, Technology, Engineering, and Math) corridor model in six West Oakland and provide students who have been historically underserved access to an intentional and focused quality Pre-K-12 education that increases the opportunities for students to be prepared for college and STEM careers. Schools **(Strategic Goal Areas: 1b, 1c & 1d Quality Learning Experiences in STEM, Transitions and Pathways Pre-K-12, and College& Career and 1e: Targeted students AAMA, GATE, ELLS)**. The STEM West Oakland Corridor Model includes strong partnerships with community based organizations, community/state colleges and universities, industry partners, local and national STEM experts. (**Strategic Goal Areas: 2a, 3a, & 4a School Culture, Learning Communities focused on Continuous Improvement, and Meaningful Student/Family/Community Engagement and Partnerships)**

Data and Outcomes:
- Facilitated 18 STEM meetings with an average of 30 consistent participates which includes but is not limited to teachers, principals, parents, community leaders, industry partners, college and university professors, and local STEM experts
- Create a shared West Oakland STEM vision
- Created a draft of year 1-5 goals as we journey towards a coherent STEM corridor structure
- Prepared 6 STEM School Power-point presentations of goals and objectives for 2012-13
- Created a West Oakland STEM Corridor Model
- Cohorts for professional development includes 4 elementary (Science Cohort), 1 middle school (Math cohort), and 1 high school (Building an academy model)
- Have secured several pre-internships with CalTrans and have been invited to participate with George Lucas Special Effects Project, San Rafael
- Have partnered with NSBE to deliver an aligned Summer SEEK program for students grades 3-5 at Martin Luther King, Jr. Elementary
- STEM West Oakland facilities master planning for programmatic support to linked learning
- Have a preliminary partnership with Bard Holding Environmental Company for economic development opportunity as well as paid internships for students
- Have been invited to participate with the United Negro College Fund STEM Industry Initiative
- Have completed a survey with TIES with our National Expert, Jan Morrison that will help us to analyze and plan our goals and action steps for years 2-5

Schools Served:
Hoover, Lafayette, Martin Luther King, Jr., Prescott, West Oakland Middle School, McClymonds High School

2012 – 2013 Objectives:
1) Continue to hold a series of meetings to develop STEM West Oakland with Community at the table
2) Create STEM Facilities plans for each of the 6 participating West Oakland Schools
3) Build teachers instructional knowledge about STEM best practices and principals' organizational practices for supporting and sustaining STEM in West Oakland
4) Strengthen and develop infrastructure and bandwidth of technology supports and systems in West Oakland Schools
5) Leverage resources and partnerships that will sustain and secure more funding for STEM Corridor
6) Continue to build community understanding and knowledge about STEM in West Oakland
7) Strengthen the partnership with colleges and universities to support the pre-service programs in recruiting and sustaining STEM teachers for West Oakland

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

College & Career Readiness and Linked Learning

Data and Outcomes – 2011-2012

Description of Program:

Goal 1: Safe Healthy & Supportive Schools
- "Identify the site based systems & practices…": Change in OUSD graduation requirements to include "a-g"; Exploring College & Career Options (ECCO!) curriculum and work-based learning prep in 5 OUSD academies; Workforce & Economic Development Office establishment;
- "Inventory (assets and needs assessment) citywide initiatives…": Partnerships with Oakland Workforce Investment Board (WIB), Oakland Metro Chamber of Commerce, and Operation HOPE.

Goal 2: Prepared for Success in College & Careers

SCHOOL CULTURE & CONDITIONS
- *"Develop a vision for college and career readiness…":* OUSD Graduate profile work, Linked Learning pathway student outcome development for all pathways
- "OUSD adopts environmental…": 2 new state-funded Green academies selected from a competitive statewide pool at two high school sites (Castlemont & Skyline); Sustainable Urban Design courses developed

CAPACITY BUILDING & PROFESSIONAL DEVELOPMENT
- "Convene five industry summits…": Three summits convened February through April, serving 9 industry sectors
- "Create a campaign…" Family Conference involvement, High Expectations curriculum & training work with forthcoming parent liaisons (in partnership with Meaningful Student Engagement department), Linked Learning & CCRO website
- "Provide professional development on new curricular…": Career Technical Education (CTE) teachers participation in Core Curriculum alignment professional development; 2011 & 2012 Linked Learning Summer Institute (serving 50 teachers representing 12 pathway teams)

GUIDING RESOURCES & TOOLS
- "Conduct a full assessment of…": Quality Elements rubric created, teacher professional development provided about rubric; Supporting Linked Learning certification
- "Develop two additional…": 12 articulated courses currently exist
- "Identify ten high-yield…": Exemplar strategies provided in guiding documents for Community Schools Strategic Site Plan (CSSSP)
- "Through collaboration…": Linked Learning pathway student outcomes created; beginning codifying developmental continuum of work-based learning opportunities

STRUCTURES & SYSTEMS
- "Create an OUSD office…": Coordinator hired & funded through OUSD GP funds; housed at CCRO
- "Use technology tools…": Kuder Career Navigator used at various middle and high school sites
- "Establish work team to create plan for redesign of continuation schools…": Dewey Academy establish Health & Fitness Pathway, supported by CCRO in curriculum development and other professional development

Data and Outcomes:

<u>Pathways & Academies</u>

Across OUSD high schools, student attendance is higher in pathways and academies, discipline incidents are reduced, CAHSEE passage rates are higher, "a-g" completion rates are higher than non-pathway students.

<u>Kuder Career Navigator Usage (as of December 2011)</u>

	Student Population	Registered Kuder users	Usage Rate
Middle School	2472	196	9%
High School	9839	1351	14%
Total	12311	1547	13%

<u>Course Development:</u>

Twelve new OUSD courses have been created and approved. Eight of these twelve courses are in the "a-g" review process for possible UC/CSU designation for the 2012-2013 school year.

<u>School Counseling:</u>

Students have been advised in individual counseling sessions throughout the year. Over 2,700 11th and 12th grade students have had a one-on-one appointment with a trained adult. During these individual counseling sessions, students are advised of the following items:

- ✓ Academic progress towards graduation
- ✓ Credit recovery options (Cyber, afterschool, summer, program re-adjustment)
- ✓ Appropriate intervention opportunities (CAHSEE Prep, tutoring referrals)
- ✓ Academic progress towards "a-g" completion, college admission eligibility
- ✓ Post-secondary options

Schools Served:

<u>High Schools</u>

All high schools are served by CCRO but particular Pathways schools include Oakland High, Oakland Tech, Skyline, Life, McClymonds, Fremont campus, Castlemont campus, MetWest, FarWest, Oakland International, Dewey, Coliseum College Prep.

<u>Middle schools</u>

All middle schools are served by CCRO but particular Kuder schools include Bret Harte, Frick, Madison, Westlake, Edna Brewer, Claremont.

2012 – 2013 Objectives:

<u>Strategic Plan Year 3 Goals</u>

OUSD Vision

- Increased collaboration across district department/offices to meet the 80% of all students in pathways/academies goal, district-wide.

Workforce & Economic Development

- Continue to build industry partners, to provide teacher and student opportunities
- Partnering with Family Schools Community Partnerships (including after school programs) and Industry partners to define developmentally appropriate work-based learning experiences for grades 9-12
- Develop baseline measurement for all work-based learning opportunities, then increasing 10% every year subsequently

- Further develop site and teacher capacity to create additional work-based learning experiences through structured curriculum (including 2012 Summer program) for ECCO! (Exploring College & Career Options)
- Utilize Salesforce.com to develop management systems to provide structures for external partnerships

Pathway & Academy Development
- Support four additional high school pathway teams toward Linked Learning Certification designation

Middle School C&CR
- Pilot implementation of Kuder Education Planner for students to create 4-year high school plans during 8th grade
- Support forthcoming OUSD Middle School Action Plan

College Preparatory Course Offerings
- Increase number of "a-g" courses and sections offered
-Continue to build adult capacity to create equitable master schedules
- Build site capacity to offer additional AP courses
- Re-establish connection with Peralta Community College District to create a systematic dual credit program for high school students

Counseling & Advising
- Support coordinated counseling and advisory services provided to all students at the secondary level
- Increase use of monitoring tools for tracking student progress toward graduation and "a-g" completion at all high schools

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Description of Program:

Community Schools Thriving Students Strategic Plan References

Goal 2: Prepared for College and Career Success (page 28,31)
- 2C Targeted Approaches, 2A Core Curriculum (page 22), 2B PreK-8 Components (page 25)

Goal 3: High Quality and Effective Instruction (page 32),
- 2B PreK-8 Components (page 25), 3A Effective Teaching: Framework and Practices

Goal 4: Full Service Community District (page 37),
- 4A (Phase 1): Direct more money to classrooms, 4C Serve the Whole Child, 4D Coordinate, align and leverage resources

The ultimate goal of the Department of Programs for Exceptional Children is to support and implement the overall vision, mission and goals of the Oakland Unified School District. In carrying out the district's vision and goals Programs for Exceptional Children :

- ❖ Identify and provide services for eligible students in accordance with state and federal laws and regulations related to disabilities.
- ❖ Provide a continuum of special education services and programs within and across regions and networks that reflect best practices.
- ❖ Provide programs and services for high school and young adult students for successful transitioning to lifelong learning and/or to a career of their choice.
- ❖ Implement department-wide professional development system that addresses knowledge and skills to build special education teacher's capacity to develop compliant IEP's and implement research-based classroom instruction with positive behavioral supports.
- ❖ Develop meaningful and thoughtful community partnerships to provide an array of wrap-around support programs and services for special education students.
- ❖ Use funds in a responsible and prudent manner in support of programs and related services for special education students.

Data:

PROGRAM	Region 1	Region 2	Region 3	High School
ASC	1			2
ASC/NSH		1		
ASIP	6	1	2	3
Autism	10	1	13	2
CDC	2			
CE	5		2	5
D/HoH		3	1	1
EI			2	
Inclusion	1	1	1	3
LMB		2		
Reading Clinic		6		
RSP	30	27	26	35
SBDT				4
SDC-Inclusion		1		
SDC-NSH	12	15	19	16
SDC-SBDT	2			
SDC-SH	9	7	8	15
SDC-TACLE	1			2
SDC-Trans	2	1		2
SDC-VI		1		
SH-Inclusion	1			
VI		2		1
VI-Inclusion		1		

PROGRAMS		PROGRAMS	
ASIP	ASPERGERS SYNDROME INCLUSION PROGRAM	SDC-ASC/NSH	ACADEMIC SOCIAL COMPETENCY/NONSEVERE
AUT	AUTISM	SDC-CE	COUNSELING ENRICHED
D/HoH	DEAF/HARD of HEARING	SDC-INCLUSION	FULLY INCLUDED IN GEN ED
EI	EARLY INTERVENTION	SDC-TACLE	TECHNOLOGY AND AUGMENTATIVE COMMUNICATION FOR LEARNING ENHANCEMENT
LMB	LINDA MOOD BELL	SDC-TRANS	TRANSITIONAL PROGRAM
NSH	NON-SEVERE	SDC-VI	VISUALLY IMPAIRED
READING CLINIC		SH	SEVERELY HANDICAPPED
RSP	RESOURCE SPECIALIST PROGRAM	VI INCLUSION	VISUALLY IMPAIRED INCLUSION
SBDT	SCHOOL BASED DAY TREATMENT		

2012 – 2013 Objectives:

1. Fill existing vacancies with high quality staff who are knowledgeable about students with disabilities.
2. Implement programs and services that are compliant with state and federal laws and regulations.
3. Improve the department's data collection process to ensure more accurate reporting to the state.
4. Decrease the number of state compliance complaints by 25%
5. Update the teacher Procedural Manual by spring 2012.

Outcomes:

- ✓ *Initial steps taken to create aligned RTI practices throughout the district in collaboration with RAD, FSC, & LCI departments.*
- ✓ *Hired district RTI Manager to address issues related to disproportionality*
- ✓ *In response to the over identification of AA males classified as SED, Collaborative Problem Solving Program was implemented at seven sites*
- ✓ *Expanded continuum of services within and across regions*
- ✓ *Created district intensive mental health program in support of least restrictive environment.*
- ✓ *Designed PD linked to District and department goals that address learning needs that are common across teacher practices as well as needs that are unique to specialized practices.*
- ✓ *Developed systems/procedures to monitor expenses to provide a proactive approach to managing the department's budget.*

![Oakland Unified School District — Community Schools, Thriving Students]

Math in the Middle Grades

Data and Outcomes – 2011-2012

Description of Program:

A focus on mathematics in the middle grades has allowed teachers and school leaders to work across the district to accelerate mathematics gains and support robust teaching and learning, in the earliest stages of alignment to Common Core State Standards in mathematics (CCSS-M). The four program goal areas were to: 1) Strengthen **instructional leadership** for mathematics and equity; 2) Establish and support **communities of practice** for continuous instructional improvement; 3) Promote coherent and effective **instructional practice**; 4) Implement strong **curriculum** tied to CCSS-M.

Goal 2: Prepared for Success in College and Careers, Initiative 2A: Core Curriculum, Focus 2A.2 STEM, page 24

Data and Outcomes:

1. Instructional leadership –Through 32 hours together at 8 sessions throughout the year, middle school principals learned about the instructional shift and the instructional leadership priorities necessary to meet the rigors of the Common Core State Standards in mathematics (CCSS-M). Starting in January, assistant principals and teacher leaders joined these sessions, which included in-classroom observation of students engaged in research lessons designed to align to aspects of CCSS-M. Further, principals got support to develop a site math component on their CSSSP and have outlined specific problems of practice that they are addressing in the coming months, including observing and giving feedback to teachers utilizing a 5x8 card for gathering evidence of student thinking.

2. Communities of practice – As evidenced by successes in administrator professional development and monthly 2nd Wednesday teacher collaboration, we were able to establish successfully a culture within and across schools that is based on mutual trust, openness and respect, and focused on equitable and excellent outcomes for students. As well, based on observation, reflection, and feedback from sessions, we see that there has been a shift in the professional conversation to focus on students' experience and learning in mathematics classrooms, using evidence of student thinking as the basis for understanding instructional quality.

3. Instructional practice – Through a variety of opportunities for professional learning (e.g. summer and midyear institutes, participation in lesson study, 2nd Wednesday collaboration, classroom follow-up coaching) teachers have begun to focus on students' mathematical discourse, engaging students in a productive struggle as a pre-requisite for solid conceptual learning and application of important mathematical skills and concepts.

4. Curriculum – In this 'awareness' year, the content standards stayed the same, but all 6th – 8th graders have had their first experiences with the kinds of assessments that will be typical in the Common Core assessments. To do this, teachers incorporated MARS performance tasks into their regular teaching and these same types of tasks were included on each of the middle school math benchmarks. Early indication is that these assessments are harder for our students (going into this transition.) At least 1/3 of students scoring proficient on the multiple choice items did not score at grade-level when doing these performance assessment tasks.

Schools Served:

The middle school mathematics work has been systemic: principals from all middle schools have been a part of the administrator professional learning; teachers from all middle schools have been included in the 2nd Wednesday collaboration; and teachers drawing from most of the middle schools have stepped up to play leadership roles in the development of the new curricular materials, mentoring, or on-site math leadership development.

2012 – 2013 Objectives:

1. Instructional leadership – Principals, APs, and math teacher leaders will continue to address problems of practice (e.g. observing and supporting emerging instructional practice, implementation of new CCSS-aligned courses, academic intervention and acceleration); continue develop a consensus vision for quality mathematics learning and teaching for Oakland students that lives up to the promise of the Strategic Plan and the Common Core State Standards for Mathematics (CCSS-M); implement an inquiry-based leadership module for the district (through the Cohort) that promotes coherence and builds from local assets and successes.

2. Communities of practice – Bring together instructional leadership teams within the math cohort; continue to develop a strong all-administrator cadre; and continue to build community within the 2nd Wednesday teacher collaboration.

3. Instruction – During this implementation year of the Common Core, 2012-2013, teachers will rethink parts of their instructional role as they consider the implications of higher-demand tasks and signature pedagogy that brings to life the Standards for Mathematical Practice, and the student vital behaviors on the 5x8 student evidence-gathering card. Further, teachers will focus on strategies that ensure students meet the language demands of the Common Core tasks, and that academic language provides students opportunities to access deeper mathematical thinking and accomplishment.

4. Curriculum – In order to create and sustain equitable conditions for learning and interrupt patterns of historical inequality, middle schools will offer newly-designed math courses that align to the CCSS-M (Math 6, Math 7, and Math 8), include Formative Assessment Lessons, and have both high cognitive demand and multiple entry points for all learners. The new CCSS-aligned curriculum will be available on a curated, on-line OUSD core curriculum hub.

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Expanded AP Classes

Data and Outcomes – 2011-2012

Description of Program:

From "Innovations" in Appendix—Year 1 Goals:

Develop sufficient professional learning opportunities for teachers to deliver High Quality AP instruction, increase the number of trained teachers.

Data and Outcomes:

1. Advanced Placement students were recruited into classes at higher rates at the three large high schools, including a 54% increase in African American students and a 94% increase in Latino students. In addition, plans are being made to increase the number of Advanced Placement sections significantly for the 12-13 school year at McClymonds, Castlemont and Fremont.
2. Teachers are participating in summer Advanced Placement professional development, and we are working with Lynn Dodd, Bard Keeler and others from the College Board to increase additional professional development opportunities for teachers.
3. Academic support efforts have increased at all high schools to support students in Advanced Placement classes during the school year, both during the day and through the After-School Program. This is on-going work, but very promising.
4. AP teachers will be participating in the Advanced Placement Achievement Institute (APAI) in June. This Institute will teach teachers who are strong in content to also teach needed skills such as writing and strategic reading skills as well as content. This institute is aimed at creating academic success for all students who so choose to take an Advanced Placement course.

Schools Served:

Skyline High School, Oakland High, Oakland Tech, McClymonds, Castlemont, Fremont, Life Academy, CCPA

2012 – 2013 Objectives:

1. To continue increased access to AP Courses, particularly from underserved students.
2. To increase the number of AP courses taught at McClymonds High School from 1 to 6 (Both English, AP Government, AP Biology, AP Chemistry, AP World History)
3. To extend Professional Development opportunities to teachers through the ongoing support of the Advanced Placement Achievement Institute and new recruitment of teachers.
4. To continue our close partnership with College Board, to provide more teachers in AP techniques and content and to improve student outcomes in the classes.
5. To increase the number of schools using the Pre-AP SpringBoard curriculum to 9 Middle Schools and 3 High Schools

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Supplemental Educational Services Program

Data and Outcomes – 2011-2012

The Supplemental Educational Services program supports the OUSD strategic plan for Full Service Community Schools by helping prepare students for success in college and careers. The 2012-2013 program objective is to increase parent outreach and student participation.

The No Child Left Behind (NCLB) Act of 2001 enables parents to select supplemental educational services for their children. Supplemental educational services (SES) are additional academic instruction provided outside of the regular school day and designed to increase the academic achievement of students attending schools in Program Improvement (PI) Years 2 through 5. SES, or free tutoring, must be high quality, research based, and specifically designed to increase student academic achievement. Eligible students are all low-income students who attend Title I Program Improvement Years 2 through 5 schools.

School	Students Served	Students on Wait List	Total Students who Applied
Allendale Elementary	238	37	275
Alliance Academy	39	9	48
Ascend Elementary	150	121	271
Barack Obama Academy	1		1
Bret Harte Middle School	91	20	111
Bunche Academy	48		48
Business Information Tech HS	5		5
Claremont Middle School	77	7	84
Coliseum College Prep	29	20	49
College Prep. & Architecture Academy	15	7	22
Dewey Academy	75		75
East Oakland Arts HS	3	1	4
Edna M Brewer Middle School	74	51	125
Elmhurst Community Prep	27	9	36
Emerson Elementary	55	43	98
Esperanza Elementary	199	23	222
Franklin Elementary	226	119	345
Frick Middle School	117	32	149
Fruitvale Elementary	201	77	278
Garfield Elementary	201	81	282
Global Family School	200	19	219
Hoover Elementary	147	18	165
International Comm. Elementary	112	31	143
James Madison Middle School	55	11	66
Lafayette Elementary	133	25	158
Lakeview Elementary	61	45	106
Laurel Elementary	160	33	193
Lazear Elementary	155	17	172
Leadership Preparatory HS	9	1	10
M L King Jr Elementary	152	40	192
Mandela High School	20	2	22
Manzanita Community	146	32	178

Markham Elementary	158	53	211
Marshall Elementary	25	37	62
Maxwell Park Elementary	104	16	120
McClymonds HS	41	11	52
Media College Prep	16	1	17
Melrose Leadership Academy	130	1	131
Oakland High School	59	11	70
Oakland International HS	38	9	47
Oakland Technical High School	143	25	168
Reach Academy	68	12	80
Roosevelt Middle School	145	25	170
Roots International Academy	37	15	52
Rudsdale Continuation	47	1	48
Santa Fe Elementary	90	37	127
Skyline High School	114	19	133
Sojourner Truth Independent Study	50		50
Street Academy	3	1	4
United For Success	77	14	91
Urban Promise Academy	43	29	72
Westlake Middle School	89	16	105
Grand Total	**4698**	**1264**	**5962**

2012-2013 Objectives

1) Maximize Title I set aside for student services, commit 15% of the total Title I LEA allocation
2) Increase parent awareness and participation through the development of online parent resources and other strategies
3) Increase principal and staff awareness through the development of tools for online training

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SES Program Contact Information
Parent Hotline: (510) 879-8185
SES Free Tutoring Program
2111 International Blvd, Room 11
Oakland, CA 94606

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Supplemental Educational Program Services Team Members

</div>

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![Oakland Unified School District — Community Schools, Thriving Students]

Inquiry Learning Cohorts

Data and Outcomes – 2011-2012
May Update

Description of Program
OUSD is committed to providing opportunities for school teams to join an Inquiry Learning Cohort for **two full years.** Inquiry Learning Cohorts will bring various school sites, district partners and external partners together to focus on both problems of practice and leadership development through a model of inquiry in order to develop accelerate learning for students outside the sphere of success

2011-2012 Achievements

- LCI, EXOs, AAMA and FSCP staff collaborated to develop Inquiry Learning Cohort model
- Hosted Inquiry Learning Cohort open houses to present concept and receive feedback from schools about the Inquiry Learning Cohort model
- Conducted interviews of school teams that submitted applications to select school sites

2012-2013 Program Objectives

Participating cohort schools will:

- Receive 75+ hours of professional learning in a particular content area
- Build school leadership capacity
- Conduct and participate in site visits to share and learn best instructional practices
- Use multiple forms of student performance data to assess teacher and student learning

Participating Schools in Seven Inquiry Learning Cohorts

Pre-K-5 Balanced Literacy Cohort—Emerson, Sankofa, Redwood Heights, Think College Now, ACORN Woodland, Markham

Pre-K-5 Science and Literacy Cohort—Hoover, Joaquin Miller, Lafayette, Martin Luther King, Jr., PLACE at Prescott, Franklin, International Community School, Laurel, Burckhalter, Encompass, Howard, New Highland and Parker

Pre-K-5 Mathematics Cohort—Sequoia, Bella Vista, Bridges, Horace Mann, Brookfield and RISE

6-8 Mathematics Cohort—Claremont, Montera, Westlake, Edna Brewer, and Bret Harte

Pre-K-8 Dual Language Cohort—Manzanita Seed, Melrose Leadership Academy, CUES, Esperanza, and Global Family

Springboard Cohort—West Oakland Middle, Roosevelt, Frick and Madison

African-American Male Achievement Cohort—Claremont, Edna Brewer, Hoover, Martin Luther King, Jr., PLACE at Prescott, and Lafayette

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Elementary Science

Data and Outcomes – 2011-2012

The Elementary Science program supports the OUSD strategic plan for preparing students for Success in College and Careers by empowering teachers to provide quality science instruction to all elementary students in the Oakland Unified School District. (Goal 2A.1, 2A.2, 2C.2, 3A, 3B, 3C; pg 23, 24, 30, 32-36) To accomplish this goal the Science Department:

- Supports the implementation of the adopted FOSS science curriculum by providing kits to ALL 61 elementary school sites on a rotational basis every trimester
- Offers a series of site-based professional development sessions that focus on specific topics along a continuum of science instruction
- Provides a professional development series to elementary school principals and Lead Science Teachers from each school in order to build science leadership capacity among teachers and principals
- Supports 12 Science Focus Schools through on-site coaching and mentoring of teachers

FOSS Kit Rotation and Refurbishment
Maintain and deliver 1300 FOSS kits and 18 live organisms to all 61 elementary schools and 1000 teachers three times a year

Principal Professional Development Series
30 hours of professional development for all elementary principals

Lead Science Teacher Professional Development
34 hours of professional development for elementary teacher leaders in all 61 schools

On-Site Professional Development Topics at All 61 Elementary Schools	Number of Schools
Managing Science Instruction	9
The Nuts & Bolts of FOSS	15
Introduction to Science Notebooks	30
Advanced Science Notebooking	9
Developing Language through Science Instruction	10
Science Fair	14
Writing in Science	6
Reading in Science	2
Planning	7
Assessment	1
Total Sessions (as of 5/15/12)	**103**

12 Regional Focus Schools 3 On-Site PD Sessions, On-Site Bi-weekly Coaching and Mentoring		
REGION 1	REGION 2	REGION 3
Hoover	International Community	Esperanza Elementary
Lafayette	La Escuelita	Futures
Martin Luther King Jr.	Laurel	Korematsu Discovery Academy
PLACE @ Prescott	Think College Now	Encompass Academy

2012 – 2013 Objectives
• Increase K-5 classroom science instruction in every elementary classroom to meet or exceed the School Board policy
• Improve science instructional quality
• Increase science leadership capacity among teachers and principals
• Continue gains in science student achievement
• Deepen partnerships between Oakland Unified School District and local science organizations

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Balanced Literacy

Data and Outcomes – 2011-2012

Description of Program:

Goal 2: Prepared for Success in College and Careers • Year 1

Every student in the Oakland Unified School District will learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically, and reason mathematically for post-secondary success

INITIATIVE 2A: Core Curriculum
FOCUS 2A.1 Literacy

The OUSD Literacy team at Leadership, Curriculum, and Instruction aims to increase the literacy proficiency of prek-12th grade students in OUSD. The Literacy team provides curriculum, assessment, and professional learning guidance for prek-12th grade educators in order to improve instruction for students. The goal of the Literacy team is to ensure that all Oakland students are grade level readers and writers who become joyful, competent, and literate citizens. Through support to principals and teachers and in partnership with community based literacy organizations and families, the Literacy team is responsible for drafting, disseminating, and supporting the implementation of high quality curriculum and assessment tools to improve student literacy.

Focusing on the development of and implementation of an OUSD Literacy Framework and a Balanced Approach to Literacy, will focus on college and career literacies. It will include strategies to increase literacy for African American males, English Language Learners and Special Education students.

Students will progress 1.5 or more grade levels yearly in reading in order to meet or exceed grade level proficiency

Data and Outcomes:

1. Developed literacy framework and provided learning sessions for principals and teachers;
2. Developed core curriculum components and provided learning sessions for principals and teachers;
3. Engaged stakeholders beyond schools in the development of the application and review process
4. Selected aligned instructional materials including classroom libraries representative of student diversity for fourteen secondary sites
5. Purchase aligned materials for secondary reading classes at 14 sites and provided PD support to teachers
6. Provided professional development on Literacy strategies for struggling adolescent readers;
7. Implemented universal reading screening assessment, SRI, and provided PD support to analyze results and plan instruction aligned to student reading levels
8. Grant writing to expand classroom libraries in 40 elementary schools
9. Purchased, Supported, and Implemented Technology Based Literacy Intervention tools in 35 sites, prek-12

Schools Served:

Secondary Literacy Collaborative:	Technology Based Literacy Interventions:	
Alliance	Acorn-Woodland	Ascend
Bret Harte	Burckhalter	Encompass
Elmhurst Community Prep	Glenview	Hillcrest
Frick	ICS	La Escuelita
West Oakland Middle School	Alliance	Bret Harte
Castlemont Freshman Prep	Edna Brewer	Elmhurst
Coliseum College Prep	Frick	James Madison
Dewey Academy	Montera	Roots
Fremont High School	Roosevelt	United for Success
International High School	WOMS	Bunche
ISP	Castlemeont FPA	CCPA
Life Academy	Dewey Academy	Fremont
McClymonds	Life Academy	MetWest
Oakland High School	International High	Oakland High
Oakland Tech	Oakland Tech	Skyline
Roots	Rudsdale	
Rudsdale		
Skyline High School		

2012 – 2013 Objectives:

1. Provided systematic professional learning opportunities for prek-12 educators on the implementation of the ELA Common Core Curriculum and guiding principles of the OUSD Literacy framework
2. Align classroom, network, and community resources to best support highly effective literacy instruction in relation to guiding recommendations of OUSD Literacy framework
3. Increase/strengthen partnerships with Oakland Literacy Coalition, Oakland Reads 2020 campaign, and African American Male Achievement in order to provide aligned support to sites, teachers, and students
4. Provide aligned professional learning and implementation support for six schools in the Balanced Approach to Literacy Cohort
5. Provide aligned professional learning and implementation support for fourteen schools in the Secondary Literacy Collaborative
6. Strengthen the conditions for site based literacy leadership through a teacher leader model supported by central literacy specialists to support on-going sustained literacy improvement.
7. Increase student interest and enthusiasm for reading through awareness and reading of culturally relevant text.
8. Strengthen the development and support of Response to Intervention processes at sites in order to provide effective school-wide literacy supports for students.

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Investment in Innovation-
Secondary 6-12 and
College Board

Data and Outcomes – 2011-2012

Description of Program: As stated in the Strategic Plan: "through targeted site-based and centralized professional development the district will build high school teacher proficiency in academic literacy, differentiated instruction, interdisciplinary teaching, and mathematics instruction. Through strategic student recruitment and teacher professional development, high schools will increase the number of students successfully completing A-G requirements, taking Advanced Placement (AP) classes and passing AP exams."

Investment in Innovation (I-3) Grant awarded to High School Office to increase the number of Advanced Placement sections, provide teachers with professional learning opportunities, and increase the participation and success rate of students from under represented groups. The grant provides for College Readiness specialists who will work with SpringBoard schools, set up and improve systems for conferencing in schools, increase the number of Advanced Placement sections, teacher training and the number of students from under representative groups.

College Board completed an extensive "Diagnostic" in the fall of 2011 which concluded, among other things, that there is an observable lack of critical thinking going on in classrooms in middle and high schools.
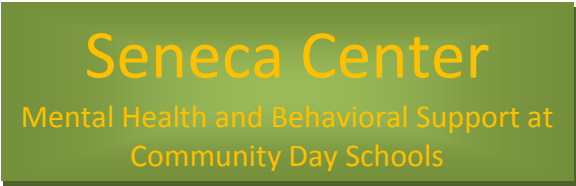
Data and Outcomes:
 On a scale of 1-5, the Oakland Unified School District came out as a "1", on the College Board Diagnostic process completed in November of 2011. The areas studied included: classroom observations in 5 high schools and 5 middle schools, interviews with principals, teachers, central office personnel, LCI and RAD personnel and district leadership. In addition, a wide array of documents were studied and included in the district assessment.

Schools Served:
Roots, Frick, Alliance, Elmhurst, United for Success, Madison, West Oakland Middle, Roosevelt Middle Schools (SpringBoard schools)
McClymonds, Oakland Tech, Oakland High, Skyline, Life Academy, Coliseum College Prep, Castlemont, Fremont

2012 – 2013 Objectives:
- To hire College Readiness Specialists to further the work
- To quantify the number of conferences for all high school students, especially 9th graders
- To quantify the increases in Advanced Placement sections, teachers prepared to offer and support AP and the number of students receiving an "A", "B" or "C" in an AP course
- To monitor increased Tier 1 interventions available to students at all high schools

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Seneca Center
Mental Health and Behavioral Support at Community Day Schools

Data and Outcomes – 2011-2012

Description of Program: Seneca Center mental health and behavioral support services at Community Day Schools support the OUSD Strategic Plan in building full service community schools and preparing students for success in college and career. Specifically, the following goals are supported:

- **"A set of specific straegies to better serve at risk youth will be developed…"** Focus 2B.3 Secondary Education, pages 26-27
- **"Create a system that makes equitable social and emotional supports available for high needs students"** Appendix A Year One Landmarks, Goal 1:Safe Healthy & Supportive Schools, School Culture & Conditions page 2
- **"Modify the delivery of services so that priority and focus is given to the schools serving the students with the greatest need…"** Initiative 4A: Central Organization "In Service Of…" Phase 2 Place Particular Focus on Students with the Highest Need, page 42

Data and Outcomes (as of May 17, 2012)

Total Students Served	78 students		Group Rehab	81 hours
Individual Therapy	400 hours		Caregiver meetings on campus	83 meetings
Individual Rehab	1,395 hours		Home visits	22 visits
Group Therapy	88 hours		Family Therapy/Collateral Work*	235 hours

*Collateral work includes consultation and collaborative meetings with teachers, family members, probation officers, and other adults in the student's /family's support network.

- **Primary diagnoses of students served include Mood Disorders (Depressive, Dysthymic), Anxiety (Separation, PTSD), and Attention-Deficit and Disruptive Behavior Disorders**.

- **Achievement Highlights for Barack Obama Academy students:**
  - **68% earned a higher GPA in core subjects in their first semester at BOA compared to previous school year prior to enrolling at BOA.**
  - **85% of students had a lower suspension rate during their first semester at BOA compared to previous school year prior to enrolling at BOA.**

Schools Served: Community Day High School, Community Day Middle School, Barack Obama Academy

2012 – 2013 Objectives:

- Increase number of students with passing grades in core subjects by 20%
- Increase average daily attendance of students with low attendance rates to 80%
- Reduce the number of disruptive behaviors leading to suspension and decrease suspension rates by 20%
- Successfully prepare students to transition into mainstream schools

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Dual Credit - Peralta
System-OUSD

Data and Outcomes – 2011-2012

Description of Program:
Goal 2—Prepared for Success in College and Career—YEAR ONE GOAL
- Develop two additional DUAL Credit programs in collaboration with the Peralta Community College District

Three new courses were developed in articulation with the Peralta Community College for the new Green Academy at Skyline High School and approved. However—because of major resource challenges within the Peralta Community College System and rapid turnover of staff—the progress on this goal was made—but is not what we would have hoped.

Overall—it remains as a major goal to develop articulation agreements with the Peralta Community College System for more classes, including academic courses that sit outside of the Career Technical (CTE) realm.

Data and Outcomes:
 There are currently 17 courses in OUSD high schools which have articulation agreements with the Peralta Community College System. Students who complete these courses within OUSD receive high school credt, but they also receive credit within the Peralta system—which essentially waits for them until they attend the Peralta system after high school. All current dual credit courses are within the area of Career Technical Education. The current courses are listed below:

Castlemont: Computer Graphics , Computer Programming I, II and Culinary Arts
Fremont: Architectural Design and Drafting, Graphic design, Construction 1 and 2
Radio/TV 1 and 2, Art and Graphic Design
McClymonds—Art 1, Advanced Art
OHS—Art 1 and Photography 1
Oakland Tech—Art 1, Adv Vocational Drafting or Arch Design & Drafting (1 or 2), Graphic Design, Computer Networking 1, 2
Computer Programming 1, 2
Computer Technology
Health Academy Physiology
Skyline: Adv Vocational Drafting or Arch Design & Drafting (1 or 2), Art I, Graphic Design, Video Production
Computer Technology

Schools Served:
Castlemont, Fremont, McClymonds, Oakland High School, Skyline High School, Oakland Technical High School

2012 – 2013 Objectives:
The Key objective for 12-13 will to work more closely with the Peralta Community College to extend dual credit opportunities to students. If resources allow, we would like to expand by 2 courses per high school in 12-13.

Revolution Prep CAHSEE Support & Algebra Readiness Pilot

Data and Outcomes – 2011-2012

Description of Program:
As stated in the Strategic Plan, "the district will support innovations in the development of strategies to accelerate learning and build skills for students who enter high school with below grade level reading, writing and math skills." *CAHSEE 380* and *CAHSEE Intervention* are online programs designed to support first-time CAHSEE testers (*380*) and those who have not passed one or both sections (*Intervention*). Program provides initial diagnostic, tailored support to target students' identified weaknesses, gives additional practice and rationale for correct answers to help students master processes (not just test-taking skills). Three sites also piloted Revolution Prep's Algebra Readiness Program, which includes Algebra Readiness, Algebra 1 and Geometry practice curriculum.

Data and Outcomes:

School Site	Avg # of Students per Session
Bunche	2.3
CBIT	1.2
CCPA	8.4
Dewey	2.2
Far West	8.6
Mandela	10
McClymonds	30.9 (**only Algebra Readiness – no CAHSEE**)
Media	3.5
Met West	5.5
Oakland High	20.2
Oakland Tech	19.2
Skyline	4.6

With a Revolution Prep project manager (from CCRO) to oversee program implementation, use by some sites was increased compared to previous years.

Note: Oakland High's rates are higher due in significant part to students' sustained participation in the Algebra Readiness Pilot.

Rev Prep CAHSEE Prep School	Grade Level	Math Pass Rate – Feb 2012	ELA Pass Rate – Feb 2012
Bunche	12	30	35
CBIT	10	53	54
CCPA	10	73	78
Dewey	12	28	20
FarWest	10	47	61
Mandela	10	53	49
MetWest	10	72	87
O-High	10	63	59
Tech	10	80	79
Skyline	10	68	78

Schools Served:

Bunche, CBIT, Coliseum College Prep, Dewey Academy, FarWest, Mandela, McClymonds*, Media, MetWest*, Oakland High*, Oakland Tech, Skyline

*: Algebra Readiness Pilot site

2012 – 2013 Objectives:

 - Increase usage by 2011-12 schools by 20%

- Increase usage by non-2011-12 schools by 3 add'l schools (targeting Fremont, Castlemont, and one continuation school)

- Increase CAHSEE passage rates (for 10th grade first-time testers) by 10%

- Greater oversight of site usage and monthly reporting/monitoring student progress

- Secure additional computers dedicated for Rev Prep work at sites where needed

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Data and Outcomes – 2011-2012

Description of Program:
Community Schools Thriving Students Strategic Plan Reference
Goal 2: Prepared for Success in College and Careers, Initiative 2C: Accelerating Students Through Targeted Approaches, Focus 2C.4: African American Male Achievement, page 30

African American Male Achievement (AAMA) aims to increase equity for African American males in our schools, while also improving the academic and cultural experience for all students in Oakland. AAMA uses professional development and cultural transformation methods to improve outcomes for African American male students. Through the Voluntary School Study Team (VSST) process, AAMA brings together stakeholders from all areas of a school community to improve culture, conditions, and competencies for African American males. These stakeholders include: students, families, teachers, school support staff, administrators, and community members. Schools participating in the VSST process have access to AAMA programs and initiatives, such as: African American Family Summits, Manhood Development, Read2Lead, StoryBridges, and Student Leadership Council.

Data and Outcomes:

AAMA has successfully implemented the following programs and initiatives:
- Manhood Development Program
- Read 2 Lead Program
- Voluntary School Site Study Team Pilot
- Student Leadership Council
- Parent Lecture Series
- School Site Inventory
- Community Meetings
- Robo- Calls
- Man up Conference

Learning Outcomes:
- Becoming Life Long learners
- Increasing awareness of challenges and blessings of being an African American male student
- Learning to Successfully Navigate School
- Improving Writing skills
- Improving Organization Skills
- Increasing Emotional Intelligence (EQ)
- Increase student interest in reading
- Increase student awareness of culturally relevant text
- Increase student enthusiasm in reading
- Increase teacher awareness of culturally relevant text

AAMA Partnerships:
- Summer Engineering Experience for Kids
- Teach Tomorrow In Oakland
- Summer Literacy Program
- Boys and Men of Color Initiative
- Question Bridge
- Be a Mentor
- The Mentoring Center
- UC Berkeley Destination College
- East Bay College Fund

2010- 2012 Year Over Year Average GPA for Students in AAMA Interventions
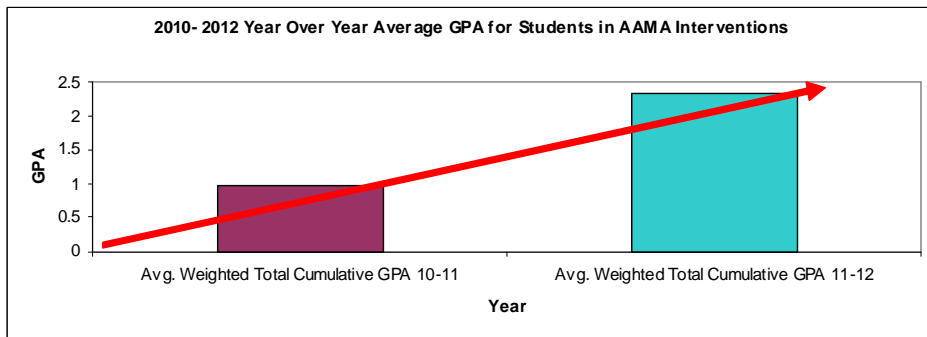
Schools Served:

Manhood Development Sites	Read2Lead Sites	VSST Pilot Site
- Oakland High	- Oakland Tech	- Edna Brewer
- McClymonds	- Martin Luther King, Jr.	
- Oakland Tech	- Lafayette	
- West Oakland Middle School	- Westlake	
- Edna Brewer	- Hoover	
- Fremont	- Prescott	
- Castlemont	- Sankofa	

2012 – 2013 Objectives:

- Implementation of VSST Inquiry Cohort at 8 schools (Lafayette, Prescott, Martin Luther King, Jr., Hoover, West Oakland Middle School, McClymonds, Edna Brewer, and Claremont)
- Increase and/or strengthen partnerships with district, community, political, agency and local business stakeholders
- Increase scope of Manhood Development and Read2Lead Programs
- Full implementation and integration of StoryBridges program
- Coordinate and facilitate summer interventions for African American male students
- Begin audit of Central Office systems, structures and policies in support of African American male students

![Oakland Unified School District — Community Schools, Thriving Students]

Program Name: Teacher on Special Assignment, Acceleration High Schools

Data and Outcomes – 2011-2012

Description of Program:

The Teacher on Special Assignment position at three Acceleration High Schools (Castlemont, Fremont and McClymonds) is intended to radically shift the instructional preparation and collaboration time for our teachers resulting in stronger outcomes for students. Research bears out the need for teachers to have quality time to prepare for their school year and to collaborate in order to execute a high quality academic and social/emotional program. To do this, OUSD has invested considerable resources into giving teachers an additional 18 days of paid planning time both before the start of the school year and after the finish of the school year. TSA planning time will be specifically dedicated to moving teachers toward the Common Core State Standards, strengthening Linked Learning Pathways, reducing suspension disproportionality and creating a rigorous college-going culture.

Goal 3: High Quality & Effective Instruction • Year 1
Every student in the Oakland Unified School District will have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

Goal 2: Prepared for Success in College and Careers • Year 1
Every student in the Oakland Unified School District will learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically, and reason mathematically for post secondary success.

Data and Outcomes: The impact to date on student achievement cannot be measured yet. However, we do know that we have staff members at the three Acceleration High Schools who are aligned to the new visions of the school, are committed to the students and community and who will invest significant extra time to prepare to successfully impact our students.

To determine the success of hiring Teachers on Special Assignment, we will look at all relevant data. Specifically, we will consider GPA, credits, suspensions, attendance, students/family satisfaction data, CAHSEE rates and AP success rate.

Schools Served: Castlemont, Fremont and McClymonds High Schools

2012 – 2013 Objectives: Radically improve the outcomes for students by providing high quality instruction in every classroom. Specifically, hire a group of teachers dedicated to the mission and vision of the Acceleration High Schools and give them the dedicated time and Professional Development they need to prepare for success.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

ASES and 21st CCLC
After School Programs

Data and Outcomes – 2011-2012

Description of Program: Out of School Time (OST) extended learning programs, including comprehensive after school programs, are a foundational element of full service community schools. Through after school ASES and 21st Century Community Learning Center grant funding from the CA Department of Education, and match funding from the City of Oakland's Oakland Fund for Children and Youth, OUSD has developed a districtwide network of high quality after school programs that extend student learning, support students' overall health and well-being, complement school site goals, and are aligned to OUSD's Strategic Plan. OUSD After School Programs support Strategic Goal #4: Building the Full Service Community District.

OUSD After School Programs are created through partnerships between schools and 18 local community-based organizations with expertise in youth development and longstanding relationships with school communities. Serving approximately 9,000 students daily, After School Programs operate daily until 6 pm and include academic support (e.g. tutoring, CAHSEE prep, Credit Recovery), enrichment (e.g. arts, STEM, gardening), physical activity, college and career readiness programming, internships, and youth leadership opportunities. Programs serve approximately 9,000 students daily. After School Programs seek to provide children and youth with safe and educationally enriching alternatives during non-school hours and supportive additional services. Based on national quality standards for youth development, programs provide students with safe, supportive, interactive, and engaging after school experiences that support young people's development to their full potential.

Data and Outcomes: (Our current 2011-12 evaluation report will not be completed until Fall 2012. Data below is preliminary, and also based on a pattern of findings from the past several years after school evaluation reports.)

- OUSD After School Programs predominantly serve students of greatest concern to the OUSD, including approximately 40% African American students, and 40% Latino students on average districtwide. After School Programs work in partnership with school site leadership to target students for programming based on review of data and identification of needs, including academic and social emotional needs.
- OUSD After School Programs serve approximately 9,000 students daily, and approximately 19,000 students over the course of the school year.
- After school partners leveraged over $2 million in additional funding and in-kind resources to support OUSD after school programs and augment seed funding from CDE after school grants.
- The Oakland Fund for Children and Youth contributed over $5 million in match funding to support OUSD after school programs. OUSD and OFCY have a shared annual after school evaluation project.
- OUSD After School Programs are outperforming similar programs nationally, based on the Youth Program Quality Assessment nationally normed point-of-service quality assessment tool.
- Based on surveys of participating youth, families, teachers, and principals, after school student participants gained increased sense of safety, increased opportunities to try new experiences, improved social skills with peers, increased sense of connection with school, increased opportunities for career exploration, increased confidence in graduating from high school, and improved study skills.

- Annual evaluation results consistently find that students who participate in After School Programs have improved school day attendance. School day attendance rates improved among all after school program participants in the 2010-11 program year. 74% of program participants met District goals of a 95% school day attendance rate in 2010-11; by comparison, just 68% of these same students had 95%+ school day attendance in 2009-10. (awaiting data for 2011-12)
- Improved academic performance is not a *direct* outcome of program participation, but evaluation findings show that After School Programs do *contribute* to improved academic achievement in school (data below is based on 2010-11 evaluation findings; awaiting 2011-12 findings):
- English Learners who participated in out-of-school time programs were slightly more likely to be re-designated as fluent in English (14%) than English Learners at the same schools (13%). More frequent participation in out-of-school time programs is associated with a greater likelihood of re-designation.
- There is a statistically significant relationship between after school participation and scoring Proficient or Advanced on the California Standards Test in English Language Arts or Math. Holding demographic and prior academic performance constant, youth who attend after school programs for 100 days are about 20% more likely to score at Proficient or Advanced than students who attended after school programs for just a few days.
- The OUSD Summer Learning Unit and After School Programs Unit, in partnership with key community partners, collaboratively secured $450,000 in additional grant funding to expand summer school for 1020 students at 14 elementary and middle schools to include an additional 3 hours of STEM and afternoon enrichment provided by OUSD's after school youth development partners, in partnership with Techbridge and the OUSD Science Department.

Schools Served: Comprehensive after school programs funded by ASES and/or 21st Century Community Learning Center grants operate at 84 schools in OUSD, including almost all schools with a Free and Reduced Price Meal percentage of 40% or above.

53 Elementary Schools	15 Middle Schools	16 High Schools
ACORN Woodland	Alliance Academy	McClymonds
Allendale	Barack Obama Academy	College Prep and Architecture @ Fremont
ASCEND	Bret Harte	Colliseum College Prep Academy (middle & high)
Barack Obama Academy/Community Day School	Claremont	Dewey Academy
Bella Vista	Edna Brewer	Far West
Bridges At Melrose	Elmhurst Community Prep	LIFE Academy
Brookfield	Frick	Mandela @ Fremont
Burckhalter	Madison	Media Academy @ Fremont
Carl Munck	Melrose Leadership Academy	Met West High
Cleveland	Roosevelt	Oakland High
Community United	ROOTS	Oakland Technical
East Oakland Pride	United For Success	Ralph J. Bunche Academy
Emerson	Urban Promise Academy	Rudsdale Continuation
EnCompass Academy	West Oakland	Skyline
Esperanza	Westlake	Street Academy
Franklin		Castlemont Freshman Prep Academy
Fruitvale		

Futures
Garfield
Glenview
Global Family
Grass Valley
Greenleaf
Hoover
Horace Mann
Howard
International Community School
Korematsu
La Escuelita
Lafayette
Lakeview
Laurel
Lazear
Learning Without Limits
Lincoln
Manzanita Community
Manzanita SEED
Markham
Marshall
Martin Luther King Jr
Maxwell Park
New Highland Academy
Parker
Peralta
Piedmont Avenue
PLACE at Prescott
REACH Academy
RISE
Sankofa Academy
Santa Fe
Sequoia
Sobrante Park
Think College Now

2012 – 2013 Objectives:
- Ensure that all OUSD After School Programs are compliant and meet auditing requirements and Federal Program Monitoring expectations.
- Continue to maintain strong district partnerships with partnering community based organizations and with the Oakland Fund for Children and Youth; support alignment between the OUSD Strategic Plan and the efforts of OUSD After School Lead Agency partners. Support strong partnerships between school sites and community partners. Cultivate new partnerships as needed.
- Provide a coherent, districtwide system of after school professional development that increases after school practioners' capacity to develop and implement high quality Out of School Time programming based on national quality standards for youth development that result in desired direct outcomes for youth.

- Coordinate with other resource units within the Family, School, and Community Partnerships Department to increase and strengthen delivery of additional support services in the Out of School Time hour.
- Coordinate with the Leadership, Curriculum, and Instruction Department to increase opportunities to integrate more STEM, hands-on math aligned with the new Common Core Standards, literacy and English Language Learner support in after school programs, and provide professional development to build the capacity of after school staff to support student learning within the after school context.
- Seek additional grant funding to sustain and enhance OUSD after school and summer programs.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Caring School
Community

Data and Outcomes – 2011-2012

Description of Program:

Caring School Community (CSC) supports the OUSD strategic plan for Goal 1: Safe, Healthy, and Supportive Schools; Initiative 1: Building Oakland's Community Schools (p. 16).

CSC helps to create safe and supportive environments where all students can thrive academically, socially and emotionally. CSC builds community among students, faculty, and families with common expectations, language and structures. CSC improves the school climate, making it a place where the sense of connectedness is felt throughout the entire school. Students learn to take responsibility for their own learning and behavior; they also learn the shared values of fairness, helpfulness, caring and respect. The program's components – class meetings, a cross-grade buddies program, home-side activities, and school wide community-building all support student learning. CSC professional development helps develop collaborative leadership skills and competencies for principals and K-5 teacher leaders, as well as supporting teacher learning through site-based professional learning communities.

Data and Outcomes:

STUDENTS K - 5	6,847	CSC at least one lesson per week (30 – 60 minutes)
TEACHERS	301	* Nine hours of PD in grade level teams with CSC Staff Developer * Twelve hours of site-based PD with CSC Leadership Team * Thirty to sixty minutes per week of program implementation
CSC TEACHER LEADERS	47	* Thirty hours of cross-district PD with CSC Staff Developers * Twelve hours of on-site PD with CSC Staff Developer * Design and provide 12 hours of site-based PD to colleagues
CSC PRINCIPALS	19	* Fifteen hours of PD with CSC Staff Developers as part of their CSC Leadership Team * 1:1 Coaching with CSC Staff Developer as needed

- Students report a greater understanding of divergent points of view and a safer environment to talk about their concerns. Students also report that it is challenging to practice these skills outside of their classrooms.
- Teachers report a calmer classroom environment with fewer disruptions as well as learning more about their students through class discussions. Teachers also report that it is challenging to facilitate class meetings with authentic student voice.
- Principals report fewer office referrals and a calmer school climate. Principals also report that it is challenging to allocate time to support the CSC PD at their sites with competing district priorities.

Schools Served:

Carl Munck, Community United, Crocker Highlands, East Oakland Pride, Emerson, Garfield, Hoover, International Community School, Joaquin Miller, Korematsu, Lakeview, Markham, Maxwell Park, Montclair, Parker, Redwood Heights, Santa Fe, Sequoia, Thornhill.

2012 – 2013 Objectives:

Caring School Community will add ten additional elementary schools in 2012 -13. CSC will also partner with Pre-K, After School Programs and the Math Department in a Math Cohort of six schools that will integrate CSC with the new Common Core Math Standards. The goal is to transfer the SEL skills and competencies that students learn in CSC activities to mathematics instruction. This is a unique partnership that includes all three elements in OUSD's Community Schools Model for Change and Action.   In 2012-13 Caring School Community will be in over half of OUSD's elementary schools.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

School-Based
Health Centers

Data and Outcomes – 2011-2012

Description of Program:
Goal 1: Safe, Health and Supportive Schools; Initiative 1: Building Oakland's Community Schools, p.16
Goal 4: Building the Full Service Community District; Initiative 4C: Serving the Whole Child, p.47
OUSD's school-based health centers (SBHCs) are a partnership between OUSD, Alameda County, the City of Oakland, as well as a number of community-based organizations. There are currently 14 SBHCs serving students in OUSD schools with another opening in the fall of 2012. Some of the SBHCs also treat family members, including siblings and parents, or other members of the community. Oakland SBHCs offer a range of medical, mental health, health education, and youth development programs and services. School-based health centers at the five middle schools participating in the Elev8 initiative also are equipped with dental operatories and provide dental screening and treatment on-site.

Data and Outcomes:
To date in 2011-12, the SBHCs have provided a total of 25,320 visits to 5,820 clients. Almost 60% of clients were female and 41% were male. Approximately 35% of visits (N=8638) were for medical, 31% (N=7730) for individual behavioral health, 23% (N=5878) for first aid, 5% (N=1295) for health education, 5% (N=1305) for dental, and 2% (N=474) for group behavioral health. Additionally, through 1,580 SBHC sponsored events and activities (e.g., peer health education programs, health fairs), the health centers made an additional 39,665 contacts with students and families. An annual SBHC evaluation is conducted by UCSF, and additional data will be available in November 2012.

Schools Served:
- Alliance Academy Middle School and Elmhurst Community Prep Middle School
- Castlemont High School Campus
- Coliseum College Prep Academy and ROOTS International Middle School
- *Downtown Education Complex (Dewey, Met West, La Escuelita, 2 Child Development Centers): Fall 2012*
- Fremont High School Campus
- Frick Middle School
- Madison Middle School
- McClymonds High School
- Oakland High School
- Oakland Technical High School and Street Academy
- Roosevelt Middle School
- Skyline High School
- United for Success Middle School & Life Academy High School
- Urban Promise Academy, WORLD and Achieve Charter Schools
- West Oakland Middle School and KIPP Bridge Charter School

2012 – 2013 Objectives:
- Increase number of clients seen and number of visits at SBHCs opened within last 18 months
- Expand SBHC services to feeder schools, neighboring schools, and family and community members as appropriate
- Develop plan to address gaps that were identified in health service gaps analysis completed in May 2012

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

School Portfolio
Management

Data and Outcomes – 2011-2012

Description of Program:

Pursuant to Page 60 of the Strategic Plan, School Portfolio Management efforts strive to expand quality and release resources through a process of developing and implementing a range of restructuring recommendations. This includes ensuring that we have the right mix and number of high quality schools and programs to serve all learners. These recommendations will include expanding programs, consolidating programs, transforming schools, and school closures. The recommendations will be the result of analysis into factors such as quality review findings, school academic performance, enrollment, fiscal sustainability, "opportunities to learn" for all students, location, facilities and other physical assets, as well as how individual school programs fit within a broader portfolio of schools.

Data and Outcomes:

To date, the following restructuring has been initiated;

School Restructuring Criteria developed in alignment with the Strategic Plan goals, passed unanimously by the Board of Education in August, 2011. Criteria applied a range of factors to support decision-making regarding establishing the sustainable number of schools for the District. As a result of the application of this criteria, along with additional standards and procedures, the Board of Education approved a set of Restructuring Recommendations in October 2011, November 211, and January 2011.

The Board approved the Closure of five elementary schools. This has resulted in the transition of approximately 875 students to new schools. Approx. 90% of new placements are in higher performing schools, based on API scores. Targeted and continuous transition support for students, families, staff and leadership has been provided throughout the year. The closures have resulted in a meaningful increase of enrollment across as many as 45 elementary schools, providing much needed resources to both improve the quality of programming and services, as well as increase each school's long-term sustainability.

As a result of the approved school closures, two school mergers are in development for 2012-13. Staff has facilitated ongoing coordination meetings as well as supported site-based community engagement efforts to effectively merge two schools into a single school program. Emphasis has been in settings where substantial numbers of closing school students are transitioning.

The Board approved the Consolidation of two multi-school campuses serving high school students. This has resulted in the design of two single school campuses to begin operation in fall, 2012. These schools underwent a year-long re-design process that engaged a variety of stakeholders. Each campus has experienced an over-all increase in student enrollment following multiple years of steady decline.

The Board approved Grade Configuration change of five campuses. These grade configuration changes include

three K-5 schools becoming a PreK-8, one high school becoming a 6-12 school, and one middle school becoming a 6-12 school with a long-term plan to merge with the neighboring elementary school to serve PreK-12. These schools have begun a multi-year incubation and support process that engages a design team comprised of various stakeholder in the development of an expanded grade plan.

The Board approved the expansion of two high performing, small elementary schools serving high percentages of African American students. The expansion goals have contributed to efforts within both school communities to develop expansion plans facilitated by the District. In one school, the expansion will be achieved through a merger with one of the approved closing schools. In the second school, the expansion will be achieved through a proposal for either an on-site facility expansion or alternate site relocation.

Schools Served:

School Closures:
Lakeview Elementary
Lazear Elementary
Marshall Elementary
Maxwell Park Elementary
Santa Fe Elementary
Receiving Schools:
53 Elementary Schools

Consolidating Schools:
Fremont High School
Castlemont High School
Far West High School
Community Day School

Expanding Schools:
Burckhalter Elementary
Kaiser Elementary

Expanding Schools:
Greenleaf Elementary
La Escuelita Elementary
Life Academy'
Madison Middle School
Sankofa Academy

Merging Schools:
Grass Valley and Marshall Elementary
Burckhalter and Lakeview Elementary

2012 – 2013 Objectives:

> Align the ongoing application and incubation process for grade configuration changes that applies lessons learned, integrates school quality standards, and provides the supporting conditions to ensure more students have access to high quality programs.

> Review the enrollment trends, attendance area demographics and facilities capacity of all schools to establish both district-wide and individual school enrollment targets.

> Conduct a shared campus evaluation to determine the long-term sustainability and ongoing quality of the multiple programs on a single campus.

> Facilitate cross-departmental Facilities Utilization Committee to annually review and manage the placement of programs, including charter schools and partner organizations, within District facilities.

> Integrate the Community School Strategic Site Plan, Balanced Score Card, and School Quality Review results to facilitate significant interventions in the case of under-performing or unsustainable schools to ensure continuous improvement and long-term sustainability. Interventions may include school re-design, diverse provider strategies, and/or consolidations and mergers.

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Office of School Quality Review

Data and Outcomes – 2011-2012

Description of Program:

As called for in OUSD's Strategic Plan (Goal 5: Accountable for Quality; Initiative 5A: Ensuring, Reviewing, and Building High Quality Schools & District, pp. 54-58), it is the responsibility of the Office of School Quality Review (SQR)

- to describe how our schools are becoming quality Full Service Community Schools (FSCS) and how our central services are effectively supporting schools to become quality schools, and
- to initiate the processes by which schools and central services are held accountable for reaching quality.

Using our Board-adopted definition of quality, our "School Quality Standards", the Office of School Quality Review oversees a process which gathers evidence from multiple sources and perspectives, to evaluate what is happening inside of our schools and how that results in the outcomes our schools are achieving. In the SQR, a diverse team of central managers, site principals, teachers, community leaders and students "inspect" each school in the OUSD, through observations, interviews, and document/data analysis conducted during 3-4 day site visits. The findings of the SQR are then shared, in a variety of formats and forums, to engage the school staff, the community and central services staff in a shared reflection on each school's strengths and challenges and to support their strategic planning and implementation to create quality full service community schools for every child and family. All schools in OUSD will be reviewed once every 3 years.

Data and Outcomes:

School Quality Standards:
- SQR staff has completed a version 1 rubric-based assessment tool for each of the School Quality Standards that measures a school's stage of development toward each standard.

School Quality Review Teams:
- Approximately 80 OUSD school principals, central services managers, teachers and students have been trained in the school quality review process and tools and conducted reviews as part of 15 teams.

School Quality Reviews:
- 15 schools (9 elementary and 6 middle) schools were selected and reviewed for this first year of School Quality Reviews. 3 elementary schools and 2 middle schools were specifically reviewed because of the outstanding performance of their African American students, with the expectation that reviews there reveal effective practices that can be shared across our system.
- 11 School Quality Review reports have been completed, with a total of 15 done by June 15.

School Quality Review Dissemination:
- SQR staff is facilitating the dissemination of SQR findings and the strategic planning based on the findings, in an effort to ensure schools implement improvements based on the SQR. This facilitation will support schools to "engage in efforts to expand, replicate, and/or knowledge share" about best practices, including those that address African American males and other under-served populations.
- Various trainings and meetings are on-going to build understanding with District staff and with community-based organizations and individuals.

Schools Served:

Region One: Westlake MS, Montera MS, Chabot ES, Lafayette ES, and Sankofa ES
Region Two: Roosevelt MS, Urban Promise Academy, Franklin ES, Garfield ES, and Learning Without Limits ES
Region Three: Frick MS, Madison MS, Burckhalter ES, EnCompass Academy, Markham ES

2012 – 2013 Objectives:

- Refine the SQR processes and include more stakeholders on the SQR Teams.
- Add high schools to the types of schools reviewed.
- Review 22 schools in all for the year.
- Refine analyses across schools and central services to support improved supports and accountability for reaching quality.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Expanding Schools Development

Data and Outcomes – 2011-2012

Description of Program:

Goal 5: Accountable for Quality

The Oakland Unified School District will be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

Initiative 5A: Ensuring, Reviewing, and Building High Quality Schools & District, and

Initiative 5B: Balanced Scorecard & Performance Management, pg. 60.

The Expanding Schools Development (ESD) program supports schools to complete the application and planning process for a grade level expansion. "Expansion" involves adding additional grade levels to a school's current grade configuration, such as growth into a Pre-K to grade 8 school, a grade 6 to grade 12 school, and a Pre-K to grade 12 school.

The ESD program provides guidance through the application process, including general planning sessions, individual site support, coordinating with Facilities, and facilitating participation of central leadership to review applications.

Following a successful application and Board of Education approval to expand grade levels, schools enter into an intensive series of planning sessions and site support, called an Incubator. In 2011-12, the Incubator included six full-day planning sessions from January to June, individual site support and targeted technical assistance, and support to complete planning deliverables. ESD also participated in numerous cross-departmental meetings to facilitate schools' transition into a new grade configuration.

Data and Outcomes:

1. Review of letters of interest from 10 schools expressing a desire to expand
2. Targeted support for 5 schools to complete the application process
3. Successful Board approval for 5 school expansions
4. Incubation support planning sessions:
    - January 20, 2012
    - February 10 2012
    - March , 2012
    - April 5, 2012
    - May 18, 2012
    - June 8, 2012
5. Content covered in the Incubator:
    - Program planning to the Common Core State Standards
    - Developmentally-appropriate program design for the full site grade configuration
    - Development of a Theory of Action for grade level expansion
    - Planning for and managing change in an educational setting
    - Operational support
6. Participation in community meetings related to expansion at current and prospective expansion sites
7. Development of a rigorous process for applying for grade level expansion
8. Engaged stakeholders beyond schools in the development of the application and review process

Schools Served:

Schools Expanding Grade Levels:
Greenleaf Elementary School: Expand from a K-5 to a Pre-K-8 beginning in 2012-13
La Escuelita Elementary School: Expand from a K-5 to a K-8 beginning in 2013-14
Sankofa Academy: Expand from a Pre-K-5 to a Pre-K-8 beginning in 2012-13
Life Academy: Expand from a high school (grades 9-12) to a 6-12 beginning in 2012-13
Madison Middle School: Merge with Sobrante Park Elementary School and expand into a Pre-K-12 school beginning in 2013-14

2012 – 2013 Objectives:

- Support the District to coordinate its efforts to evaluate the quality of our schools around a common set of standards and align of processes like ESD with other school change initiatives in the district.
- Initiate an application process for grade configuration changes by January of 2013.
- Provide site-based support and general planning sessions in advance of the application for schools interested in expanding.
- Ongoing evaluation and support for school expansions.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Panasonic Foundation

Data and Outcomes – 2011-2012

Description of Program:

• **FOUNDATION BACKGROUND**

"The Panasonic Foundation partners with public school districts and their communities to break the links between race, poverty, and educational outcomes by improving the academic and social success of ALL STUDENTS: ALL MEANS ALL…Since 1987, the Panasonic Foundation has worked in long-term partnership with large urban school districts in the United States to help them become what would be, in essence, _new systems of equity and quality_ in which all students are educated to high levels - in every school, in every classroom, and regardless of background."

• **INVESTMENT IN OAKLAND**

Panasonic's investment with their ten (10) partner districts is long-term (e.g., they have been involved with some districts for over 10 years). The foundation invited Oakland into their Leadership Associates Program (LAP) this year – with a model of providing technical support and consulting from teams of long-time experts and practitioners (e.g., Teachers, Principals, Superintendents, State Education Leaders). In several of their partner districts, they focus on potential work with boards, unions, and district leadership.

• **VISITS**

With each monthly visit, the foundation's team works to get a sense of what's happening in Oakland and how they can help. Their support is deep technical assistance for many years, rather than a particular program or project. They are looking to find the best leverage of their expertise with our needs - places where they can support us and make a difference over time.

Data and Outcomes:

The Panasonic Foundation began their partnership with OUSD in January 2012 and has started monthly visits through June 2012 to gather information. In July 2012, the foundation will design its Achievable Results (AR) statement – articulating the first phase goals and outlining the data metrics that they will use to measure progress and outcomes.

Schools Served:

In other districts, the Panasonic Foundation sometimes works with a set of schools for intensive technical assistance. As the foundation is still in its beginning information-collecting phase, they have not identified a set of OUSD schools yet. As part of their due diligence, they have looked at different networks and clusters of OUSD schools (e.g., regions, transformation network, STEM corridor).

2012 – 2013 Objectives:

The Panasonic Foundation began their partnership with OUSD in January 2012 and has started monthly visits through June 2012 to gather information. In July 2012, the foundation will design its Achievable Results (AR) statement – articulating the first phase goals and outlining the data metrics that they will use to measure progress and outcomes. This statement will present the 2012-2013 objectives for their work in OUSD.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Blended Learning Pilot

Data and Outcomes – 2011-2012
May Update

Description of Program
Blended Learning is an instructional approach that combines face-to-face classroom time and online instruction with the use of adaptive instructional technology. This hybrid approach to learning will provide teachers more teaching time to individualize learning experiences for students.

OUSD Blended Learning 2011-2012 Updates
Hire Blended Learning Instructional Coach Blended Learning Instructional Coach will provide support for approximately 30 pilot teachers at the four schools in the pilot project for Cohort 1 starting Spring 2012. The coach will assist teachers/staff in adopting new practices and technologies in blended learning environments, assist administrators in devising school wide technology plans, provide professional development for teachers/staff and act as a liaison with the Rogers Foundation, OUSD Technology Services and LCI. The Instructional Coach will provide effective training to leverage technology that will revolutionize instruction, personalize learning, and increase student achievement. The Teacher Coach will work closely with the Connected Learning Team who will play an important role in supporting, monitoring, and making recommendations on how to scale and maximize the blended learning pilots. **Select Online Content and Hardware for Four Participating Schools** Rogers' Foundation and OUSD Project Managers will facilitate **Set-Up Phase** Inventory, configure and image new hardware and set up classrooms **Professional Learning Orientation and School Site Consultancies** Provide participating teachers and principals with orientation training for basic hardware and feedback on instructional plan for 2012-2013.

Four Participating Schools for 2012-2013
Encompass Elementary, Korematsu Discovery Academy, Madison Middle School and Coliseum College Prep Academy

2012 – 2013 Objectives
• Provide ongoing tech support to participating schools to ensure hardware use and build site capacity for technology use • Provide ongoing professional learning to increase teacher knowledge of digital learning software and interpretation of student data (SRI International) • Document lessons learned from this pilot in order to help other schools benefit from this experience • Facilitate collaborative activities across OUSD and other area blended learning schools—in-person meetings and/or online collaboration

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Emerging Leaders Program

Data and Outcomes – 2011-2012

Description of Program:

The New Leaders' Emerging Leaders Program is a one -year program geared specifically for teachers, coaches, and Assistant Principals who want to become principals. During this training year, participants will learn valuable instructional leadership concepts and skills and practice them at school with a team of teachers. The four skill areas include:

- Data Analysis and Use in Planning and Instruction
- Coaching for High Quality Instruction leading to equitable results for students
- Adult Learning and Facilitation skills
- School Culture Leadership

Through participating in the Emerging Leaders Program, the aim is to:

- improve the leadership skills of talented educators to raise student achievement
- help create a critical mass of teacher-leaders driving achievement gains in OUSD
- bring proven practices into OUSD schools, such as strengthening data-driven instruction and improving students' ownership over their own learning.

At the end of the program, participants will be ready to succeed in a variety of leadership roles within their school or elsewhere in the District. This program is also a pathway into the New Leaders' Aspiring Principal Program.

Data and Outcomes:

- 20 teachers/ coaches nominated
- 10 teachers admitted, 8 teachers completed program successfully
- 2 teachers were admitted into the New Leaders' Aspiring Principals program to receive administrative credentials in June 2013
- 100% participants rated program as "highly impacting" practice in the classroom and/or as teacher leaders in their school
- 100% of participants expressed that they significantly built their data analysis and leadership skills
- Students' benchmark scores in classrooms of teachers being taught or led by ELP participants increased up to 45%

Schools Served:

Acorn Woodland	Markham
Bret Harte	Redwood Heights
Edna Brewer	Think College Now
Fremont	West Lake
Lakeview	

2012 – 2013 Objectives:

- Increase the number of teachers in the program by 120% to train 20 current OUSD teachers to become instructional leaders in their schools to bring proven practices into OUSD schools, such as strengthening data-driven instruction and improving students' ownership over their own learning.
- Increase student performance on OUSD benchmarks in participating teachers classrooms an average of 20%
- Increase the number of qualified applicants of the OUSD principal and assistant principal pool by 25%.
- Increase the number of qualified African American and Latino principal and assistant principal pool by 25%.
- Increase the number of qualified secondary OUSD principal pool and assistant principal by 50%

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

English Learner Programs

Data and Outcomes – 2011-2012

Description of Program:

As outlined in the Strategic Plan (Focus area 2C.5, p. 31), English Learner programs is committed to providing services that support the language and literacy development and overall academic success of English Learners PK-12. These services include high quality professional learning for teachers, curriculum development and support aligned to the Common Core State Standards, the development of new and existing initiatives such the high school newcomer programs and dual language schools, and the development of a Language Allocation Policy that guides sites in developing site-based plans to accelerate the achievement of ELs.

Goals	Data and Outcomes as of May 2012
EL programs will provide professional development and curriculum to support English Learner acceleration of language proficiency.	100 teachers trained in Systematic ELD (a framework to guide explicit instruction of ELD focused on functional language)
EL programs will provide professional development and curriculum to support English Learner academic achievement and access to core instruction aligned to the Common Core State Standards.	• 200 teachers trained in Academic Language and Literacy (PD for academic language development in each content area, K-12) • 50 teachers trained in Constructing Meaning (a framework to support language instruction in the content areas, 6-12) • 100 teachers and 10 teacher leaders trained in RALLI, Results for Academic Language and Literacy Instruction (a framework to support language instruction in the content areas, K-5) • Core Curriculum Guide aligned to the Common Core State Standards that includes instructional supports and model lessons for ELs, K-12
EL programs will develop a Language Allocation Policy that guides sites in developing site-based plans to accelerate the achievement of ELs.	• OUSD Literacy Framework, EL section: Articulation of the OUSD framework for biliteracy and English Learner academic achievement • Development of a draft English Learner Achievement Rubric

Schools Served			
Systematic ELD	RALLI	Constructing Meaning	Dual Language Inquiry Cohort
Bridges, Esperanza, International Community School, Bella Vista Garfield	Bella Vista, ASCEND, Encompass, Bridges, Acorn, Greenleaf, Sobrante Park, East Oakland Pride	Roosevelt Middle School Coliseum College Prep Academy	**Existing:** Melrose Leadership Academy, Manzanita Seed **Developing:** Esperanza, Global Family, Community United, International Community School

2012 – 2013 Objectives:

• Revision and roll-out of the Language Allocation Policy (English Learner Achievement Rubric) to ensure every site develops a comprehensive plan to accelerate EL academic achievement
• Dual Language Inquiry Cohort to support refinement of existing programs and development of 4 new dual language schools (see developing schools above)
• Establish Teacher Leader networks to support site-based implementation of Systematic ELD, RALLI, and Constructing Meaning
• Establish 40 Academic Language and Literacy Apprentices (teacher leaders) to support site-based implementation
• Further development and field-testing of Common Core aligned model lessons and units for English Learners
• Two site-based secondary literacy specialists to develop and teach a language intervention program to serve as district-wide models of effective, high quality literacy instruction for newcomers and for long-term English Learners

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

GATE Program

Data and Outcomes – 2011-2012

Description of Program
Oakland Unified Schools will take a multi-pronged approach to building a GATE program. We operate at both a district and a site level. At both levels parents are partners in building the program. Over the last several years, and continuing into the future, Oakland schools have made a major commitment to ensure that the GATE program is reflective of all the students in our community. In addition, Oakland schools will be providing on-going staff development to help teachers and administrators differentiate instruction for GATE students. This staff development has been closely linked to staff development for literacy programs (such as Open Court) to ensure that the GATE program is seen as an integral part of the school day, and not an after-school add-on. Building the GATE program will not only improve education for GATE students but will, ultimately, create a richer program for all students in Oakland Unified schools.

Alignment of GATE Work to Strategic Plan Goal Areas
#1: SAFE HEALTHY, and Supportive Schools Provide large-scale community outreach to help GATE families work with teachers to support and challenge students at home and at school **#2: Prepared for Success in College and Career** Improve GATE support, especially at the middle school level, to prepare students for A.P. and honors courses available in high school **#3: High Quality and Effective Instruction** Research GATE education strategies and promote findings, to channel funds (GATE and parent-raised) into programs and services at school sites supporting effective instruction **#5: Accountable for Quality** Monitor implementation of GATE policies

Key Accomplishments to Date:
• GATE-related professional learning for teachers: pilot program in differentiated instruction for middle school teachers, highly popular GATE certification program (2009-2011) • Parent education conference and lecture series—several hundred attendees district wide (2008-2010) • Online GATE resources and best practices—lesson plans, site best practices, and support for online community • Increase in 3rd grade testing and identification—from pilot to district-wide, opt-in to opt-out; increased identified students from historically under-represented populations; 739 3rd grade students identified as of October, 2011 • GATE Advisory Committee presented at OUSD Board of Education on May 16th

2012-2013 Objectives
• Continue opt-out 3rd grade testing and monitor identification of underrepresented students • Develop plans to address needs of GATE learners at each grade level—pathways to college/career including: curriculum developing, instructional strategies and teacher training and support • Increase GATE representatives from K-12 school sites by 25%--teachers and parents • Expand outreach and education to GATE families via GATE parent conference • Monitor GATE student outcomes—courses, achievement data, and graduation rates

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Social Emotional Learning and Leadership Development

Data and Outcomes – 2011-2012

Description of Program: Social Emotional Learning and Leadership (SELL) supports the OUSD strategic plan goals: Goal 1: Safe, Healthy, and Supportive Schools; Initiative 1: Building Oakland's Community Schools, Pg 16. Goal 4: Building the Full Service Community District; Initiative 4C: Serving the Whole Child, Pg. 47.

Social Emotional Learning (SEL) is the process of acquiring capacities and skill development to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. Five broad areas of social and emotional competence that are central to children's optimal development include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Foundational to this work is the understanding that positive social and emotional learning (SEL) must permeate both the adult and student experience throughout the district and reflect the cultural diversity of the community. Research shows that SEL skills yield a host of benefits for students. A recent meta-analysis of more than 200 rigorous studies of SEL indicates that students receiving high-quality SEL instruction demonstrated better academic performance (e.g., achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction), improved student attitudes and behaviors, fewer negative behaviors, and reduced emotional distress. Further, a meta-analysis of thirty years of research on the effect of leadership on student achievement resulted in a list of twenty-one leadership responsibilities all of which have emotional intelligence (adult SEL) at the core. Climate and culture is very much influenced by how adults model effective leadership and SEL.

This system-wide change strategy will lead to an increase in expertise as well as build a common understanding that social emotional learning and leadership are both fundamental to quality education and creates equitable opportunities for learning and success Pre-K – Adult. In order to support engaging our entire system in this work we have established an integral partnership with the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the NoVo Foundation. Oakland Unified is one of only eight school districts in the country selected to participate in the Collaborating Districts Initiative (CDI) supported by CASEL. In partnership and collaboration with staff, community and partners we will develop the infrastructure to create the conditions, culture and competencies necessary to integrate SEL across our organization to achieve our district's goal to make social and emotional learning an essential part of every child's education.

Data and Outcomes:

- OUSD Planning Grant was written, submitted and then approved by NoVo Foundation- Feb. 11
- Hosted 5 CASEL/OUSD site visits that included 30 interviews/meetings with central and site leaders, union rep., SEL providers, and board members.
- Conducted 11 school sites visits across regions.
- Completed Overview, Outline, and Timeline for a 3 year planning process for Developing Social Emotional Learning and Leadership across the district.
- Developed and implemented a change management structure that includes steering, design, implementation teams and communication structures.
- Engaged key stakeholders to develop and implement a Collaborative Partnership structure that includes key leaders from OUSD, College Board, Panasonic and CASEL (4 meetings).
- Established planning committee that meets bi-monthly for the Collaborative Partnership.
- Facilitated partnership between OUSD Research and Assessment Dept, American Institute of Research (AIR) and FCSP to map out current SEL assessment systems and develop a data collection process for SEL for the current school year.
- Conducted district-wide Conditions of Learning (adults and grades 6, 8, 10) survey to map out SEL strengths and weaknesses, needs and resources.
- Coordinate AIR's CDI Cohort 2 Year 1 evaluation for OUSD.
- Hosted a Professional Learning opportunity with Dr. David Osher to explore how to align and distinguish SEL, PBIS, and RJ to provide a coherent network of support for our students (30 participants).

- Completed the District Strength Inventory and Rubric for Assessment with senior central office staff and SELL Design Team.
- Engaged and established a cross-department OUSD SELL Design Team.
- Established SELL design team planning committee that meets bi-monthly.
- Created engagement plan to engage a broader range of stakeholders in this work.
- Facilitated 3 OUSD SELL Design Team meeting (85% participation).
- Established partnership with Grove institute to develop a journey map of the SEL process to be used during the Awareness, Listening and Learning campaigns and document our progress.
- Established West Coast Regional CDI Cohort Professional Learning Community with Sacramento City Unified, Washoe County School District and OUSD.
- Developed partnership with Pre-K, After School Programs and the Math Department in a Math Cohort of six schools that will integrate Caring Schools Community with the new Common Core Math Standards.
- Developed an outline of targeted leadership and professional development for the Awareness, Learning and Listening Campaign.
- Organized and planned SELL retreat scheduled for June 18 and June 19.
- Organize and facilitate monthly meetings between CASEL partners and Deputy Superintendent, Superintendent and RExO's (4 meetings).
- Developed a strategic communication plan focused on SEL/CASEL with OUSD's communication department.
- In process of creating a strategic scope and sequence for the Awareness, Listening and Campaign.

Schools Served: All schools will be served with the SELL district –wide change strategy. We are in the process of completing the district-wide strength inventory and assessment of current practices and programs. Two evidence-based SEL programs currently implemented in OUSD are Caring Schools Community and Second Step. Caring School Community will add ten additional elementary schools in 2012 -13 (see separate CSC report). We are aware that additional programs were implemented at sites this year; Mindfulness and Roots of Empathy however, we are still engaged in the inquiry process to determine if those programs reach the threshold of evidence-based programs.

Caring School Community Schools 2011 - 2012
1. Carl Munck
2. Community United
3. Crocker Highlands
4. Emerson
5. Garfield Elementary School
6. Hoover
7. International Community School
8. Joaquin Miller
9. Korematsu
10. Lakeview
11. Lazear
12. Markham
13. Maxwell Park
14. Montclair
15. Parker
16. Redwood Heights
17. Santa Fe
18. Sequoia
19. Thornhill

The Caring School Community (CSC) program builds community among students, faculty, and families with common expectations, language, and structures. Implemented schoolwide, CSC improves the school climate, making it a place where the sense of connectedness is felt throughout the entire school. In a caring school community students learn to take responsibility for their own learning and behavior; they also learn the shared values of fairness, helpfulness, caring, and respect. The program's components – class meetings, a cross-grade buddies program homeside activities, and schoolwide community-buildng activities that connect home and school – support learning. It also includes significant support for principals and other school leaders.

Second Step School Sites:
1. Bella Vista
2. Bridges @ Melrose
3. Brookfield
4. Burckhalter

5. Chabot
6. Encompass Academy
7. Esperanza
8. Franklin
9. Futures
10. Global Family
11. Grass Valley
12. Greenleaf
13. Horace Mann
14. Howard
15. Kaiser
16. Lafayette
17. Laurel
18. Learning w/o Limits
19. Lincoln
20. Martin Luther King Jr.
21. Peralta
22. Piedmont Ave
23. PLACE@Prescott
24. REACH
25. RISE
26. Sankofa
27. Sobrante Park

Second Step

Second Step: *A Violence Prevention Curriculum* is a research-based curriculum that teaches social and emotional skills for violence prevention. The program contains parent education components. It aims to reduce impulsive and aggressive behaviors and increase protective factors and social competence in children from preschool through junior high. Children learn how to respond empathically to others and practice skill steps for calming down, reducing anger, and solving problems. The classroom-based curriculum, organized by grade level, teaches children to practice empathy, problem-solving skills, risk assessment, decision-making, and goal-setting.

Mindfulness Active in 3 Schools

Mindfulness is a particular way of paying attention. It is the mental faculty of purposefully bringing awareness to one's experience. Mindfulness can be applied to sensory experience, thoughts, and emotions by using sustained attention and noticing our experience without reacting.

1. LWL
2. Encompass
3. Allendale

Roots of Empathy Pilot

Roots of Empathy's mission is to build caring, peaceful, and civil societies through the development of empathy in children and adults. The focus of Roots of Empathy in the long term is to build capacity of the next generation for responsible citizenship and responsive parenting. In the short term, Roots of Empathy focuses on raising levels of empathy, resulting in more respectful and caring relationships and reduced levels of bullying and aggression. Part of our success is the universal nature of the program; all students are positively engaged instead of targeting bullies or aggressive children.

1. Think College Now
2. LWL
3. Kaiser
4. Piedmont Ave
5. Glenview

2012 – 2013 Objectives:
- Co-construct vision and common definition for SEL contextualized for OUSD
- Launch Awareness, Listening and Learning campaigns (central office, sites leaders, CSC Inquiry cohort)
- Draft multi-year district wide SEL Plan (including professional growth and leadership development supports).
- Develop contextualized SEL standards
- Develop and align SEL assessments and evaluation

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Data and Outcomes – 2011-2012

Description of Program:
Student, Family, & Community Engagement programs build intentional school district and community partnerships to increase student, family, and community leadership and build mutual accountability for Full Service Community Schools.

Engagement programs develop a culture of respect, collaboration, and co-ownership between youth, families, and professionals that improves student achievement and attendance. Initiatives include:
Family Engagement
- Recognizing student achievement through annual African American and Latino Student Honor Roll
- Provide district-wide opportunities for family engagement for all PreK-12 schools.
- Convening family engagement advisory and collaborative to develop family engagement standards

Meaningful Student Engagement
- Supporting school sites to implement student engagement standards
- Developing youth leaders to implement district level student engagement
- Developing youth leaders as action researchers to participate in School Quality Review
- Providing district-wide opportunities for student engagement for all middle and high school sites

Volunteer Programs
- Developing volunteer programs in service of full service community schools
- Recognizing efforts of volunteers

Data and Outcomes:
- 3,000 students recognized, 2,500 family members engaged, through African American and Latino Honor Rolls
- 2,173 9th graders engaged in peer to peer workshops on new graduation requirements
- 800 parents, youth/children, and community members participated in workshops at Parent Conferences
- 620 middle school students, and 680 high school students, participated in district level student engagement activities: monthly All City Council trainings, annual All City Council youth action summit, annual Middle School Peer Resources and Ethnic Studies Conference, and annual All City Council college day
- 400 volunteers recognized from 48 schools, 300 volunteers and community engaged through annual volunteer recognition ceremony
- 300 middle and high school students engaged their peers through site based action projects at 10 schools on 3 priority issue areas: safety, quality teaching, and student support
- 150 high school students and 30 alumni trained as peer facilitators on "a-g" workshops

Schools Served:

Student Engagement Cohort site support: Bunche, Dewey, Sojourner Truth, McClymonds, Melrose Leadership, Edna Brewer, Bret Harte, Westlake

Family Engagement Cohort site support: not available for 2011-12, to be determined for 2012-13

2012 – 2013 Objectives:

Implement family engagement standards at 6 family engagement cohort sites
Develop parent volunteering program at 6 family engagement cohort sites
Convene family engagement professional learning community for school-family partnership teams from cohort sites (open to all sites). School-family teams include: liaisons, teachers, and principals
Develop family engagement program evaluation, to measure attendance and academic impact

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Department of Buildings & Grounds

Data and Outcomes – 2011-2012

Description of Program:

The Buildings and Ground Department supports the Oakland Unified School District and the Strategic Plan through 3 major programs, Routine Repair and Maintenance (RRMA), Preventive Maintenance, and Deferred Maintenance. Working together with Custodial Operations and Facilities Planning and Management the B&G programs support health and safety, and improved air quality necessary for effective instruction.

Data and Outcomes:

Through the RRMA we handled 14,191 work orders for the 2010-2011 school. We responded to 4,153 emergencies within 24 hours for the same school year. The Preventive Maintenance Program served 84 sites throughout the district for the 2010-2011 school year, and the Deferred Maintenance program completed another 19 projects for 2010-2011.

Schools Served:

Buildings and Grounds serves all schools in the District.

2012 – 2013 Objectives:

Our current objective for the 2012-2013 School year:

To create an environmental that is conducive to learning by eliminating distractions related to health & safety and air quality.

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Facilities, Planning and Management

Data and Outcomes – 2011-2012

Description of Program:
The capital spending program described in the 2012 Facilities Master Plan will support the district's strategic vision through the Regional Zone Approach and Sustainability.

The vision of the Strategic Plan is an educational framework that supports the whole child through leveraged partnerships with community organizations, philanthropic groups, and city and state authorities. Accordingly, school facilities that enable these partnerships will make it easier to provide these wrap-around services that support educational efforts. To fully embrace this shift in thinking, it will be critical for Facilities Planning & Management to work closely with regional networks, led by the Regional Executive Officers, to build a continually evolving framework for site evaluation and needs assessment projects.

Data and Outcomes:
Extensive facility research was conducted in partnership with structural engineers, solar energy experts, STEM program developers, Nutrition Services, and many others in the OUSD community including parents, teachers and students. 5 public meetings were held across all three regions, and a website was established to share data and solicit input. (www.ousd.k12.ca.us/facilitiesplan)

The 2012 Facilities Master Plan was unanimously adopted by the Board of Education on Wednesday, May 23rd, providing a framework for ongoing facility support for educational programs for the next 5-10 years.

Schools Served:
All schools in the district will be served by the outcomes of the 2012 Facilities Master Plan.

2012 – 2013 Objectives:
Objectives for the 2012-2013 include supporting the authorization of a General Obligation Bond on the November 2012 ballot, continuing collaboration with planners, architects and engineers to refine the physical needs of the District and ongoing outreach with administrators, teachers, parents and teachers to support the programmatic needs of OUSD as an evolving Full Service Community School District.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Custodial Services Recycling Program

Data and Outcomes – 2011-2012

Description of Program:
Custodial Services improves the health and safety of the employees and student by cleaning all facilities. The recycling program is one example of our support of the Strategic Plan. The program aligns as a Strategic Plan Goal because it reduces the District's carbon footprint, operating cost as well as educating the students regarding the importance of protecting our environment; the students actually work with the custodians in order to support the recycle program. The purchasing of green cleaning products also serves to protect the environment.

Data and Outcomes:
Over the last several years, the Districts' waste diversion has increased to 43%. The District saves approximately $50,000 a month. The District received a Golden Bell Award from the California School Board Association in 2011 for its sustainability initiatives' Green Gloves Program.

Schools Served:
All 100 school sites have recycling programs. However, 32 of the Districts school sites have compost programs.

2012 – 2013 Objectives:
Our objective is to increase our diversion rate to 75% in the 2012 - 2013 school year. This could be attained by the increase of 20 more schools beginning composting programs. Furthermore, our object is to win another Golden Bell Award.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Alternative Education

Data and Outcomes – 2011-2012

Description of Program:

The Strategic Plan states that "OUSD will decrease district-wide demand for continuation school placements by developing a uniform referral process for continuation schools that prioritizes students who are most at risk of not graduating." As a result, the system used this year has been set up so that students enter the Continuation Schools at the age of 17 with enough credits to graduate in 1-2 years. The plan calls for maximizing the effort to graduate students and increasing the overall graduation rate.

Data and Outcomes: Continuation Schools: This year, the new system of prioritizing older students for the Continuation School experience was quite successful. It was adhered to by the high schools and the Family, Schools, Community Partnership Office, who make Continuation School referrals. Therefore, we have the following data:

Graduates

Dewey

- December 2011 Graduates: 28
- March 2012 Graduates: 29
- June 2012 (Estimated) Graduates: 35
  Total: 92

Bunche

- June 2012 (Estimated) Graduates: 96

Rudsdale

- December 2011 Graduates: 15
- March 2012 Graduates: 27
- June 2012 (Estimated and including SoJourner Truth Independent Study): 75
  Total: 117

In addition, the schools report that they had under 10 students for the school year who were 16 and these students came to the schools through the DHP process or the Board Safety Committee. Overall the new process worked very well to get students to graduation.

Also, a new GED program was started and built at Dewey in Portable 13, the GED program at McClymonds served students from Bunche. There are plans in the works to develop a GED program at Laney Community College to be administered by OUSD Adult Education and at Rudsdale.

Schools Served: Dewey, Bunche & Rudsdale

2012 – 2013 Objectives:

- To maintain the program as it was rolled out this year
- To develop a GED program for students at Rudsdale and SoJourner Truth and Laney Community College

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Thrivingstudents.org

Data and Outcomes – 2011-2012

Description of Program: Maintenance and expansion of the thrivingstudents.org website supports goal #4 in the Strategic Plan: *Building a Full-Service Community School District* by providing a one-stop resource for information on the development and implementation of the strategic plan.

Data and Outcomes: Thrivingstudents.org has increased the public's ability to evaluate OUSD's aims and its progress toward the goal of building a Full Service Community School District. On average, the site receives 493 discrete users a week who have access to documents, videos, data and resources related to the strategic plan.

Schools Served: OUSD and the Oakland community as whole.

2012 – 2013 Objectives: Continue to develop thrivingstudents.org with expanded content related to Full Service Community Schools, particularly the implementation of the strategic plan and the tangible results it has produced for children and families.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

See Our Schools Shine

Data and Outcomes – 2011-2012

Description of Program: Video series highlighting underappreciated schools in OUSD

Data and Outcomes: The *See Our Schools Shine* video series supports Strategic Plan goal #4 *Building the Full Service Community School District* as well as OUSD's efforts to reverse its status as declining enrollment district.

Schools Served: Allendale Elementary, Bella Vista Elementary, Brookfield Elementary, Burbank Preschools, Burckhalter Elementary, Carl Munck Elementary, Emerson Elementary, Garfield Elementary, Hoover Elementary, International Community School, Laurel Elementary, Markham Elementary, McClymonds High, Parker Elementary, RISE Community School, Westlake Middle School

2012 – 2013 Objectives: To expand See our Schools Shine project to profile an additional 30 schools and distinctive programs within OUSD.

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Annual Report

Data and Outcomes – 2011-2012

Description of Program: A "state-of-the-nation"-type overview for Oakland Public Schools
Data and Outcomes: Still in development, but will support Strategic Plan goals #4 and #5 *Building the Full Service Community Schools District* and *Accountable for Quality* by providing a means for the public to evaluate OUSD's progress toward creating a Full-Service Community School District.
Schools Served: OUSD and the Oakland community as a whole
2012 – 2013 Objectives: To produce an even more detailed annual report

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Community Schools Education

Data and Outcomes – 2011-2012

Description of Program: Community Schools Education Campaign
Data and Outcomes: Still in development, the Community Schools Education campaign is a multimedia campaign (fliers, posters, videos, outdoor advertising, videos, social media) designed to: describe the concept of Full-Service Community Schools, explain its impact and relevance for various constituencies (students, parents, teachers, principals, support staff, community partners), and encourage participation in the project to build community schools.
Schools Served: OUSD and the Oakland community as a whole
2012 – 2013 Objectives: To extend the Community Schools Education campaign, particularly the emphasis on video and social media

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Universal Website Campaign

Data and Outcomes – 2011-2012

Description of Program: The Universal Website Campaign is designed to see that every OUSD school site and major department has a visible and useful web presence that benefits students and families
Data and Outcomes: Seventy schools have a website at some stage of development, although many are in need of updating or format change. Communications has helped 40 schools implement the Schoolwires Content Management Platform (CMS) free-of-charge, creating user-friendly website for these schools
Schools Served: 40 schools
2012 – 2013 Objectives: To ensure that every schools in OUSD has a modern, informative website

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Office of the Ombudsperson

Data and Outcomes: 2011-2012

Description of Program:

The **Office of the Ombudsperson** supports the OUSD Strategic Plan for a Full Service community Schools by empowering parents and guardians and ensuring educational equity for students by serving as the intake center for the receipt and monitoring for all formal district complaints. The Office of the Ombudsperson, with a staff of two, investigates discrimination complaints and complaints concerning the State Program for English Learners. It also coordinates the intake and follow-up on Williams Uniform Complaints regarding unsafe school facilities, lack of instructional materials, and unclean bathrooms. It also provides technical support to principals and staff on how to respond to complaints as well on district policies and procedures. It also maintains a district webpage where complaint procedures are easily accessible in several languages (Spanish, Chinese, Vietnamese and Cambodian). We help to resolve complaints and concerns.

Data and Outcomes:

In order to support Goal 4 – Building the Full Service Community Schools District (p. 37) the Ombudsperson participated on the planning committee of the 1st Annual Latino Parent Conference and served as a workshop presenter on Parent's Rights & Responsibilities. In order support AAMA, (Focus 2C.4 -p. 30), we presented at the 1st Annual African American Parent Conference. The Ombudsperson also presented the Uniform Complaint Procedures at both the DELAC and DAC Parent Advisory Committee Meetings. In order to support Goal 1 – Safe, Healthy *& Support Schools (p.160) the Ombudsperson partnered with the Mental Health Unit - Violence Prevention to create an Anti-Bullying Task Force to align district policies and discuss how to reduce bullying complaints from students. The Ombudsperson also made a presentation at the New Principal's Institute in the Summer 2011 to provide an overview of the complaints process. The Office of the Ombudsperson has processed over 205 formal Level I Complaints and 139 Williams Uniform Complaints. We have also received over 150 informal/verbal complaints. We have received over 500 telephone calls ad inquires and over 240 visitors to our office. We have also worked with the Office of the General Counsel to update Board Policies on nondiscrimination and sexual harassment. We also provide Spanish translation to parents and families who contact our office given that Spanish is the district's major language for our English Learners. In order to support Goal 2: College & Career readiness (p. 22), worked with the East Bay Consortium to create a brochure on Freshman College Admissions Requirements. With the support of the Deputy Superintendent, convened summer training for REXO Administrators on how to respond to complaints and strategies for reducing complaints.

Schools Served: All OUSD Schools and Central Office Departments.

2012 – 2013 Objectives:

Update the Ombudsperson webpage to include Arabic translation of complaint procedures and sexual harassment policies. Continue to serve on the Anti-Bullying Task Force to create tools for principals and schools in order to reduce incidents of bullying. Continue to serve on the Child Abuse Prevention Committee to create tools and resources for principals and staff in 2012-13. Continue to track the types of complaints we are receiving in order to create action plans to reduce those types of complaints.

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Balanced
Scorecard

Data and Outcomes – 2011-2012

Description of Program:
The Balanced Scorecard project is a framework of scorecards and report cards that will measure the district's progress on the strategic plan. The framework will provide score-carding for high level strategy (e.g., Board, Strategic Plan), organizational departments (e.g., central district services), and schools (e.g., internal management scorecards and external-facing report cards). This work is performed in partnership with Kaiser Permanente's Performance Management department (major supporter of OUSD's strategic planning work) and with Education Strategy Consulting (nationally-recognized designer of school district scorecards).

Data and Outcomes:
The Balanced Scorecard team consists of district leadership across departments, with a focus on school management, research & data, quality standards, information technology, business & operations, and accountability. In Fall 2011, the BSC team reviewed and analyzed the district previous work in performance management and improvement – with a particular emphasis on central department score-carding. At the mid-year point, the team reviewed OUSD's previous iterations of school report cards; and subsequently analyzed current school planning instruments for a new version of school scorecards (i.e., Community School Strategic Site Plans, SARC).

Schools Served:
All schools.

2012 – 2013 Objectives:
By August 2012, the Balanced Scorecard team will complete the first version of the following scorecards and report cards: Board Balanced Scorecard; Strategic Plan Balanced Scorecard; School Balanced Scorecard; and School Report Card. By the end of the first semester of 2012-2013, the team will roll out the first set of Central Department Balanced Scorecards for pilot usage.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Nutrition Services

Data and Outcomes – 2011-2012

Description of Program:
Through the National School Lunch, School Breakfast, After School Snack, and Child Care Food Programs provide healthy and nutritious meals to students in Child Development Centers as well as K-12 schools. This program supports the creation of Safe, Healthy, and Supportive Schools. The program is governed by the meal program regulations set forth by USDA and CDE as well as local Wellness Policy.

Data and Outcomes:
-43% of all produce purchased from local sources (250 miles from Oakland)
-Implementation of 9 supper pilot program which provides free suppers to students as part of After School Program. Establishment of 30 fully benefited positions to support program.
-Continued increase in breakfast participation up to 8500 average daily participation up from 7100 prior year.
-Opened 12 new markets for Oakland Fresh Produce Market initiatives.
-Expanded Fresh Fruit and Vegetable Program to 22 sites providing $400,000 of produce to our schools.
-Completion of Feasibility Study

Schools Served:
All Schools

2012 – 2013 Objectives:
-Expansion of supper program
-Further implementation of Farm to School program to include food items besides produce.
-Development of Community Kitchen models and implementation at 1-2 schools
-Implementation of new meal program regulations as outlined in Healthy Hunger Free Kids Act.
-Opening of 2 new cooking kitchens at Downtown Ed Complex and East Oakland Pride.
-Program compliance assessment
-Continue efforts to increase breakfast participation
-Implementation of Feasibility Study recommendations.

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Technology Services

Data and Outcomes – 2011-2012

Description of Program:

Technology Services' mission is to leverage technology to help the District achieve its academic and business strategic goals.
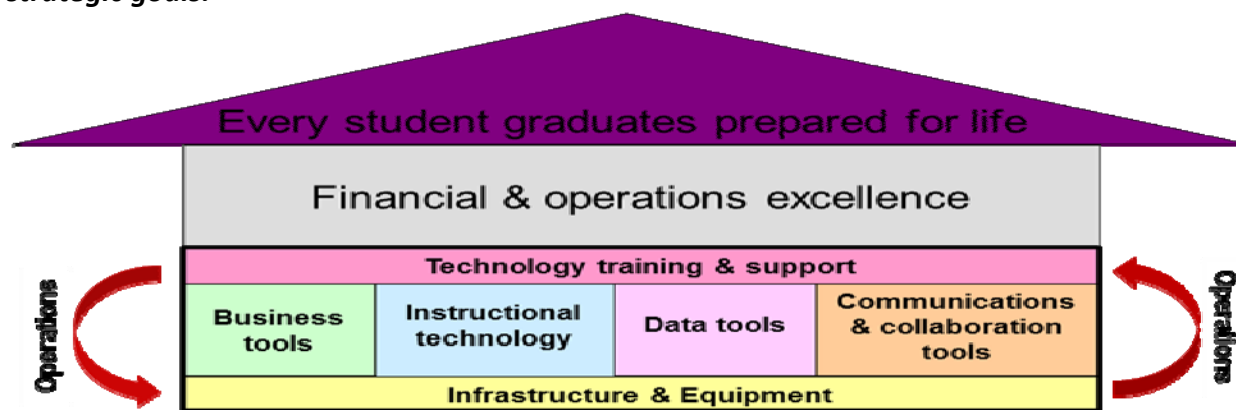
Most of the work in Technology Services provides underlying support for the general functioning of the District. However, certain initiatives target specific strategic plan goals, for example:

Security cameras ➔ Goal 1: Safe Healthy & Supportive Schools
Connected Learning ➔ Goal 2: Prepared for Success in College and Careers
Business process automation ➔ Goal 4: Building the Full Service Community District

Data and Outcomes:

- By leveraging E-rate, nearly all schools are now connected to a high performance fiber network
- Back-up data center at Cole almost complete, providing added network redundancy
- Move to Gmail in Nov 2011 and regular maintenance on weekends has stabilized network
    - No significant outage since Gmail was implemented
- Organization has been restructured to achieve two primary objectives
    - Better customer service to schools
    - Support trend towards "cloud" computing
- Teacher substitutes can now apply for assignments, get approval for time worked, submit timesheets, and get paid without any manual processing

2012 – 2013 Objectives:

- Network will be operating from the new data center in the new Education Center by 9/2012
    o Network will be stable
- Schools that Police Services determines need security cameras will have cameras operating by 9/2012
- The Google platform will be leveraged for communications, business, and teaching & learning
- The District's academic programs will leverage technology through Connected Learning Initiative
- Deliver further business process automation (incl. Onboarding, Contracts-on-line)
- Continually improve customer service

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Human Resources Services & Support

Data and Outcomes – 2011-2012
May 29, 2012 Update

Description of Program:

The Human Resources Services and Support (HRSS) Department is working to support implementation of the OUSD Strategic Plan by redesigning our human resources systems to improve the pathway of recruitment to retirement. It is enhancing and aligning all of the operations for recruiting, onboarding, evaluating, retaining and rewarding teachers, leaders and members of the classified service to ensure that all students learn. It is establishing practices that value OUSD staff and treats them with respect and dignity throughout their careers in the service of Oakland's children.

HRSS is leading the work to ensure that OUSD becomes a highly sought after place of employment where educational leaders and staff in the classified service are challenged and supported by colleagues, supervisors and community members with high expectations to adhere to rigorous standards.

Data and Outcomes:

- Completed resignation/retirement trend analysis to support staffing and fiscal stability recommendation that no statutory lay offs indicated for 12-13 school year
- Implemented Mutual Matching pilot initiative for 5 teachers consolidated in fall 2011
- Selected as one of 10 districts nationwide to participate in Google Talent Academy
- Restructuring of HRSS to focus department resources on strategic plan and Board of Education priorities
- Initial development of internal recruitment unit to reduce reliance on national recruitment partners
- Managed the non re-elect process for 17 probationary (15) and temporary (2) teachers
- Provided priority support for certificated and classified staff from five closing elementary schools
- Implemented Advisory Matching for approximately 120 teachers consolidated to the Talent Pool
  - 51 General Education teachers consolidated from 5 closing elementary schools
  - 18-20 teachers consolidated from 3 Acceleration High Schools (not selected or didn't apply for TSA positions)
  - 44 teachers consolidated through Budget Development Process (FTE change, funding change, program change)
  - 7 teachers returning to Talent Pool from leave or reassignment
  - 1 teacher from conversion charter staying with OUSD
    - 71 teachers placed in 1st Round of Advisory Matching
      - 44 of 71 at 1st choice schools
      - 24 of 44 at schools that had provided feedback of Excellent Match
      - 36 of 51 General Education teachers from closing elementary schools placed in 1st Round
    - Approximately 50 teachers to be placed during 2nd Round of Advisory Matching in May and June 2012
- Supported interview and selection process of approximately 120 Teachers on Special Assignment (TSAs) for 3 Acceleration High Schools
- Developed an online onboarding process to facilitate management and tracking of onboarding milestones for applicants and hiring managers – June 2012 launch
- Managed classified lay off and bumping process
  - 24 schools and 3 central office departments impacted by classified staff "bumping" – staff member displaced by more senior personnel
  - 13 classified staff laid off (9 from schools, 4 from central office departments) and placed on 39 month rehire list
- Developed comprehensive Classified Performance Management resources for principals and central office leaders

2012 – 2013 Major Unit Objectives:

- **Fully develop the HRSS Talent Acquisition Unit**
  - Develop and implement comprehensive hiring process and protocols with time-bound performance standards
- **Build Employee Service approach to HRSS Business Operations**
  - Establish time-bound performance standards and tracking mechanisms for all major HRSS transactions
- **Develop and implement comprehensive employee support structures**
  - Consistent evaluation practices
  - Career development opportunities

Prepared By B.J. Guerin
Program Manager Secure Our Schools Camera Project

Oakland Unified School District

School Site Safety

Expanding the Surveillance Cameras System

BACKGROUND OF "SECURE OUR SCHOOLS" CAMERA PROJECT

OUSD has been installing surveillance cameras on its school sites for the past three years. This work is the result of an awarded grant from the Department of Justice. Our high schools were first to go under the process and at present a narrow list of middle schools are having cameras installed as well. The contracted work performed at Oakland Technical High, Castlemont, Skyline, McClymonds, and Fremont was performed under the (RFP) awarded to ATT in 2009. However, Oakland High had a camera system that was installed during their modernization phase. The middle schools Bret Harte, Roosevelt, Coliseum Prep, Elmhurst, Roots, and United for Success are also part of the RFP, awarded to ATT.

PRESENT STATUS OF PROJECT CAMERAS

It is the intent of OUSD to afford each school site the same comprehensive safety tools. This effort includes but is not limited to the assigned School Security Officers (SSO's) and the ongoing installation of surveillance cameras. At the start of this project Skyline High was the only identified high school without cameras. The other high schools had a mix of older analog cameras, to which new digital cameras were added and the older ones were digitally encoded to make them compatible with the new system. These high schools have had occasional camera failure, but with time sensitive recovery. Fremont is having the most difficulty at the present time. A contractor has submitted a quote, the administration has accepted it. Funding for the maintenance has been set aside. The recovery work is in progress.

Currently there are several other school sites that have invested in camera systems; independent of the project these are a few of our middle schools. They have accomplished this with donated funding, school site funds, and by way of acquired grants. These sites are included in the spreadsheet that you have or will be provide by email. If you care to have additional information on these sites please email me or call me at 510-316-9929.

Prepared By B.J. Guerin
Program Manager Secure Our Schools Camera Project

WHERE ARE WE GOING

With the project in its third year, it has grown beyond the boundaries of the initial application. We have found that we need to install more cameras in more schools; we also need to set up a workable plan for the maintenance of all of these cameras. We need to work closer with a directed team within the IT department. We also need to be a greater partner with Police Services who as we know are responsible for school site safety. These are important changes soon to be implemented as part of our overall project goals.

PARTNERSHIPS - OAKLAND SCHOOLS POLICE SERVICES

Oakland School Police Services will be involved in determining the actual need for certain cameras on all of the sites. We believe that these individuals are best equipped to make this decision since they are on the sites, and know the camera positions that best support their individual and collective safety efforts.

With the elimination of double coverage in some instances, or a camera placed in a position that has no value to the system, the site can also reduce the cost of maintenance. Police Services will make the final decision on issues.

PARTNERSHIPS - OUSD INFORMATION TECHNOLOGY SERVICE

Briefly, the IT department will work with schools that already have cameras installed, if a site has an outage, IT will be in the lead to determine the cause, and how to restore the camera/or cameras to a fully functional state. The plan for the future is to have an on-line ticket process for the cameras.

As for schools that plan to install their own systems, the IT department will be their first point of contact. Any school planning to install a camera system will need to be compliant with any and all district specifications for wire and cable, hardware and software, the use of IP addresses and the security of these portals to the network.

PARTNERSHIPS – OAKLAND POLICE SERVICES

Oakland Police Services has been in partnership with OUSD with the awarded grant from the time of the award. The grant manager continues to support the efforts of OUSD in the completion of the installation of school site cameras. With concern for the timeline, OPD recently asked the DOJ for a second extension to allow OUSD to complete the installation under the grant.

Prepared By B.J. Guerin
Program Manager Secure Our Schools Camera Project

ADMINISTRATIVE SUPPORT - FUNDING FOR MAINTENANCE OF CAMERAS

The initial project and its funding are quickly coming to a close. However, we are just getting started in an effort to provide this technology to all of OUSD's school sites.   Going forward the administration has determined that we need to assist the schools with funding for camera maintenance. Funds will be set aside going into the new fiscal year to cover this issue.

WHAT REMAINS TO BE DONE – PROJECT SCHOOLS

The camera systems at Bret Harte and Roosevelt are in the final stage of configuration. A vendor has been selected and the close out checklist is scheduled to be complete by the end of June 2012. The cost to perform this completion is being determined. OUSD is seeking OPD's agreement to pay for this completion or reimburse OUSD for the same.

Coliseum Prep, Alliance, Peralta, Roots International, and United for Success are waiting additional funding from the Department of Justice. These sites have been wired and cabled but were put on hold until further notice.

EQUIPMENT – STALLED ATT ORDERS FOR WORKSTATIONS

Bret Harte and Roosevelt will have the required workstations for their sites installed by June 30, 2012. The cost will be at the will of OUSD and reimbursement will be sought from OPD, as the Phase Two Middle schools are being funded by OPD.

ONGOING RELATIONSHIP – OUSD AND OPD

Oakland Unified School district will gratefully continue to work with Oakland Police Department in an attempt to complete the already assigned and listed school sites. We will also continue to support their effort to encourage a greater financial assignment of funds from the Department of Justice to continue making our schools a safer place for our students.

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Risk Management

Data and Outcomes – 2011-2012

Description of Program:
Risk Management oversees all aspects of the District's traditional ("first dollar") insurance and self-insurance programs. This includes property, liability, commercial automobile, and workers compensation coverage, along with employee benefits ranging from health, dental, vision, basic life insurance and long-term disability. The department also promotes the health and safety of employees and students by implementing regulatory safety compliance programs, responding to reports of hazardous conditions within the District, and aiding longer-term initiatives like emergency response planning.

The core mission of Risk Management is to minimize casualty losses and to preserve the assets of the District so that those precious resources can be put into service of our primary mission: Community Schools, Thriving Students.

Data and Outcomes:
The success of the District's Risk Management program can be (and will be) measured in dollars and cents. That measure is known as "total cost of risk," which includes the cost of: risk avoidance (opportunity cost of activities not undertaken), risk transfer (insurance purchase and contractual risk shifting), claims administration, legal defense of claims, and, of course, losses paid.

The primary measure of outcome (i.e. the largest expenses that can be positively impacted through proactive management and which are subject to the best objective measurement) are the year-over-year comparative cost of insurance coverage (property and casualty ("P&C"), workers compensation and employee health benefits) and losses paid.

The total cost of insurance coverage (P&C plus workers compensation) was $2,097,302 for Fiscal Year 2011-12. The cost of the these coverages in the coming year is expected to be within 1% of the expiring program.

The total losses paid in workers compensation claims (by far, the District's largest category of annual loss) in Fiscal Year 2010-11 (the most recent complete year) was $5,926,481.

The trended total current cost of workers compensation claims for FY11-12 is $5,656,732 (a 4.5% reduction).

2012 – 2013 Objectives:
Reduce the cost of P&C and workers compensation insurance coverage by at least 2% over FY11-12 levels (a net reduction of three or more percentage points over the prior year's program.)

Reduce the total losses paid in workers compensation by at least 5% over FY11-12.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Effective Teaching Task Force
Effective Leadership Task Force

Data and Outcomes – 2011-2012

Description of Programs
Effective Teaching Task Force Overview The purpose of the task force is to provide teachers a space to review the *California Standards for the Teaching Profession (CSTPs)* in order to tailor the framework to the Oakland context and instructional goals of the strategic plan. As a result of 10 meetings, the Task Force members will create a working draft of an Effective Teaching Framework that will ultimately guide teacher recruitment, induction, professional learning and evaluation. **Effective Leadership Task Force** The leadership task force will tune the fully developed OUSD Leadership Rubric, including **descriptors of practice** for the leadership dimensions from 2010-11 Task Force, which will be based on the asset observations of OUSD leaders. In addition, task force will co-construct and implement the protocols and processes for asset observations and supervision for OUSD leadership development; and influence the way OUSD supports leaders in their growth in the dimensions.

Task Force Achievements

Effective Teaching Task Force
- Twenty teachers and OEA president attended monthly meetings to help create the first draft of the Effective Teaching Framework
- Presented initial draft at: Teachers' Convention in April, PAR Committee, OEA constituents and PAC in June
- Developed common language around effective teaching practices
- Helped to shaped goals for 2012-2013 task force work

Effective Leadership Task Force
- Six principals and OUSD district staff met bi-weekly during 2010-2011 school year to create draft of framework
- Fourteen K-12 principals met bi-weekly during 2011-2012 school year
- Developed framework and practices for Goal 3B Effective Principal Leadership
- Fully developed the OUSD Full Service Community Schools Leadership Rubric with: dimensions, elements and indicators of practice by using evidence from OUSD leaders and research-based practices
- Piloted use of peer observations and critical friends processes to address Goal 3
- Developed a year-long plan for piloting evaluation using rubric and professional learning
- Presented work to district leaders, central office staff and UAOS/OEA constituents

Effective Teacher Task Force 2012-2013 Objectives

- Identify 12 principals to pilot effective teaching framework when providing feedback to teachers
- Use input sessions from: principals, teachers and other constituents to revise Framework to highlight best practices for accelerating student learning for students outside the sphere of success
- Present at Teacher Conferences and other venues to gather feedback on Framework

- Use Framework to identify effective teachers to videotape effective practices to share among teachers district wide
- Examine evaluation systems used in other school districts to propose changes to current evaluation tool and process

Effective Leadership Task Force 2012-2013 Objectives

- Twenty Oakland principals in collaboration with UAOS representatives and central office supervisors will meet monthly
- Deepen strategic support (Goal 3C: Supporting Leadership and Talent Development) using framework to pilot evaluation
- Pilot the elements and indicators of practice for principal professional learning and evaluation
- Refine the professional learning processes for use in an improvement and evaluation cycle
- Use a strategic goal setting process combined with a strong 360 feedback tool to yield a comprehensive picture of leadership effectiveness
- Develop definition of what a FSCS District leader embodies

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

RAD

Data and Outcomes – 2011-2012

Description of Program:

Goal 4: Building the Full Service Community District, Initiative 4A: Central Organization "In Service Of …", pp. 41-42

- Expand the reach of existing resources through realignments and partnerships
- Place particular focus on students with highest need

Goal 4: Building the Full Service Community District, Initiative 4C.1: Serving the Whole Child, pp. 47-48

- Expanded data framework & bringing together data about the whole child
- Reorienting how we frame, present, and use data
- Providing comprehensive academic and non-academic data analysis, indicators, and tools
- Creating new tools for new work

The Research, Assessment & Data department serves the OUSD strategic plan for Full Service Community Schools and a Full Service Community District by:

- Building Healthy Kids, Healthy Oakland data framework to identify needs of the whole child, and to identify indicators of safe, healthy, and supportive schools
- Aligning data to School Quality Indicators, Community Schools Strategic Site Planning tool, Balanced Scorecards for schools and central office
- Developing assessments and analysis of student learning aligned to Common Core State Standards
- Developing data presentation and tools

Data and Outcomes:

Year 1 Goals (Goal 4: Building the Full Service Community District)

- **Begin predictive/early warning data analysis:** New Early Warning report produced for all schools, based on Robert Balfanz' research using failing grades, suspensions, chronic absence as indicators.
- **Prototype of early warning software platforms:** Explore OnTrack early warning technology for 2012-13 to push out data to principals on a daily basis.
- **Foundational set of 10 interactive Opportunity Mapping indicators in use:** Posted on ThrivingStudents.org in March 2012.
- **Develop second set of 10 Opportunity Mapping indicators:** To be completed by June 30, 2012.
- **Further develop neighborhood indicators database:** In progress, using U.S. Census; Urban Strategies Council/InfoAlameda housing/foreclosures; Alameda County Public Health life expectancy, low birthweight babies; check cashing/banks; Oakland Police Department crime.
- **Establish or maintain two-way data sharing agreements:** Oakland Housing Authority two-year renewal.
- **Launch pilot of high school student "ground truthing"** of grocery stores, fast food, liquor stores. Pilot summer 2011, repeat summer 2012 in partnership with Youth UpRising.

In addition:

Producing academic and HKHO data reports and analyses for schools and central office. Most data and analyses are disaggregated by ethnicity, gender, English learner status

- Academic, fitness/health and wellness, school culture data for Community Schools Strategic Site Plan aligned to school quality indicators -- Completed for 2011-12, expanding and refining for 2012-13
- Weekly data reports on chronic absence and satisfactory attendance
- Monthly data reports on out-of-school suspensions
- Early warning data reports
- Math benchmark data analysis on performance tasks aligned to Common Core State Standards
- Formative evaluation of early STEM initiative (elementary science, middle school math)
- Disproportionality research and data analysis
- Cohort-matched analysis of growth on Scholastic Reading Inventory, CST, CELDT, and other assessments of student learning

Schools Served:

All OUSD schools.

Central Office departments and cross-department teams

2012 – 2013 Objectives:

- Expand the reach of existing resources through realignments and partnerships: Expand data sharing partnerships as groundwork for Phase 2 & 3 (2012-2016) (p. 41)
- Place particular focus on students with the highest need: Expand HKHO indicators, including place-based and school-based indicators of student need (p. 42)
- Expand and refine use of California Healthy Kids Survey and aligned parent and staff survey data for CSSSP, SQR, Balanced Scorecard
- Link early childhood pre-K student data to K-12 and college for pre-K-20 analysis of Oakland student pathways
- Collaborate with LCI toward further transition to Common Core State Standards and assessments