



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

LPS Oakland R&D: Entrepreneurial Leadership Pathway

2016-17 Measure N Commission Presentation



Presented by LPS Oakland R&D

Presented to Measure N Commission

Wednesday, May 17, 2017

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Grounded: Root-Cause Analysis



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Year 1 Root Cause Analysis	Revised Root Cause Analysis
<p>Male/Female Graduation Gap</p> <ul style="list-style-type: none"> ● Current course offerings, curriculum, pedagogy don't meet unique male needs ● Opportunities for hands on, kinesthetic learning 	<p>SPED A-G Completion rate</p> <ul style="list-style-type: none"> ● Lack of a clear vision from 9th-12th for college and career. Need to support students → independence
<p>Advanced Course Offerings</p> <ul style="list-style-type: none"> ● Previously limited course offerings 	<p>Dual Enrollment Pass Rate</p> <ul style="list-style-type: none"> ● Ensure a robust communication model with College Professor ● Ensure that teachers create scaffolds to ensure access
<p>Chronic Absence</p> <ul style="list-style-type: none"> ● Parent Education ● Personalized Student Supports 	<p>Chronic Absences</p> <ul style="list-style-type: none"> ● Teach families attendance policy before school year. Connect to college and career outcomes
<p>SBAC Math Performance</p> <ul style="list-style-type: none"> ● Teacher Turnover ● Lack of vertical alignment 	<p>Math Proficiency</p> <ul style="list-style-type: none"> ● Ensure every math class scope & sequence aligned to CCSS ● Teachers respond to data immediately
<p>N/A</p>	<p>Targeted support for Newcomers in Pathway</p> <ul style="list-style-type: none"> ● Create structures and supports for Newcomers in Gen Ed classrooms

Implementation Successes



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Success	Details
11th Grade Work Based Learning Experience	<ul style="list-style-type: none">● 100% of 11th graders● Career and strengths exploration in Advisory● High investment from students and Advisors● Addressing male/female grad gap → hands on, kinesthetic learning
10th Grade Leadership Conference	<ul style="list-style-type: none">● 100% of 10th graders● Strengths exploration in Advisory; preview of dual enrollment COMM content in action!● Current & alumni student leadership● Addressing male/female grad gap → hands on, kinesthetic learning



Implementation Successes



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Success	Details
Merritt Dual Enrollment Learnings	<ul style="list-style-type: none"> ● Ethnic Studies teacher as course facilitator → highest S1 pass rate. Structures for support ● Continued communication with Professor ● Students believe college courses should begin prior to 12th grade ● 1-Unit Bio Science course → connection to career ● Addressing male/female grad gap, hands on learning experiences
AP Computer Science	<ul style="list-style-type: none"> ● "I enjoy learning about computer science because it is interesting and it connects to the kind of career I am interested in." ● "I enjoy coding, getting to work with others, and being able to show our creative side." ● Addressing male/female grad gap; limited course offerings

Implementation Challenges



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Challenge	Details
Not all College Courses are a fit	<ul style="list-style-type: none"> ● 5-unit college course was a challenge → specialized tutor. Students withdrew ● Too large a jump from HS CS class → programming ● Need the right Professor & Course Facilitator
Staffing for NFTE Entrepreneurship Class	<ul style="list-style-type: none"> ● Staffing challenge for NFTE ● Unable to build lasting NFTE mindset in returning students for one more year
Bridging the Counseling/ Teaching Divide	<ul style="list-style-type: none"> ● Many new staff members in support roles ● Tension between the focuses & mindsets of two different disciplines



Learning from Implementation Year 1



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Clarifying Vision & Connection to Career:

We aim to support students in developing the **entrepreneurial, technology, and communication skills** necessary to be successful in a **wide range of careers**.

Entrepreneurial Leadership

In addition, need to develop the **knowledge of self and community** to be successful in a range of careers.

Moving forward



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Focus on special student populations:

- Newcomers
- Students with IEPs
- Students likely to need remedial math

- Refine Pathway Vision: Core courses build a stronger connection
- Strengthen connection to career: 9th grade Advisory - Exploring Careers (entrepreneurial mindsets)
- How to provide the “just right” courses for Newcomer students
- Expand dual enrollment across the Peralta colleges; address math gap

2017-18 Measure N Budget Allocations



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Expense	Description	Rationale
\$78,600	Schoolwide Language & Literacy Improvement Strategy: Increase cohort of students in dual enrollment Communications courses	Student feedback → provide dual enrollment option earlier in HS Continue to refine vision of pathway
\$26,900	Schoolwide Math Improvement Strategy: Pilot college math course for students on track for remedial math	Remedial math is a key barrier to college completion for our students
\$10,700	Culture & Climate/Socioemotional Learning Improvement Strategy: Tier 2 interventions for students with chronic absences	Chronic absences remain high; Tier 2 staff will connect with students and families
\$17,000	Pathway Development/Implementation Strategy: WBL Activity for each pathway course	Continue to expand opportunities for connection to industry
\$67,200	Measure N Design Features: Career & Community Leadership Coordinator	Expand WBL and Careers into the framework of our school

Implementation Year 2



Reflection & Continuous Improvement:

- Continue ongoing data inquiry - whole staff, students, ILT, admin, departments, grade levels, PGA
- Continue whole-school reflection on goals, outcomes, actions
- Build the Pathway team - ongoing collaboration and alignment for pathway teachers
- Continued reflection & input from students on WBL, career connection

EVERY STUDENT THRIVES!



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