



**Board Requests from
March 10, 2012
Special Board Meeting –
Addendum**

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Adult Education Flex

Oakland Unified School District's Adult Education Program and Funding

Submitted by Chris Nelson and Sue Pon

Oakland Unified School District's Adult Education Program has been providing Adult Education Services for 141 years. Over the past three years, state budget reductions have forced the District to make dramatic cuts to the Adult Education Program. In 2011-12, the Adult Education Program is only funded at 9% of the funding allocated in the 2008-09 school year. The following indicates the approximate program information and funding for Adult Education over the past three years:

Adult Education (Total)	2009-2010	2010-2011	2011-2012
Staffing (FTE/PT)	121/102	66.4/11	17.9/14
Classes	532	108	34
Students Enrolled	10,310	2,672	810
Diplomas/ Certifications/Student Learning Gains/Outcomes	6,698	1,856	67* Year to Date

Expenditures	2009-2010	2010-2011	2011-2012	2012-2013
Salaries/Benefits	\$11,178,000	\$5,869,000	\$2,400,000	\$2,400,000
Supplies	\$188,000	\$105,000	\$ 50,000	\$ 50,000
Other	\$2,228,000	\$527,000	\$150,000	\$150,000
Total	\$13,594,000	\$6,501,000	\$2,600,000	\$2,600,000

Revenue Resources	2009-2010	2010-11	2011-2012	2012-2013
Unrestricted -General	\$11,542,000	\$4,400,000	\$1,000,000	\$1,000,000
Unrestricted - CBET	\$322,000	\$322,000	\$322,000	\$322,000
Federal & State Grants (WIA 231, Perkins, CalWORKs)	\$1,700,000	\$1,408,000	\$1,213,000	\$408,000
Other (PIC, Dept. of Rehab, Fees)	\$30,000	\$170,000	\$270,000	\$270,000
Total Resources	\$13,594,000	\$6,300,000	\$2,805,000	\$2,000,000

At the beginning of 2011-12, Adult Education programming was divided into two programs administered under different Departments of the District. Family Literacy is now under the Leadership, Curriculum and Instruction Office and Adult and Career Education which includes GED and Career Technical Education are now part of the High School Office under the auspices of Alternative Education. These programs serve the District K-12 programs better blended within each of these different offices to provide strengthened coordinated services.

Due to a late start in the beginning of the 2011-12 school year, Adult Education is expected to only expend half of the funding from unrestricted funds leaving approximately \$600,000 unspent by the end of this year. Adult Education would like to take the unused allocations from all resources from 2011-12 to help offset the decrease of federal dollars for 2012-13, to be able to offer the same programming and staffing in Family Literacy and Adult and Career Education for next year.

The following tables represent adult education information by program:

Family Literacy (Includes Parenting, CBET for 09-10)	2009-2010	2010-2011	2011-2012
Staffing (FTE/PT)	10.1/16	17.0/1	3.0/10
Classes	126	22	14
Students Enrolled	2,822	989	447
Student Learning Gains*	1,680	936	TBD by 6/30/12

GED Program	2009-2010	2010-2011	2011-2012
Staffing (FTE/PT)	2.0/4	2.0/0	7.0/4
Classes	20	14	10
Students Enrolled	327	469	305
GED Certifications	94	95	39 Year to Date

Career Technical Education	2009-2010	2010-2011	2011-2012
Staffing (FTE/PT)	10.85/	4.0	2.9/0
Classes	165	27	10
Students Enrolled	1945	196	58
Certifications	191	90	28

Adult High School Diploma	2009-2010	2010-2011	2011-2012
Staffing (FTE/PT)	11.31/6	15.0/0	No Longer Offered
Classes	31	18	No Longer Offered
Students Enrolled	235	184	No Longer Offered
Diplomas Earned	99	8	No Longer Offered

Adult Basic Education (Includes Adults with Disabilities in 09-10)	2009-2010	2010-2011	2011-2012
Staffing (FTE/PT)	13.46/24	12.0/0	No Longer Offered
Classes	97	9	No Longer Offered
Students Enrolled	1,343	130	No Longer Offered
Student Learning Gains*	365	3	No Longer Offered

English as a Second Language/ Citizenship	2009-2010	2010-2011	2011-2012
Staffing (FTE/PT)	32.5/27	0/8	No Longer Offered
Classes	93	18	No Longer Offered
Students Enrolled	3,638	704	No Longer Offered
Student Learning Gains*	4,269	714	No Longer Offered

Staffing data by program does not include Adult Education administration or classified.

*Student learning gains are 5 points gain in a post test on the Statewide Standardized Assessment.



Family Literacy Program

DATA & OUTCOMES - 2011-2012

March Update 2012

The Family Literacy program supports the OUSD strategic plan for Full Service Community Schools by empowering parents and guardians to:

- Support their children's academic progress.
- Develop family engagement and leadership skills in full service community schools.

The Family Literacy program provides quality academic and literacy instruction to OUSD parents in the context of the National Family Literacy model. At each school site campus, Adult Basic Education instruction is coordinated with the three other Family Literacy model components: Children's Education, Parent Time and Parent and Child Together (PACT) time.

ESL Family Literacy	as of March 13, 2012
Number of Classes	10
Locations	10
Adult Students with 12+ hours	379



Computer Family Literacy	as of March 13, 2012
Number of Classes	4
Locations	2
Adult Students with 12+ hours	68

Family Literacy School Sites:

Region 1	
School	Class
Lafayette	ESL
Westlake	Internet – Winter
West Oakland Middle School	Internet – Spring
Martin Luther King	Computer – Spring
Sankofa	Computer – Spring

Region 2	
School	Class
Roosevelt	ESL
Allendale	ESL
Fruitvale	ESL
LaEscuelita	ESL
Urban Promises Academy	Internet – Fall

Region 3	
School	Class
Korematsu/ Esperanza	ESL
Coliseum College Preparatory Academy	ESL
New Highland/ Rise	ESL
East Oakland Pride	ESL
Sobrante Park/ Madison	ESL

OUSD Family Literacy Program

March 2012 Update

Overview

From within the Leadership, Curriculum and Instruction Department, the Family Literacy program supports the OUSD strategic plan for Full Service Community Schools by empowering parents and guardians to:

- Support their children's academic progress.
- Develop family engagement and leadership skills in full service community schools.

The Family Literacy program provides quality academic language and literacy instruction to OUSD parents in order to:

- Develop, increase and build on the literacy skills of parents.
- Develop the skills of the parents to support their child's academic success.
- Develop family engagement and leadership skills toward meaningful family engagement.

The Family Literacy Program provides Adult Basic Education instruction (English as a Second Language, Computer Literacy) to parents in the context of the National Family Literacy model. At each school site campus, Adult Basic Education instruction is coordinated with the three other Family Literacy model components: Children's Education, Parent Time and Parent and Child Together (PACT) time.

The Family Literacy program evolved from the Community Based English Tutoring (CBET) program, funded to assist parents in developing English language and literacy skills while learning strategies to support the academic and social success of their school age children. Family Literacy opportunities for native-born speakers of English are also developing.

With limited funding in 2011-12, the OUSD Family Literacy program developed a new program design that provides parents and guardians with quality instruction while addressing concerns of:

- **Equity:** How can limited Family Literacy funding equitably serve school communities across OUSD?
- **Sustainability:** How can limited Family Literacy funding provide services to schools in a way that is sustainable over time?
- **Scalability:** How can limited Family Literacy funding be leveraged to "scale up" over time and build capacity to offer integrated Family Literacy and Family Engagement services in all district schools?

Curriculum and Family Engagement

The following core ESL Family Literacy curricular units build parents' academic language and literacy skills to support their children's academic progress and to develop school engagement skills:

- Connecting with the School Community
- Home Learning Environment
- Healthy Families
- Community Learning Opportunities

Computer Literacy instruction includes the following curricular units:

- School and District Websites
- Parent Portals
- Email Communication
- Internet Safety

The Family Literacy program is strategically placed in the Learning, Curriculum and Instruction (LCI) Department so that the andragogy of the parents is more aligned with the pedagogy of the children. Examples include:

- The ESL Family Literacy teachers are being trained in Systematic English Language Development by members of both the Family Literacy and the Literacy staff.
- Additional Family Literacy curriculum includes building parents' capacity to support their children in meeting college and career readiness goals, as well as their own.
- Some ESL Family Literacy classes are beginning to use and support K-12 technology interventions with parents such as Fast Forward and Reading A-Z.
- Computer literacy instruction is coordinating with Instructional Technology in LCI, particularly with learning outcomes.

The Family Literacy program is coordinating with the Family and Community Engagement unit of the Full Service Partnership Schools Department to engage parents in activities such as the development of Family Engagement Standards and participation in district-wide Parent Conferences. The Family Literacy class is often a foundation for parent engagement at the partner school site, including involvement in English Language Advisory Council (ELAC), School Site Council (SSC) and volunteering.

2011-2012 Update

In 2011-12, five ESL Family Literacy classes started in November and an additional five classes started in January. These ten classes are serving half the number of schools served in 2010-11. To date, 447 parents are participating. School selection included consideration for equity of geographic location, equity of demographics, and equity to access of other parent supports. The mobile classroom is providing internet instruction to parents at three middle schools.

Region	School
1	Lafayette (ESL Family Literacy) Westlake (Internet – Winter) West Oakland Middle School (Internet – Spring) Martin Luther King (Computer – Spring) Sankofa (Computer – Spring)
2	Roosevelt (ESL Family Literacy) Allendale (ESL Family Literacy) Fruitvale (ESL Family Literacy) LaEscuelita (ESL Family Literacy) Urban Promises Academy (Internet – Fall)
3	Korematsu/Esperanza (ESL Family Literacy) Coliseum College Preparatory Academy (ESL FL) New Highland/Rise (ESL Family Literacy) East Oakland Pride (ESL Family Literacy) Sobrante Park/Madison (ESL Family Literacy)

Measuring Impact

1) Literacy Skills

One of the best indicators of a child's academic success is the educational attainment of the mother.¹ The Family Literacy program has consistently measured adult student learning through implementation of the standardized Comprehensive Adult Student Assessment System (CASAS).

2) Skills to support children's academic progress to graduation and beyond

Research also indicates a positive correlation between specific parental behaviors and the academic and social success of school-age children. Adult student surveys in the Family Literacy program (2008-09, 2009-10) tracked self-reported, perceptual, behavioral outcomes that measured the extent to which adult Family Literacy parents believe that they were better able to:

1. Help their children do well in school;
2. Communicate with the school's staff;
3. Be more involved in their children's learning.

3) Family Engagement

In 2010-11, the Family Literacy program adopted four new metrics to measure how Family Literacy classes lead to meaningful parent engagement:

1. Parent and Child Together (PACT) participation
2. Parent workshop participation
3. Involvement in school-based volunteer activities
4. Involvement in school-based leadership activities (e.g. ELAC, SSC)

The Family Literacy program is currently reviewing program impact outcomes and measurement.

The Family Literacy program supported 55 parents' participation in the Latino Parent Conference in February 2012 and the District Advisory Council (DAC) Parent Conference in March 2012. The parents were supported with chartered buses or bus tickets, were accompanied by six Family Literacy teachers, and were provided with accompanying class instruction.

"There is no excuse to be absent from parent meetings, school events and conferences with our children's teachers. We must know the teachers, the school board, and visit the school often. This sends a tremendous positive message to our kids- that we care about them and are interested in their academic development." (parent)

A Yemeni parent was elected the president of English Language Advisory Council as a direct result of the DAC Parent Conference.

¹ National Center for Family Literacy. (2003) *All about families: The effects of maternal education on child achievement* (Issue No. 1). Louisville, KY: National Center for Family Literacy.

Cost Factors

In the new Family Literacy Program Design, individual school sites will gradually assume the cost of the Family Literacy teacher, while the Family Literacy program will continue to cover the cost of training, supplies, materials, babysitting and administration. In 2011-12 all program costs will be supported by the Family Literacy program. In 2012-13, 25% of the teacher cost will be supported by individual school sites, increasing each year.

Year 1 (2011-12)

- Cohort 1: 100% teacher cost funded by the Family Literacy program

Year 2 (2012-13)

- Cohort 1: 25% teacher cost funded by the school sites
- Cohort 2: 100% teacher cost funded by the Family Literacy program

Year 3 (2013-14):

- Cohort 1: 50% teacher cost funded by the school sites
- Cohort 2: 25% teacher cost funded by the school sites
- Cohort 3: 100% cost funded by the Family Literacy program

Year 4 (2014-15):

- Cohort 1: 75% teacher cost funded by the school sites
- Cohort 2: 50% teacher cost funded by the school sites
- Cohort 3: 25% teacher cost funded by the school sites
- Cohort 4: 100% teacher cost funded by the Family Literacy program

This shared cost structure supports the sustainability and scalability of the Family Literacy program over time. Additional Family Literacy instruction in the coming years will also depend upon the level of funds OUSD will restore to adult education programming.

March 2012

A similar report to the following 2010-11 Impact Data will be prepared in June 2012 for Family Literacy services offered November 2011-June 2012.



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND ADULT AND CAREER EDUCATION

**Oakland Adult and Career Education ESL Family Literacy Impact Data
2010-11 Update**

Family Literacy Background

The federal definition of Family Literacy (Workforce Investment Act (WIA) 1998, Title II, the Adult Education and Family Literacy Act, is: ***“assist adults who are parents to obtain educational skills necessary to become full partners in the educational development of their children.”***

“The term ‘family literacy services’ means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all the following activities:

- A) Interactive literacy activities between parents and their children.*
- B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.*
- C) Parent literacy training that leads to economic sufficiency.*
- D) An age-appropriate education to prepare children for success in school and life experiences.”*

Research

- “The findings indicate that programs to improve maternal literacy skills may provide an effective means to overcome the disparity in academic achievement between children in poor and affluent neighborhoods.” (National Institutes for Health, November 2010)
- “Family involvement in schools leads to better achievement for children.” (Henderson, A. (1988). Parents are a school’s best friend. *Phi Delta Kappan*. 70, 148-153)
- “Children are short-changed when adults are overlooked, Better-educated parents produce better-educated children. Better-educated adults demand and get better schooling for their children. Better-educated parents produce safer communities conducive to learning. Better-educated adults are more productive for society.” (Tom Sticht, Report on Literacy Programs, October 1994)
- “Three decades of research have shown that parental participation improves student learning. This is true whether the child is in preschool or the upper grades, whether the family is rich or poor, whether the parents finished high school or not.” (Strong Families, Strong Schools, U.S. Department of Education, 1994)

Measuring Impact

Oakland Adult and Career Education (OACE) has consistently measured adult student learning in the Family Literacy Program through implementation of the standardized Comprehensive Adult Student Assessment System (CASAS). (Three year level completion data attached).

It is not possible to correlate parent participation in Family Literacy programs with children's test scores due to the multitude of factors affecting children's academic achievement. However, research indicates a positive correlation between specific parental behaviors and the academic and social success of school-age children. These parent behaviors include:

- Parent involvement at school sites.
- Parent engagement in parenting education activities.
- Active parent involvement in their children's learning process.

During 2008-09 and 2009-10, Oakland Adult and Career Education had the capacity and resources to conduct comprehensive adult student surveys tracking self-reported, perceptual, behavioral outcomes that measured the extent to which adult Family Literacy students believed that they were better able to:

1. Help their children do well in school;
2. Communicate with the school's staff;
3. Be more involved in their children's learning,

as a result of their participation in the Family Literacy program.

With the implementation of the national model for Family Literacy in 2010-11, we are now adopting four new metrics on the Family Literacy Score card:

1. Parent and Child Together (PACT) participation
2. Parent workshop participation
3. Involvement in school-based volunteer activities
4. Involvement in school-based leadership activities

Parent and Child Together (PACT) time was implemented in all ESL Family Literacy classes for the first time in 2010-11. PACT is a signature component of the national Family Literacy model where parents regularly visit and participate in their children's classrooms. During 2010-11, approximately 77% of parents in the ESL Family Literacy classes participated in PACT at some point in the school year. (Note: Variable factors include the degree of school partnership, parents being in the same school location as the children, and variable schedules.)

OACE ESL Family Literacy classes lead to powerful family engagement, including being an entry point to the leadership pipeline. Approximately 73% of Family Literacy parents participated in parent workshops; approximately 62.5% served as school volunteers, for example salad bar volunteers; and approximately 26% took on a school leadership role, for example participation on the English Language Advisory Committee (ELAC) and School Site Council (SSC) participation and leadership, as well as organizing school safety walks with Oakland Communities Organization (OCO).



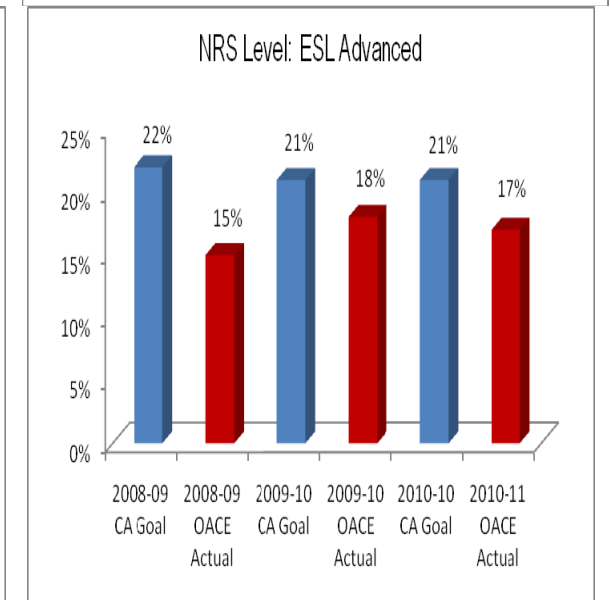
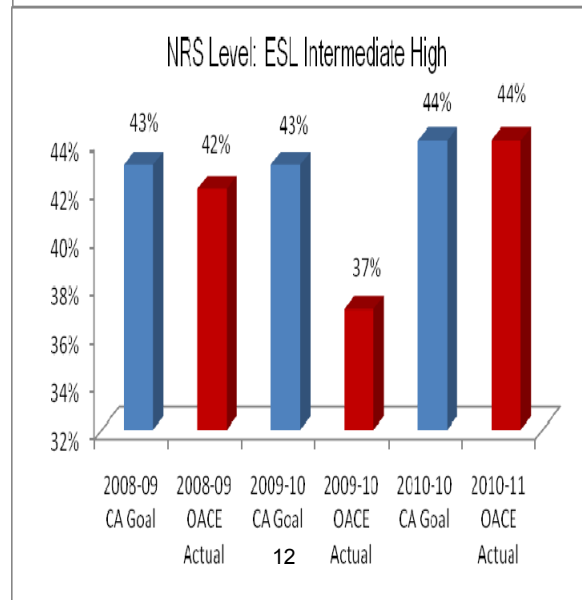
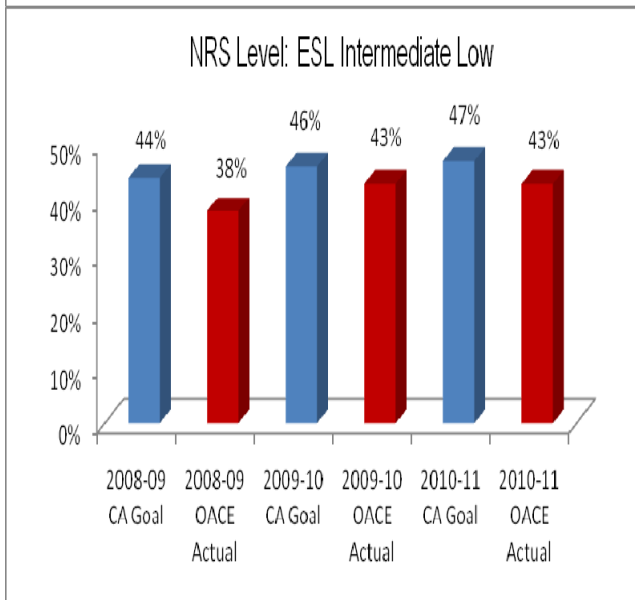
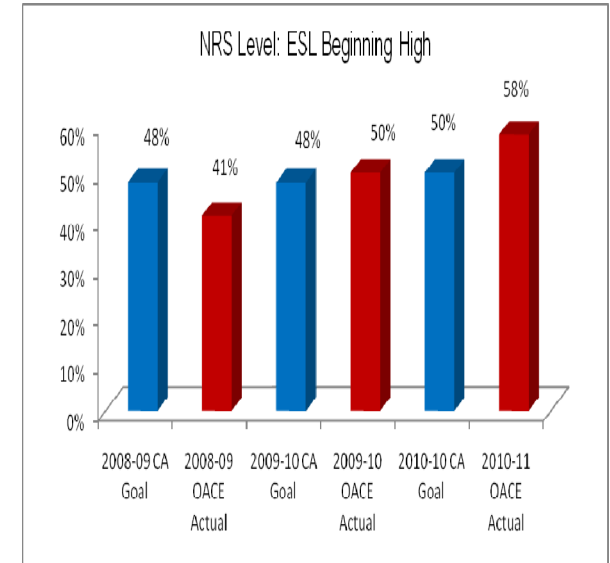
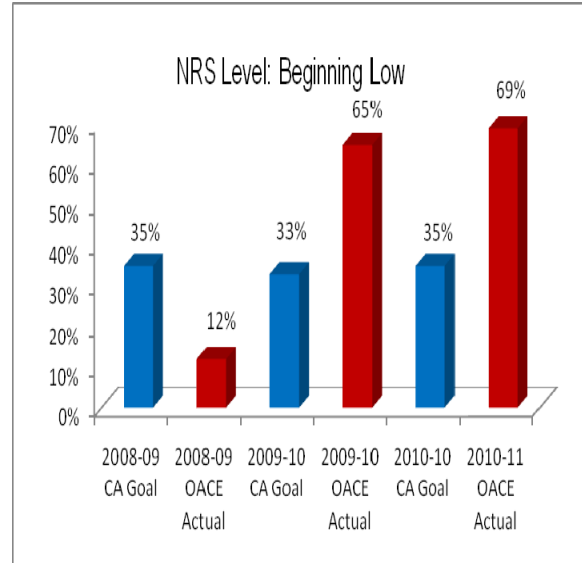
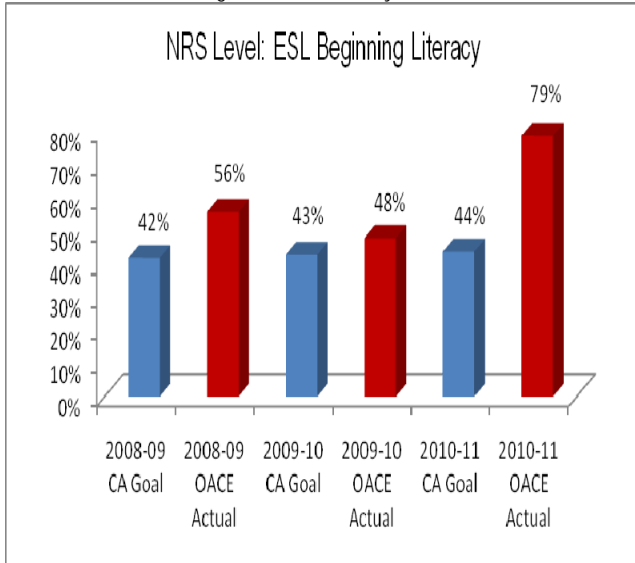
ESL Family Literacy

2010-11 PROGRAM SCORECARD

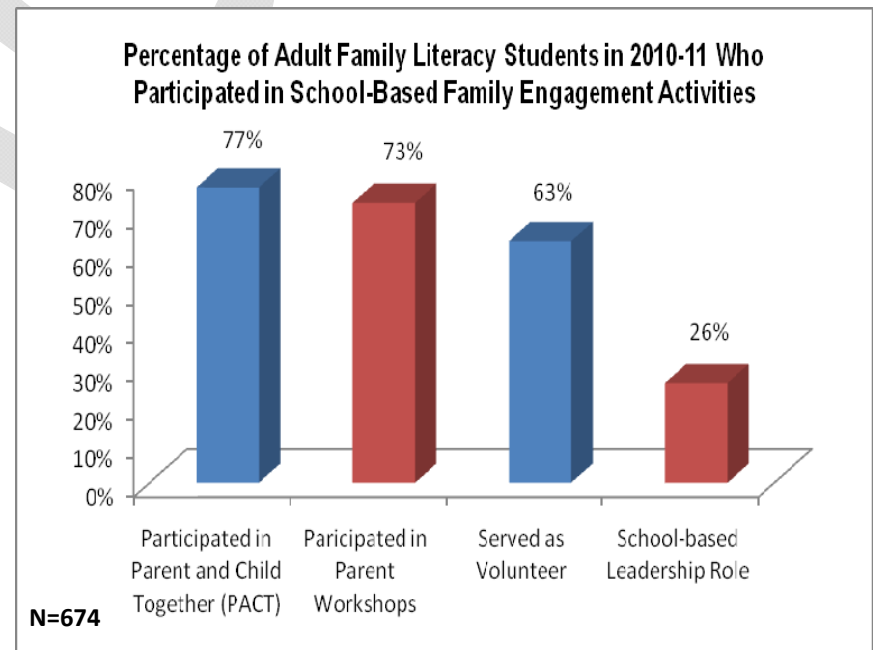
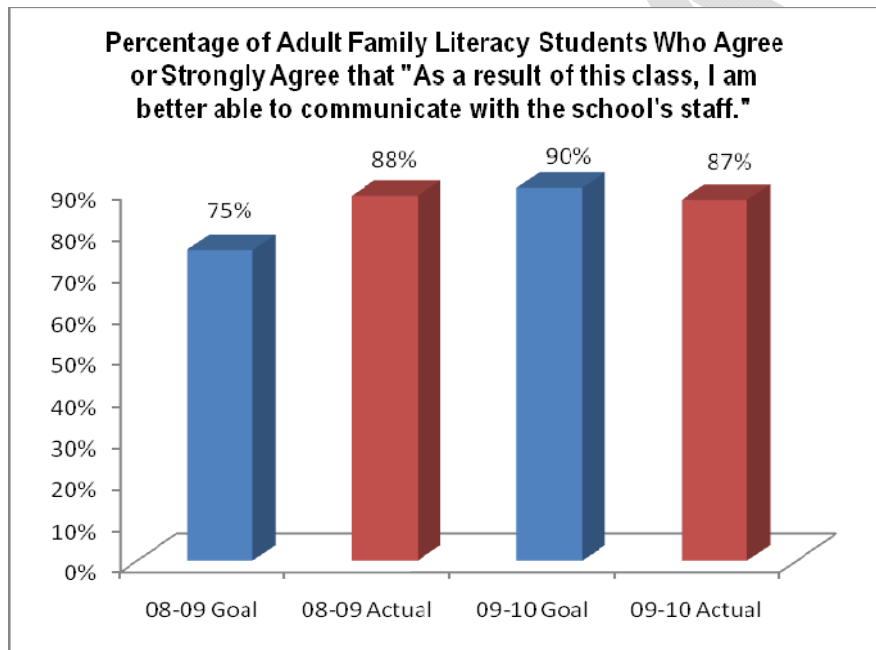
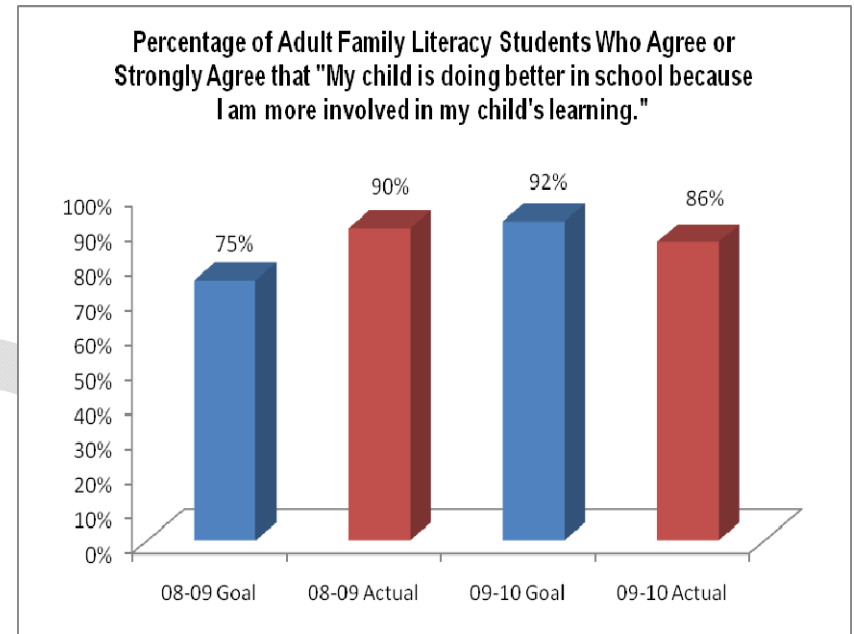
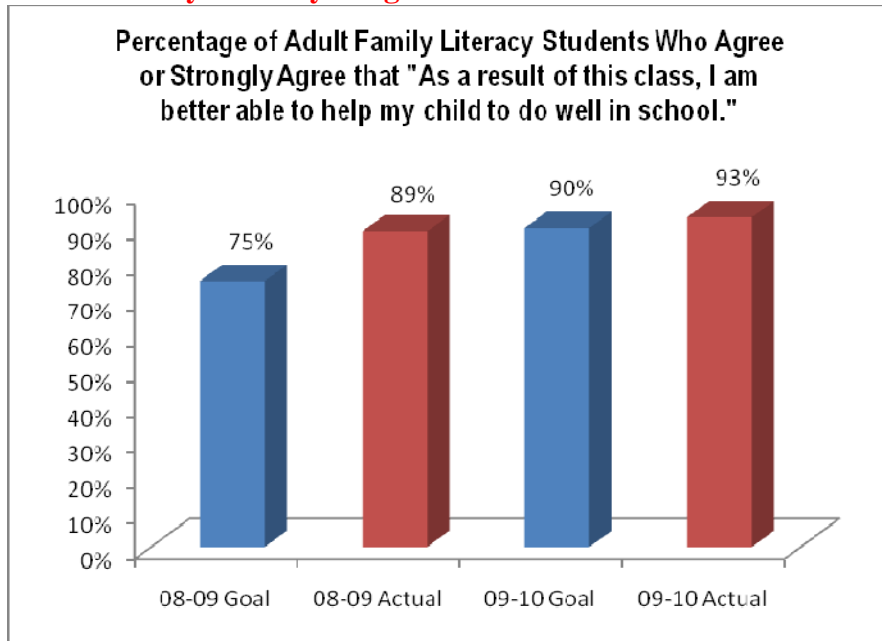
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KEY INDICATORS – Completion of instructional levels as measured by adult student performance on standardized Comprehensive Adult Student Assessment Systems (CASAS) tests.

The Key Indicators provide a concise data-based snapshot of the ESL Family Literacy program highlighting adult students' priority outcomes in relation to ESL National Reporting System (NRS) level completion relative to the statewide goals established by CDE. For 2010-11, OACE students met or exceeded the CA Goals in 4 of the 6 instructional levels.



OACE Family Literacy Program





Adult & Career Education

DATA & OUTCOMES - 2011-2012

March Update 2012

Adult and Career Education (ACE) directly supports the mission and strategic goals of our District. Our focus includes: GED, Pre-GED and Career & Technical Education, Certified Nurse Assistant Program (CNA) and Project Search. ACE is on target to surpass last years' GED pass rate of 95 students. Most testing occurs in the Spring. ACE continues to add more classes and partners throughout the District and the city.

GED PROGRAM	as of March 2, 2012
Number of Classes	12
Locations	6
Adult Students with 12+ hours	187
OUSD High School Students	15
*Students Tested	43
Students Passed	39
Pass Rate	91%

*GED Graduation is June 20, 2012.
Students are tested in all 5 subject areas.



CTE CNA Program	10-Week Certification
Number of Classes	2
Students Enrolled	24
*Students Certified	---
Pass Rate	---

**Students are State certified in May.
Graduation is May 18, 2012.*



CTE Project Search	1-Year Internship
Number of classes	2
Students Tested	20
Students Passed	20
Pass Rate	100%

Graduation is July 2012.

OUR PARTNERS: (★ Class Locations)

- ★ Alameda County Government Office
- ★ Alameda County Office of Education - Foster Youth Services
- ★ Allen Temple Baptist Church
- ★ Children's Hospital
- ★ Dewey Academy
- Eastbay Innovations
- ★ Esperanza/Korematsu Discovery Academy
- ★ McClymonds High School
- Oakland Housing Authority, Department of Family and Community Partnerships
- Pivotal Point Youth Services, Inc.
- ★ Salvation Army
- Spanish Speaking Citizens' Foundation
- ★ Unity Council
- ★ Youth Uprising

OUSD Adult and Career Education Department

March 2012 Update

Overview

From within the High School Office, the Adult and Career Education Department supports the OUSD strategic plan for Full Service Community Schools by:

- Providing GED Services as the final safety net for those OUSD students dropping out of school.
- Providing Career Technical Education training and resources to District schools and employees.

The Adult and Career Education Department:

- Develops the academic skills necessary for students to complete the GED examination.
- Develops the Career Technical Education skills necessary for students to gain employment.
- Coordinates, aligns and leverages Career Technical Education resources that can be co-utilized by adult learners and District students and staff.

The Adult and Career Education GED program is Oakland's primary programming for adults who have not obtained a high school diploma. The program is community-based at four OUSD school communities and two community-based organizations. The strong partnerships that have been developed over the year utilize the benefits of the full service community schools and the support services of the Community-based organizations. Supports to GED students from schools and community-based organizations include mental and physical health screening, substance abuse counseling, transportation and childcare assistance.

The GED program and supports provided to schools and Community-based organizations are:

- GED Assessment
- GED Test Preparation Courses
- GED Readiness Courses
- GED Testing Fee Stipends
- Semi-Monthly GED Examination Sessions.
- Academic and Career Counseling
- Instructional and Curricular Supports for Partner GED Programs

This well-coordinated model utilizing the services, expertise and funding of each organization ultimately allows access to comprehensive GED services for Oakland residents and OUSD students.

The Adult and Career Education Career Technical Education program is designed for students who wish to obtain certification in a particular field or career pathway. The program is based at McClymonds High School and 2 Offsite locations and is open to adults and graduating high school students. Current Adult and Career Education Career Technical Education certification courses include:

- Administrative Assistant Program – A 100 hour course designed for OUSD Classified providing professional development opportunities for improving clerical skills. Begins April 2012 and open to the public if room is available.
- Certified Nursing Assistant Program – A 200 hour course for people interested in entering the healthcare professions.
- Project Search – A 1 year full time internship for Adults with Disabilities learning high level work skills at Children's Hospital and the Alameda County Government Offices in partnership with Eastbay Innovations, a community-based organization and funded through the State Department of Rehabilitation.

All Career Technical Education programs are developed in relationship with partners including state and local government agencies, non-profits including hospitals, and OUSD's Human Resources Department.

Curriculum and Instruction

The Adult and Career Education Department is strategically placed within the High School Office which includes Alternative Education and the College and Career Readiness Office. This placement has made for a unique partnership that helps High School students who are dropping out have access to Adult and Career Education services when needed. ACE now works closely with the High School Office counseling team to provide referrals to ACE including one counselor who provides assessment, orientation, and academic and career counseling for all referred students.

The curriculum for the GED program has been developed over the years and refined by experienced GED teachers. The curriculum for each of the Career Technical Education courses have been approved and certified by approving industry or state organizations. GED curriculum is based on the five content areas of the GED examination including Language Arts, Writing, Social Studies, Science and Mathematics. The Career Technical Education curricula consist of state or business approved course content based on industry standards. Staff credentials match the requirements for GED preparation and Career Technical Education course instruction.

2010-2011 Review

Last year ACE not only provided GED and Career Technical Education programming but also included an Adult High School Diploma program. The Adult High School Diploma courses were offered at high school locations utilizing computer learning labs while the GED courses were offered at a variety of school and community locations. The Adult High School Diploma courses offered last year was a departure from tradition due to the closure of the two adult school campuses the previous year. Odysseyware software was determined as a program that would best fit adult learning needs in computer labs based at high schools and providing cost-effective delivery of the AHSD courses. Unfortunately, Odysseyware was problematic for a variety of reasons:

- The program year had a late start due to adult school site closures.
- Teachers had to be retrained and were unaccustomed to the computer-based approach.
- Cyber High at most high schools turned out to be a better alternative to Odysseyware for high school students.

Adult High School Diploma courses were not well attended and there were very few graduates. Adult High School Diploma was eliminated at the end of last year.

Last year, Career Technical Education programming included two Certified Nursing Assistant courses, one Administrative Assistant course, one Medical Front Office training, one Medical Terminology training program, and a Project Search internship. All of these courses were well-attended. The Certified Nursing Assistant program, Administrative Assistant program and the Project Search internship had high success rates. The Medical Front Office and Terminology courses were difficult and challenging to provide and with less success. By the end of the year, it was determined to discontinue the Medical Office and Terminology courses and to only offer Administrative Assistant training at the McClymonds campus where the majority of students were enrolled.

2011-2012 Update

After all of the teachers were laid off at the end of the last year, it took some time to rehire and bring back teachers from the layoff list. In the beginning of the 2011-12 school year, some CTE and GED courses were started over the course of the fall semester. By March of 2012 twelve GED courses and three CTE courses were operating in all regions of the District.

Site selection for classes was based on insuring that there were initially GED classes in each region with each region having two sites. Selection included consideration for equity of geographic location, equity of demographics, and equity to access of school and community-based organization supports. This year the emphasis was placed on working with McClymonds, Dewey, and Youth Uprising to keep students from dropping out of school. Currently 16 high school seniors are enrolled in GED preparation from these schools and it is anticipated that number will double over the next few months. Also, a Spanish GED

course was introduced at the Unity Council. Currently 35 adults are enrolled in this course. Interesting to note is that 91% of all Adult and Career Education students enrolled are Oakland residents and 36% of them are former OUSD students.

Region	School/CBO Site
1	McClymonds (GED, Administrative Assistant., Certified Nursing Assistant) - 5 courses Salvation Army (GED)- 2 courses Children's Hospital (Career Technical Education- Project Search)- 1 course
2	Dewey Academy (GED) - 3 courses The Unity Council (Spanish GED) - 1 course Alameda County Government Offices (Career Technical Education- Project SEARCH) - 1 course
3	Korematsu/Esperanza (GED) - 1 course Youth Uprising (GED) - 1 course

In addition, Adult and Career Education is in the process of developing partnerships with two other partners: Allen Baptist Temple and Laney College. Both partners are interested in Adult and Career Education providing GED instruction. This would provide more supports to the African American community in East Oakland and supports to students wishing to transition to Laney College.

Measuring Impact

1). Develops the academic skills necessary for students to complete the GED examination

Through implementation of the standardized Comprehensive Adult Student Assessment System (CASAS) and GED Predictor tests, GED Teachers work collaboratively looking at student assessment data to determine the most appropriate instructional interventions. GED teachers also work in a PLC to review student work and develop strategies to help students successfully pass all sections of the GED.

2). Develops the CTE skills necessary for students to gain employment

All remaining CTE programs (Admin. Asst., CNA, and Project SEARCH) have high rates of successful completion (between 90-100%).

3). Coordinates, aligns and leverages CTE resources that can be co-utilized by adult learners and District students and staff.

The Administrative Assistant program will provide District classified employees the opportunities for job growth and improvement of skills for OUSD positions beginning in April 2012 as it did in the previous year.

Comparing last year with this year is difficult as some programs and services were either eliminated or changed. Funding for the program decreased by 86%. The following reflects major ACE results:

2010-11		2011-12	
Student Enrollments	Graduates/Certifications	Student Enrollments	Graduates/Certifications
Diploma 184	8	No longer Offer	No longer Offer
GED 469	95	334	39*
CNA 33	31	29	8*
Admin. Assistant 15	15	Class begins 4/12	-
Medical Front Office 15	8	No longer Offer	No longer Offer
Medical Terminology 15	8	No longer Offer	No longer Offer
Project SEARCH 12	12	20	20
Total 743	177	383	67*

*as of March 2012.

Most of the graduations and certifications will be completed by the end of this school year and on target to meet last year's graduation and certifications rate.

GED Program Data 2010-2011											Rev 2/1/2012	
	Totals	Male	Female	Black	Hispanic	White	Asian	Other		Ages 18-20	Ages 21-25	Ages 25+
Number of Students Attended GED Classes	469											
Took GED Exam - Adult Ed Students	144	85	59	46	59	12	16	11		39	41	64
Took GED Exam - Not Adult Ed Students	19	9	10	13	2	0	2	2		5	3	11
Passed GED - Adult Ed Students	96	57	39	31	38	9	9	9		28	27	41
Pass Rate - Adult Ed Students	67%											
Passed GED - Not Adult Ed Students	6	4	2	3	1	0	0	2		2	1	3
Pass Rate - Not Adult Ed Students	32%											

Central Counseling Support Services

CENTRAL COUNSELING SUPPORT SERVICES
COLLEGE & CAREER READINESS SUPPORT SERVICES

School	Total 11th & 12th grade students	Total Review Transcript / Counseled Students	TOTAL Credits On-Track students	Transcript review/Met Counselor	TOTAL Program Adjustment students	Transcript review/Met Counselor	TOTAL Alternate Plan students	Transcript review/Met Counselor
CCPA - 12		47	31	29	12	11	9	7
CCPA - 11		23	39	3	9	6	15	14
EOSA - 12	53	51	35	34	10	10	8	7
Far West - 12	16	16	10	9	1	1	7	6
Far West - 11	45	45	18	18	8	8	19	19
McClymonds - 12	46	31	33	20	5	3	11	8
MetWest - 12	40	40	37	37	3	3	0	0
Oakland High - 11			311	309	58	55	40	31
Dewey	190	192	116	116	29	29	47	47
TOTALS								

On Track: Students appear to be on-track for graduation. While a further review may be necessary for exact subject area completion, it appears that credit-wise, the student is going to graduate in June.

Program Adjustment: Students are 5-20 credits short of graduation and may still graduate on time with Cyber High, Summer School, Independent Study, or other credit recovery enrollment.

CENTRAL COUNSELING SUPPORT SERVICES
COLLEGE & CAREER READINESS SUPPORT SERVICES

Approximately 330 students have been individually counseled by 2012.

Alternate Plan: Students are more than 20 credits short of graduation and will need an additional year or alternate plan to graduate.

central counselors since January

Credit Status Check: January 2012

It is the expectation that all 12th and 11th grade students will have an opportunity to meet individually with an appropriately-trained counselor, advisor, and/or administrator to discuss current academic standing and post-secondary goals.

During these individual counseling sessions, students are advised of the following:

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

Each school site must ensure that these students have been advised. However, sites are able to fulfill this expectation in a variety of ways. Central Counselors have played a key role in assisting in these sessions, but the delivery model is flexible, according to the need and capacity of the school.

- ❖ Some school sites without counselors have opted not to have a central counselor meet with students. Rather, they prefer to have a school site advisor, teacher, or an administrator guide the sessions. Schools have provided confirmation that these students have been counseled.
- ❖ Some sites without counselors have expressed interest in having central counselors meet with students. These counselors met with students and communicated the outcomes to appropriate school site staff for follow-up. It is the expectation that these same counselors return to these sites during the spring semester to meet with these students, re-evaluate progress, and make additional academic recommendations.
- ❖ Finally, other sites have preferred a hybrid approach; central Counselors evaluate student transcripts, create an academic plan, and then communicate these recommendations to the administrator. At this point, the plan is conveyed to the student through the advisor, teacher, and/or administrator.

CENTRAL COUNSELING SUPPORT SERVICES COLLEGE & CAREER READINESS SUPPORT SERVICES

Evaluation and tracking tools have been created and distributed to school principals and counselors. Based on credits completed, students have been prioritized into three categories that identify the most at-risk students. Additional identification of graduation barriers (CAHSEE pass and GPA) are also included as a factor in the categorization. In order for this tool to be effective, student level data has been collected and will be analyzed for Fall to Spring semester progress. This tool allows for individual monitoring to track the movement of 12th graders – from a possible transfer to a continuation high school, drop-out, or GED referral. It allows us to see where students are most vulnerable and to provide appropriate intervention in the time of crisis, rather than as a postscript after they have left Oakland Unified School District.

We are working hard to change practice at the high schools. The NEXO has asked all schools to track conferencing in real time, to keep data current and to integrate conferencing with students into the regular workings of the school day. Our goal is to know what happens to any individual student as they make their way through high school and to know what happens when a student leaves a high school. (i.e. Continuation, Advanced Path, etc.) We are still changing practice and we do not have the habits we want in this arena in all schools. However—as we emphasize and keep the data in front of principals, we will be increasingly successful. This topic was discussed at the last Network Mtg. and these data will be shared with principals in the next couple of weeks.

March 2012 Update:

Central counselors have individually counseled 330 12th and 11th graders since January 2012. The sites that have been served by these central counselors include East Oakland School of the Arts, Oakland High, McClymonds High School, Frick Middle School, Westlake Middle School, Far West High School, MetWest High School, Dewey Academy, and Coliseum College Prep Academy.

Adult Education / GED Program: Please see program updates from Adult Education / Chris Nelson.

Master Schedule: Central counselors have been deployed to Oakland International High School, Claremont Middle School, East Oakland School of the Arts, and Skyline High School for assistance with Master Schedule issues. The assistance time has varied from 8 hours to 40 hours for each school. In addition, we have one counselor who has been fully trained in AERIES Master Schedule cohort planning/common teacher prep. We have planned for this counselor to be available to all schools for Linked Learning master schedule support.

Middle School: We have one counselor that continues to counsel students in middle school. Working with RAD, we have identified the early-warning indicator students at Frick and Westlake Middle Schools. Many middle schools were contacted with offers of assistance but few were able to accommodate a central counselor.

Student Assignment Office: One central counselor continues to welcome new high school families into OUSD with a transcript review, explanation of OUSD graduation requirements, and discussion of “a-g” progress. All outstanding coursework from other schools are input onto

CENTRAL COUNSELING SUPPORT SERVICES COLLEGE & CAREER READINESS SUPPORT SERVICES

OUSD transcripts. Students are given information about high school options, pathway and academy structures, and agency referrals, if necessary.

Training: Central counselors meet weekly for staff meetings and professional development. Topics covered include the following: Foster Youth programs; Alternative Education/Continuation School; Laney College tour; Holy Names University Early Admit Program; Gateway to College; Transcript Training; Introduction to Family; School, Community Partnerships; Crisis Response Training w/ Behavioral Health Department; Financial Aid/FAFSA/CalGrant; Family Engagement strategies; Cyber High; GED/Adult Ed options; Kuder Navigator.

Spring 2012 – To be continued...

In addition to individually counseling students, central counselors will play a key role later this spring in counseling students toward appropriate summer options including Academic Recovery and Community College coursework. They will be responsible for the Academic Recovery master schedule as well as individually programming student choices.

Some of the central counselors have lead (or will lead) workshops on College & Career Readiness at the Latino Family Conference, Clarence E. Johnson Parent Conference, Asian/Pacific Islander Parent Conference, African American Family Conference.

Counselors will assist schools in end-of-year responsibilities, and play a critical role in programming students for the 2012-2013 school year.

TRANSITION CENTER COUNSELING

Daily Areas of Responsibilities

- Meet and confer with caregivers providing information on school enrollment options
- School Placements
- Provide copies of attendance, grades and assertive discipline information for Deputy Probation Officers responding to telephone, email and walk-in request for students information
- Provide information to case managers for students referred to the various agencies
- Provide additional resource information for OUSD families and caregivers
- Provide educational information and resources for other districts as needed
- Refer students to Bridge Academy
- Review daily intake forms and bookings and releases for accuracy in placements and referrals

Counselor Specific Areas of Responsibilities

CENTRAL COUNSELING SUPPORT SERVICES
 COLLEGE & CAREER READINESS SUPPORT SERVICES

<ul style="list-style-type: none"> • Create individual academic plans for students at the JJC • Provide career and college counseling • Provide transcripts with JJC grades updated to sites, students and caregivers • Provide CAHSEE information • Attend MDTs similar to SSTs at the school sites 	
How many students have been met with at the Transition Center and/or have been followed up with at sites after transition?	From September through February we have met and/or followed up with an average of 401 families.
How many have transitioned out of TC w/ Academic Plan since plan went into effect 2/17/2012	22 families transitioned out of TC with Academic Plans completed. 17 additional Academic Plans completed. Total Academic Plans completed: 39
What communication structures are in place to inform sites of critical info for students transitioning into their sites:	Currently an email and/or phone call to principals. Developing a school site distribution system that will include principal, attendance or other designated staff
How many Welcome Circles have been facilitated by the Transition Center Counselor?	Only 1, due to training needs and OUSD coverage needed at Transition Center

CENTRAL COUNSELING SUPPORT SERVICES
COLLEGE & CAREER READINESS SUPPORT SERVICES

<p>What is the evidence of the value added of the Counselor position at Transition Center?</p>	<p>Families feel confident to contact OUSD staff at the Transition Center for support when students have violated probation through truancy.</p> <p>Families have stated that they are benefited greatly from having a Counselor on site. Information that has been so difficult to get from the various school sites has been received here at the Transition Center.</p> <p>Families who were frustrated leave the Transition Center feeling satisfied that their needs have been met in a caring and empathetic way.</p> <p>Probation Officers need for educational data provided and expedited in time for probation reports to court.</p> <p>Transition Center coverage has improved due to shared responsibility for day-day tasks in absence of transition specialist.</p>
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Credit Check for Fall Semester

CENTRAL COUNSELING SUPPORT SERVICES
COLLEGE & CAREER READINESS SUPPORT SERVICES

Juniors—Conferencing by December 2011

School		Total 11th & 12th grade students	Total Counselored Students	TOTAL Credits On-Track students	Transcript review/Met Counselor	TOTAL Program Adjustment students	Transcript review/Met Counselor	TOTAL Alternate Plan students	Transcript review/Met Counselor
CBITS		65		30		8		27	
CCPA - 12	*	52	47	31	29	12	11	9	7
CCPA - 11									
CPAA - 12		79		58		9		12	
EOSA - 12		62	62	32	32	8	8	22	22
EOSA - 11		55	27						
Far West - 12	*	16	16	10	9	1	1	7	6
Far West - 11		45	45	18	18	8	8	19	19
Leadership - 12		72	62	38	35	10	9	24	18
Life Academy -12	*	61	61	50	50	6	6	5	5
Life Academy -11		63	63	59	59	1	1	3	3
Mandela		79	56	58	56	15	14	6	6
McClymonds - 12	*	68	59	31	29	9	9	25	21
McClymonds - 11		66	65	21	20	6	6	39	39
Media		61		47		4		10	
MetWest		40	40	37	37	3	3	0	0

CENTRAL COUNSELING SUPPORT SERVICES
COLLEGE & CAREER READINESS SUPPORT SERVICES

Oakland High - 12	393	16	252		61	16	80	
Oakland Tech - 12	409	395	311	309	58	55	40	31
OIHS	72	72	55	55	9	9	8	8
Skyline - 12	430		279		62	4	89	17
Sojourner Truth	80	80	49	49	10	10	21	21
Bunche	114		52		22		40	
Dewey	192	192	116	116	29	29	47	47
Rudsdale	96	96	78	78	13	13	5	5
Gateway	32		5		4		23	
TOTALS	2702	1454	1717	981	368	212	561	275

Total Credits by December 2011:

CENTRAL COUNSELING SUPPORT SERVICES
COLLEGE & CAREER READINESS SUPPORT SERVICES

School	Total 12th graders	Credits On-Track						Program Adjustment						Alternate Plan					
		TOTAL Credits On-Track students	On-TRACK, No GPA or CAHSEE issues	Needs ELA CAHSEE	Needs MATH CAHSEE	Needs BOTH CAHSEE	GPA Issue	TOTAL Program Adjustment students	Program Adjustment, no other GPA or CAHSEE issues	Needs ELA CAHSEE	Needs MATH CAHSEE	Needs BOTH CAHSEE	GPA Issue	TOTAL Alternate Plan students	Alternate Plan needed, no other GPA or CAHSEE issues	Needs ELA CAHSEE	Needs MATH CAHSEE	Needs BOTH CAHSEE	GPA Issue
CBITS	65	30	24	5	3	3	3	8	1	3	4	3	7	27	1	16	19	15	20
CCPA	52	31	25	5	3	2	3	12	3	14	5	3	8	9	0	4	6	3	8
CPAA	79	58	35	13	5	4	17	9	0	4	3	2	9	12	0	9	6	6	8
EOSA	62	32	21	9	9	8	3	8	3	2	2	2	4	22	2	15	17	14	19
Far West	16	10	5	2	3	2	3	1	0	0	1	0	0	5	0	5	4	4	2
Leadership	72	38	19	13	13	12	12	10	1	2	3	1	8	24	2	17	18	15	19
Life Academy	61	50	41	7	8	3	7	6	1	0	2	0	5	5	0	1	1	0	5
Mandela	79	58	26	17	20	10	14	15	3	6	6	5	11	6	0	4	4	4	6
McClymonds	68	31	23	5	5	5	5	9	2	4	3	3	6	28	2	16	16	14	24
Media	61	47	34	3	4	2	11	4	0	0	0	0	4	10	0	6	8	6	8
MetWest	40	37	28	3	6	3	4	3	0	2	2	2	2	0	0	0	0	0	0
Oakland High	393	252	188	17	7	30	23	61	18	2	6	14	34	80	6	3	8	39	63
Oakland Tech	409	311	263	12	9	18	21	58	29	6	8	8	20	40	6	2	12	4	34
OIHS	72	55	13	38	13	12	8	9	0	9	6	6	5	8	0	7	4	4	2
Skyline	430	279	221	9	8	31	16	62	25	5	11	8	26	89	1	7	8	26	55
Sojourner Truth	80	49	10	17	20	14	25	10	0	6	7	6	9	21	2	8	8	6	18
Bunche	114	52	6	18	23	13	40	22	1	11	9	6	18	40	0	25	29	21	35
Dewey	192	116	13	31	47	24	87	29	0	11	16	9	26	47	1	32	34	27	47
Rudsdale	96	78	9	39	40	31	51	13	0	8	10	8	13	5	0	2	2	1	5
Gateway	32	5	0	4	4	4	5	4	0	1	3	1	4	23	1	9	15	9	22

CENTRAL COUNSELING SUPPORT SERVICES
COLLEGE & CAREER READINESS SUPPORT SERVICES

TOTALS	2473	1619	1004	267	250	231	358	353	87	96	107	87	219	501	24	188	219	218	400
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Street Academy - NOT included in counts

CAHSEE Totals*

Need ELA	551
Need Math	576
Need Both	536

* Some students may be duplicated in these counts

GPA Concern Total	977
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On Track: Students appear to be on-track for graduation. While a further review may be necessary for exact subject area completion, it appears that credit-wise, the student is going to graduate in June.

Program Adjustment: Students are 5-20 credits short of graduation and may still graduate on time with Cyber High, Summer School, Independent Study, or other credit recovery enrollment.

5th Year/Alternate Plan: Students are more than 20 credits short of graduation and will need an additional year or alternate plan to graduate.

Seniors—12th Grade Conferencing by December 2011

School		Total 11th & 12th grade students	Total Counselored Students	TOTAL Credits On-Track students	Transcript review/Met Counselor	TOTAL Program Adjustment students	Transcript review/Met Counselor	TOTAL Alternate Plan students	Transcript review/Met Counselor
CBITS		65		30		8		27	
CCPA - 12	*	52	47	31	29	12	11	9	7
CCPA - 11									
CPAA - 12		79		58		9		12	
EOSA - 12		62	62	32	32	8	8	22	22
EOSA - 11		55	27						
Far West - 12	*	16	16	10	9	1	1	7	6

CENTRAL COUNSELING SUPPORT SERVICES
COLLEGE & CAREER READINESS SUPPORT SERVICES

Far West - 11		45	45	18	18	8	8	19	19
Leadership - 12		72	62	38	35	10	9	24	18
Life Academy -12	*	61	61	50	50	6	6	5	5
Life Academy -11		63	63	59	59	1	1	3	3
Mandela		79	56	58	56	15	14	6	6
McClymonds - 12	*	68	59	31	29	9	9	25	21
McClymonds - 11		66	65	21	20	6	6	39	39
Media		61		47		4		10	
MetWest		40	40	37	37	3	3	0	0
Oakland High - 12		393	16	252		61	16	80	
Oakland Tech - 12		409	395	311	309	58	55	40	31
OIHS		72	72	55	55	9	9	8	8
Skyline - 12		430		279		62	4	89	17
Sojourner Truth		80	80	49	49	10	10	21	21
Bunche		114		52		22		40	
Dewey		192	192	116	116	29	29	47	47
Rudsdale		96	96	78	78	13	13	5	5
Gateway		32		5		4		23	
TOTALS		2702	1454	1717	981	368	212	561	275

Secondary Literacy Support Services



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Mid-Year Early Impact Study of Secondary Literacy Collaborative

March 28, 2012



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students



The Secondary Literacy Collaborative is:

Central literacy specialists, site-based literacy specialists, and principals who collaborate to build an infrastructure that supports acceleration of literacy achievement for middle school and high school students.

The Secondary Literacy Collaborative is working to:

- measurably improve the literacy outcomes of struggling readers in grades 6-12 by developing the capacity of Literacy Specialists and teachers to provide highly effective instruction to students who read below grade level



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students



SMART Goals for Secondary Lit. Collaborative:

- By June 2012, 100% of identified struggling readers, who are served by Secondary Literacy Specialists, will increase their reading level by 150 lexiles (2-3 grade levels).
- By June 2012, 100% of site based literacy specialists will provide coaching on reading assessment and small group reading instruction to the content area teachers of identified struggling readers
- By June 2012, 50 % of secondary teachers of 6th and 9th grade struggling readers (who are coached by a specialist) will provide three effective reading interventions during Tier 1 instruction.

Aligned to OUSD Leadership Goals 2011-12

Academic Growth Targets

Reach double digit growth in ELA and Math, as measured by CST, for all students- with a focus on historically underserved students

- Accelerate reading by 2 grade levels at Middle School
- Accelerate reading by 3 grade levels at High School

Why focus on secondary?

- Need to access higher level texts in order to master content across the curriculum
- 1st year of a-g requirements for graduation for our 9th grade students
- Implement measures to identify students with the largest reading gaps
- Immediate need to intervene with students reading below grade level

District overview of Secondary Literacy

CST ELA 2010-2011

District-wide:

57% of students performed below proficient

Grade 6:

63% performed below proficient

Grade 9:

65% performed below proficient

Who is being served in the collaborative?

- 450 middle school and high school students at 14 schools across the district
- 350 or 77% are high school students
- 59% are 9th grade students
- 18% are 6th grade students
- 83% of students being served were in enrolled during the previous school year

Student Demographics

- 49% are Latino students
- 38% are African American students
- 48% are English Learners

Schools included in SRI Study

GradeGrp	SiteName
Gr 6-8	Bret Harte Middle School
	Coliseum College Prep Academy
	Frick Middle School
	West Oakland Middle School
Gr 9-12	Castlemont Freshman Academy
	Coliseum College Prep Academy
	College Prep & Architecture Academy
	Life Academy
	Mandela High School
	McClymonds HS
	Oakland High School
	Oakland Technical High School
	Skyline High School

District-wide SRI Implementation

This year, SRI has been implemented as our district-wide reading level measurement.



OAKLAND UNIFIED SCHOOL DISTRICT

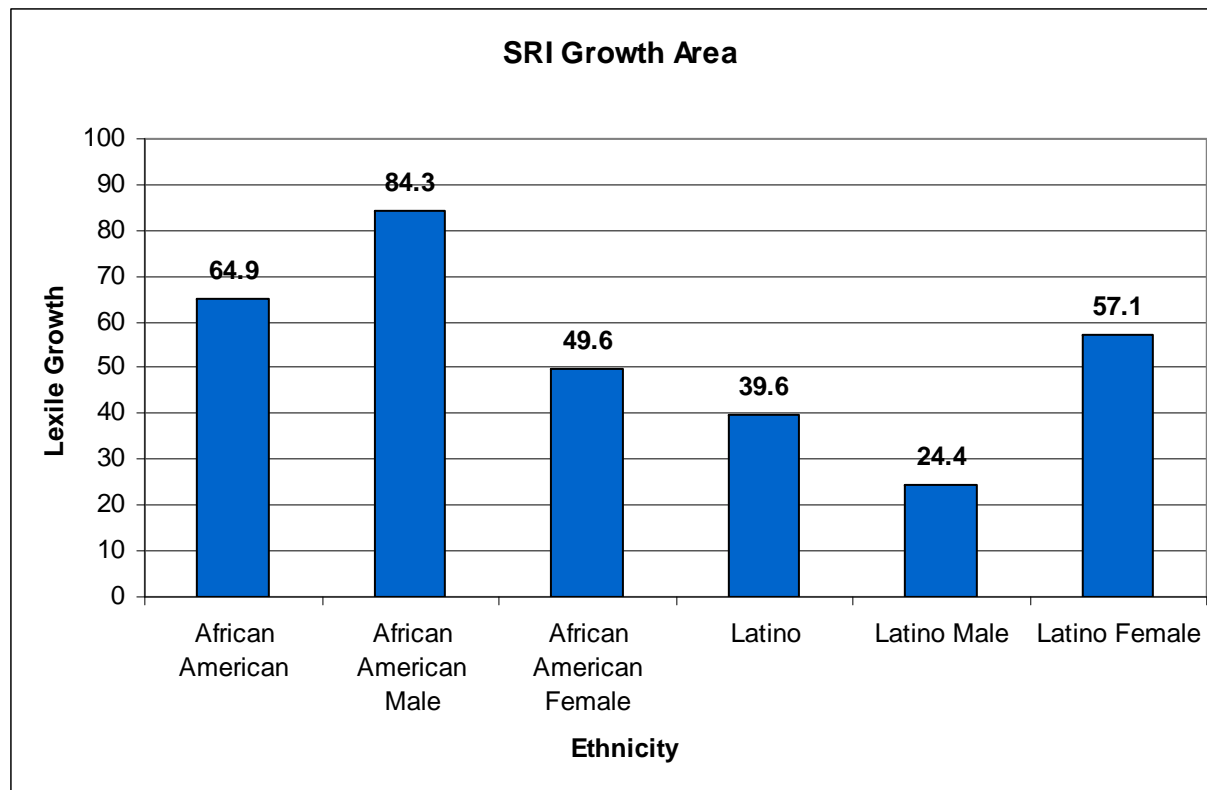
Community Schools, Thriving Students



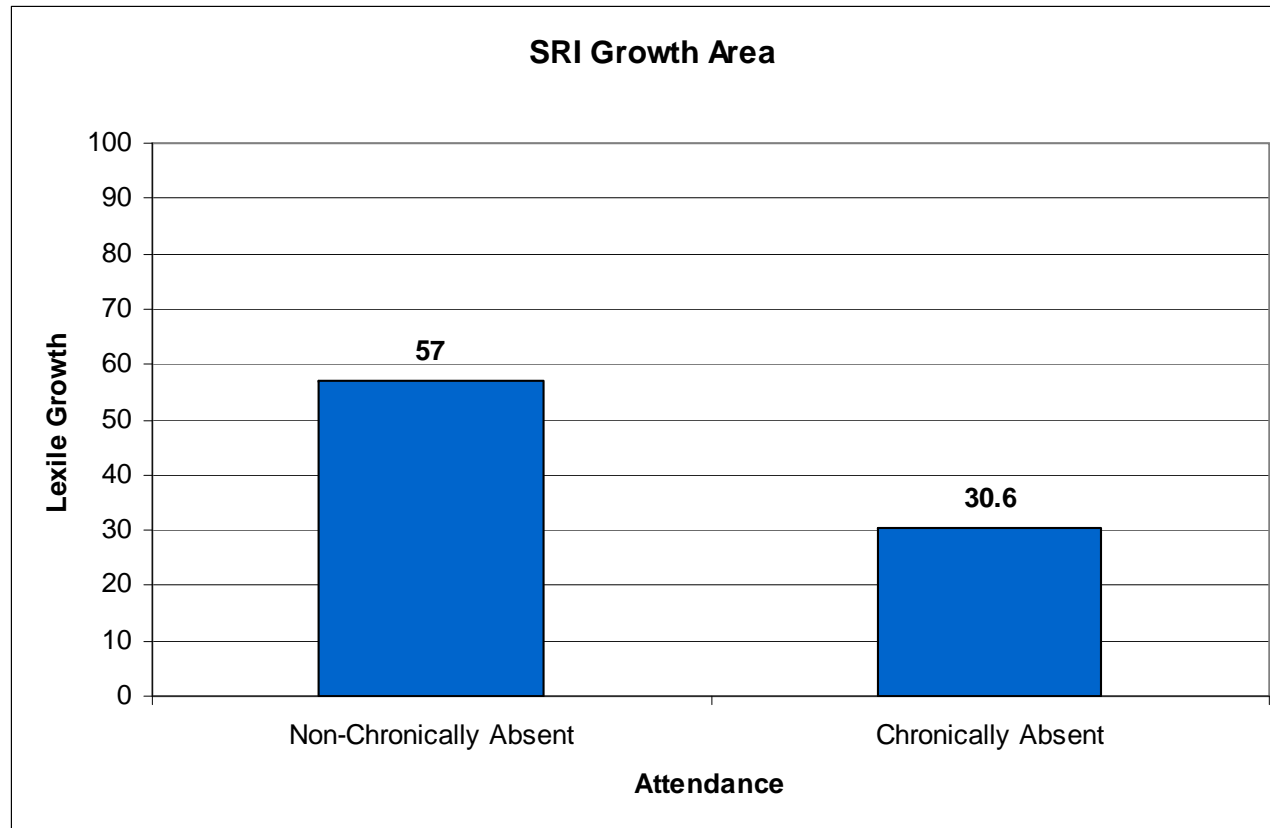
Early-Impact SRI Growth

Grade 9:

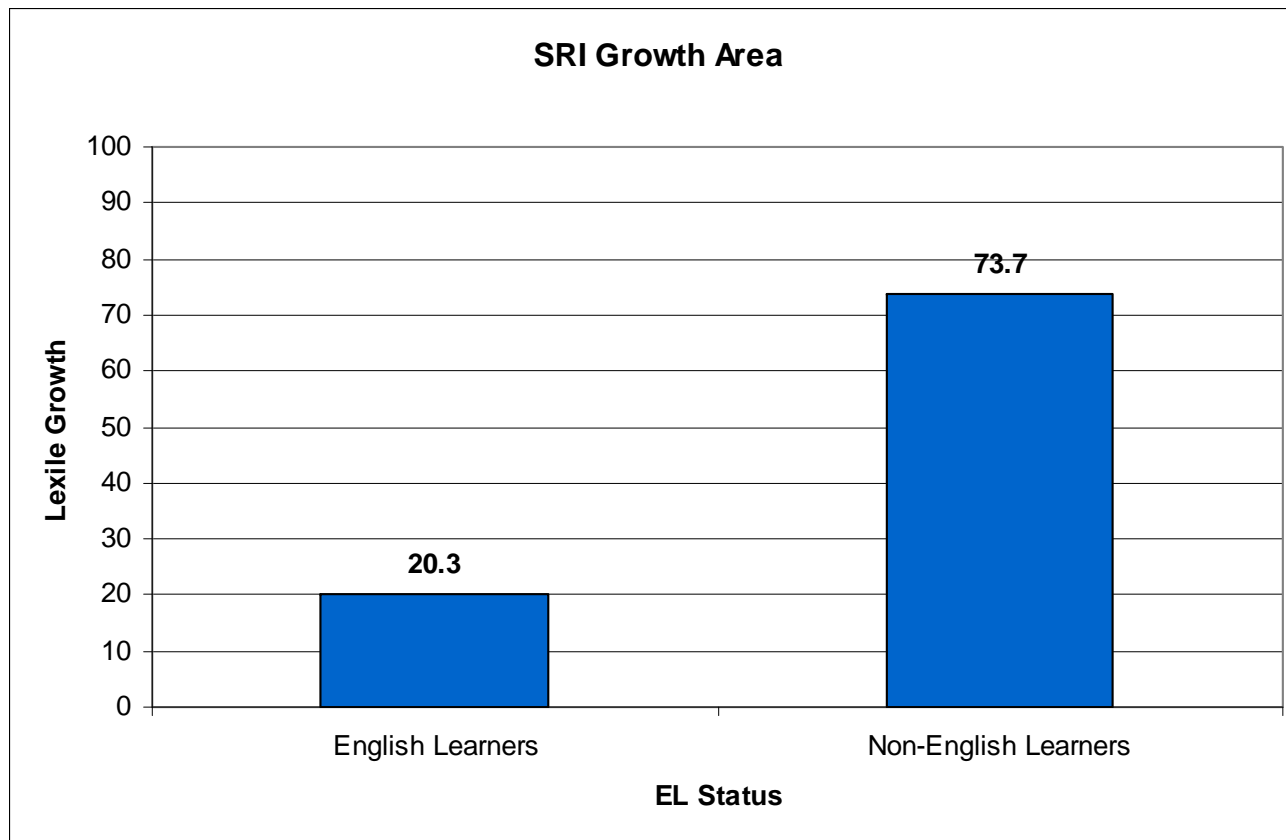
Average gain of 53.2 Lexile points



Early-Impact SRI Growth-Attendance



Early-Impact SRI Growth-English Learners





OAKLAND UNIFIED SCHOOL DISTRICT

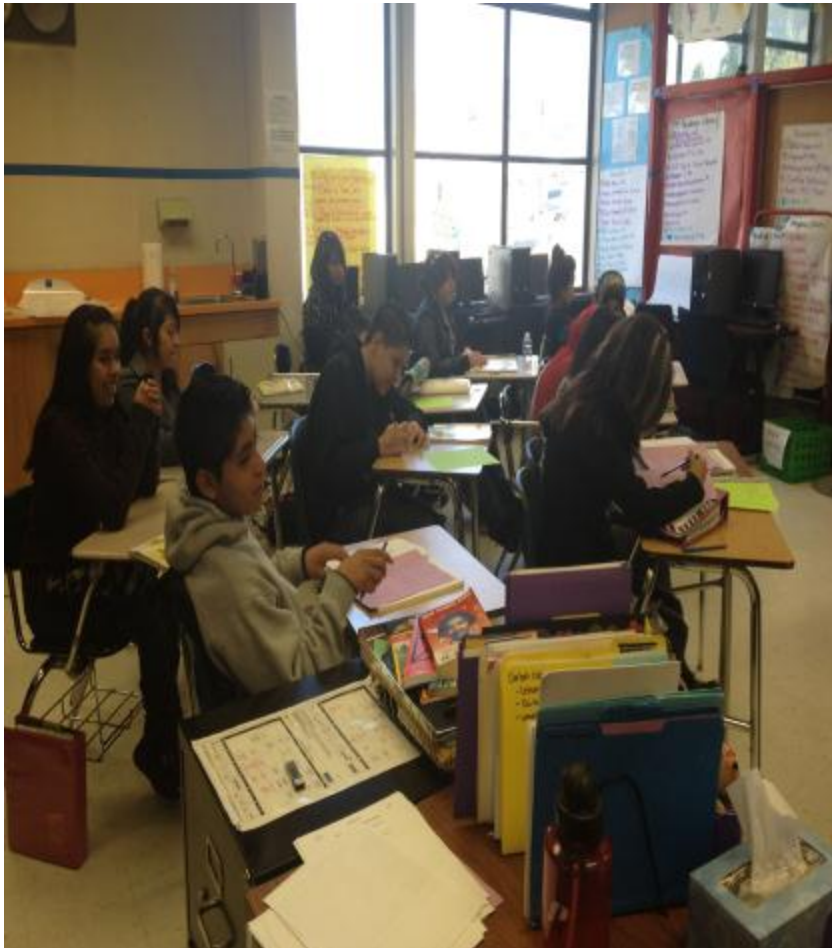
Community Schools, Thriving Students





OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students



might ~~or~~
might have

called	tried	saved
told	studied	seen
helped	found	taken

needed	Said	been
open	done	given
kept	gone	written

How sure are you?

100% certain	use regular past tense no modal necessary	pretty sure 80%	must
maybe maybe not 50%	may might could	no possibility 0%	couldn't

Voices from the Field

Site Specialist at Fremont:

“My students are asking me for more copies of certain books because they can’t wait for their friends to finish!”

Site Specialist at Frick:

“My student told me that this was the first time that he had finished a ‘real’ book”

Male Achievement

Brief Summary of Male Achievement Accomplishments to date:

The African American Male Achievement (AAMA) Initiative is an ambitious six year project designed to dramatically improve academic and life outcomes for AAMs.

1. In our first year, the most important accomplishment was to lay the groundwork for partnerships with community organizations, city and county agencies, faith communities, families and students to share data and to coordinate our resources to reach our shared goals for AAMs over time.
2. In addition, we have been able to have a direct impact on students: for example, we have had a statistically significant impact on the numbers of African American male students who enrolled in Advanced Placement classes in fall 2011 as compared with the previous three years. Students who have participated in the Manhood Development classes which target African American 6th and 9th graders have shown improved attendance and self-report greater self-esteem and goal setting behavior.
3. **Successful integration of AAMA into the School Quality Review process**

AAMA staff and volunteers conducted observation of schools and classrooms, and interviewed key personnel and hundreds of students. We distributed a questionnaire to all schools and were able to collect best practices from several schools and very specific suggestions for how each school could improve or accelerate African American male progress. We identified the Oakland schools (and classrooms) where AAM experience most success and preliminary hypotheses about which strategies should be incorporated in all OUSD schools.

Task Force members and AAM stakeholders participated in the development OUSD's new School Quality Standards foregrounding the standards below. As a result of AAMA participation, the SQR process includes explicit consideration of data about the relative success of African American males and the evidence of best practices that have been demonstrably successful with African American males (see Quality Community Schools Task Force Report, available at www.thrivingstudents.org).

These AAMA strategies have now been incorporated into the School Quality Review Process that is being used to assess every school in the district, with a 15-school pilot which began in November 2011. Five of the 15 pilot schools were selected because the majority of the African American male students in the school are doing well and indeed generally thriving. These schools are: Montera, Sankofa, Burkhalter, Franklin, and Madison. The Review process

and documentation will illuminate what is special about these schools and begin to define the specific curriculum, instruction, policies, procedures, rituals, behind their success.

For example, the School Quality Review Standards below were identified by our volunteers and staff as relevant to promoting the cultures, conditions, and competencies supportive of African American Male Achievement.

- Quality schools adopt rituals, routines and practices that reinforce values and norms that promote achievement, create a culture that challenges stereotypes, and counters anti-intellectualism, so that it's "cool to be smart."
- Quality schools use extra-curricular activities to keep kids engaged and channel their energy, instead of crush it; such as sports, music, and the performing arts.
- Quality schools make curriculum more relevant to the lives of students by educating them about their history and culture, building connections between what is learned and what is familiar to students, and showing how what is learned in school can help students to solve real problems in their lives.
- Quality schools design systems to identify at-risk students and to intervene early; help students to develop concrete plans for the future early; involve students in counseling about college early; and engage parents in advising.

4. Successful Manhood Development 4 Middle Schools and 5 High Schools

AAMA office in partnership with, UC Berkeley and the East Bay College Fund launched the Manhood Development Program (MDP) last year at our three largest Oakland High Schools targeting AAM students in 6th and 9th grades for a M – F school-day Manhood Development class.

The MDP school-day elective course is presently offered at Oakland Tech, Oakland High, McClymond's, Fremont and Castlemont High Schools and Edna Brewer, Bret Harte, West Oakland and Frick Middle Schools. The MDP provides African American male role models and a community of peers where students explore their culture, history, identity, and define their aspirations with support from UCB college counselors. Over the first semester of the current academic year 2011-12, we have seen significant improvement in attendance and a reduction in suspension which means more time in academic classes. We expect to see improved academic performance as a result.

5. Established partnership Attendance Works to tackle chronic absenteeism

Currently 20% of AAMs are chronically absent. We have identified the top ten and bottom ten schools in terms of AAMs absences, and have set a goal of reducing chronic absenteeism by 75%. We are partnering with Attendance Works and The California Endowment's Boys and Men of Color project to improve attendance for AAMs in Oakland Unified School District.

6. Established partnerships with College Board and Equal Opportunity Schools (EOS) to increase AAM enrollment and success in Advanced Placement courses.

In partnership with Equal Opportunity Schools, in spring 2011, OUSD recruited African American, Latino, and other students who have historically been underrepresented in Advanced Placement classes to enroll in the classes for fall 2011. College Board is helping OUSD to design and implement strategies for ensuring that these students receive the support that they need to be successful in the courses, i.e., pass the AP exam with a score of 3 or better and receive college credit. Even students who do not take or do not pass the exam benefit from the increased rigor of the Advanced Placement curriculum. See below for the criteria EOS uses for targeting students for recruitment. To learn more about Equal Opportunity Schools, visit their website: <http://equalopportunitieschools.org/default.aspx>

7. Established District Wide Reading Initiative targeting African American Male Students

AAMA is committed to decreasing the disparity in academic achievement realized by African American males in OUSD. Knowing that literacy is the foundation for academic success AAMA has launched the Read 2 Lead program.

It is clear that a love for reading is not solely developed as a result of classroom learning, but in concert with adults and mentors that model that reading is fun. Through the Read 2 Lead program students will develop their literacy skills, self-confidence, love for reading, and increase their academic success.

The Read 2 Lead program along with Family Literacy Nights have been provided at the following Schools:

- MLK
- Place at Prescott

- Parker
- Hoover
- Lafayette
- SanKofa
- Sante Fe
- WOMS
- Claremont
- Westlake
- McClymonds
- Oakland Tech

8. AAMA Inquiry / Cohort VSSTs: Bottom-Up Mechanism for Deep and Lasting Change

The Deputy Superintendent, the Regional Executive Officers, the Office of AAMA and Partners in School Innovation are piloting a very high leverage, research-based, context-responsive reform model for scaling up best practices— Voluntary School Study Teams (VSSTs)—for neighborhood corridors of schools that serve a majority population of African American students. The Voluntary School Study Team strategy is a local adaptation of an approach used in New York City to dramatically accelerate the student achievement of English language learners.

Each AAMA VSST is a cross-functional team of parents, students, faculty, administrators and community members, who have committed to work together with AAMA and district staff to transform the culture of their school in ways that create powerful learning opportunities for African American male students, which in turn will impact all of the school’s students.

The VSST process will empower representatives of all school stakeholder groups to work in concert, designing and adapting district reform efforts to their community context and vision. The VSSTs meet individually, by geographic area, and as a network for professional development, coaching, and support.

They will examine data with their school community; research best practice AAMA strategies; create and implement action plans; integrate their plans into the school’s strategic site plan and budget on an annual basis; monitor implementation in collaboration with the School Site Council (SSC); and support school staff and community partners to make mid-course corrections as needed.

Theory of Action

Our theory of action for the VSST is a dual-model of change using both professional development and cultural transformation as methods for improving outcomes for African American male students. The VSST also will seek to

interrupt hierarchal school power structures by lifting the voices of students, parents, classified staff and community members with the hope of engaging, encouraging and empowering the entire school community.

VSST Precursors

In 2011-12, AAMA launched a series of school-based forums and “parent cafes” to share data with specific school communities or groups (Parents of special education students; parents of preschoolers, etc.) and to encourage questioning of the status quo.

AAMA piloted a community organizing approach with the Edna Brewer Middle School community. The students, families, teachers, classified staff, administrators and community members collaboratively researched and established a static picture of their school at this particular point in time. They considered quantitative data, qualitative data, and documentation of school policies for discipline, curriculum, school culture, etc. The result was a comprehensive assessment of the current state of the Edna Brewer School Community.

AAMA staff facilitated a process for the AAM families, staff and community members to articulate their vision for the future of their school. Currently Edna Brewer is completing their annual strategic plan (Community School Strategic Plan –CSSP, a legal document required by the state and to which the school is accountable). The AAM families and allies have advocated for specific goals and policy changes that will be documented in the CSSP and that aim to lead the school toward a shared and socially just future state for AAMs and all children at their school.

VSST Cohort 1

In FY12, Executive Director Chris Chatmon has been meeting weekly with Deputy Superintendent Maria Santos to jointly implement a pilot program with up to 8 schools to transform school level practices to meet the shared goal of moving every African American Male student currently scoring at “Basic” or Far Below Basic on the literacy portion of the states’ standardized achievement tests to Proficient or above.

The first cohort of schools will apply to participate and will commit AAMA teams consisting of the principal, 2 teachers, 2 parents, and 2 students for each school. The teams will receive extensive professional development from national experts in Academic Literacy for African American Males and

have opportunities to collaboratively design processes for sharing what they have learned with their role-alike peers in their own school and across the cohort. They will be expected to apply their learning to the writing and implementation of the school’s annual action plan.

In addition, many OUSD schools have adopted 15 “focal students” who are African American and scoring Below Basic (BB) or Far Below Basic (FBB). Our principals lead an inquiry process that is designed to support teachers to meet a shared goal of moving these students at least to basic over a period of two years. The process of examining each student’s dilemmas and solutions will surface additional systemic issues, relevant to the systemic audit.

VSST Work Plan Cohort 1

Year	Spring 2012	Summer 2012	Fall 2012	Winter 2013
First Year	Selection, Planning & Team Building	Summer Intensive 3-Day Training on Key Content & Skill-building	Direct Implementation Support as Content Trainings Continue (Saturday Study Sessions)	Content Trainings Conclude; Implementation Support Continues
Second Year	Spring 2013	Summer 2013	Fall 2013	Winter 2014
	Implementation Support Continues First year Implementation Evaluation	2 nd 3-day Summer Intensive for cohort Alpha	Transitioning begins Implementation Support continues but at a lighter touch. Content training is available but not mandatory.	Transition Continues Implementation Support wanes
	Spring 2014			
	Transition Completed;			

	Cohort Fully Self-sustaining
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Dedicated District Assistance from members of the Sponsoring Departments

The three sponsoring departments: African American Male Achievement (AAMA), Leadership Curriculum and Instruction (LCI) & Family & Community Office (FCO) will assign staff to provide more intensive implementation support during and between the Saturday sessions. It is anticipated that these staff will work at the school sites on average 1-2 days a week. While these representatives from the sponsoring departments are providing on-the-ground implementation support between training sessions, they are also learning the challenges that schools are encountering in implementation, learning what supports are needed to help them overcome those challenges, and working as a learning community themselves to bring that knowledge to central office in order to build capacity to better support schools in their work. Because the departments have specific expertise, these members are intended to act as a resource to one another as well as to the schools to which they are assigned.

VSST Cohort 1: Saturday Conferences and 3-Day Summer Intensive

6-8 Saturday Conferences plus a summer 3-day intensive, focused on learning and then elaborating on the best practices of school transformation in the focal content areas above. The Saturday conferences are intended as both team-building and alignment exercises as well as opportunity for VSSTs to engage with notable experts in the critical content areas. These are MANDATORY for all VSSTs team members, and as such participation would be stipended. It is here also where the teams will develop the organization capacity to implement with high degrees of competence and learn to become a high-performing team.

The first two Saturday Conferences will focus on the VSST program itself, chartering the VSST teams, identifying the deliverables and expectations as well as describing the supports these teams would receive.

The rough schedules for Saturdays will follow the pattern below:

8:00am Morning Breakfast and receipt of the charge.

9:00am Presentation by Notable expert.

- 11:00am Engagement with Notable Expert extends through lunch.
- 1:00pm Affinity Groups identification of barriers, challenges
- 2:00pm Report out to combined teams
- 3:00pm VSSTs develop of plans to implement at schools
- 4:00pm Close Out.

*Regional, High School, and Transformation
Networks*

Accomplishments in the Network Office

Resources from Adult Education have been given to support the Office of School Transformation during the 2011-2012 school year. The Office of School Transformation has been given the task of supporting and turning around a number of the district's lowest performing secondary schools. For the 2011-2012 school year and the coming 2012-2013 school year, the office is dedicated to work in the secondary schools, both middle and high. Specifically, the office is charged with the successful implementation of 4 SIG schools and the closure of 6 small schools and the creation of 2 new comprehensive high schools.

This turnaround work has included extensive new school design, Professional Development of secondary Principals and Assistant Principals, leadership around the Teacher Effectiveness Pilot and Leader Effectiveness Pilot as well as all day-to-day operations of the schools. Finally, the OST has engaged in an ambitious first year of planning, working to determine what support best fits the sites and what will be the policy, expectations and strategies of the network as a whole and individual schools.

The new school design process has included school and community based Study Teams and Task Forces for broad input by multiple stakeholders. The design work has also included a comprehensive 11-month TSA strategy as well as Principal and Assistant Principal selection processes. Finally, monthly Professional Development sessions have been held to support Administrative and teacher leader teams to carry out this process.

SIG schools have spent extensive time working with teachers and leaders around the Teacher Effectiveness Pilot. The purpose of the Teaching Effectiveness Pilot is to create and implement a system that improves student outcomes by supporting teachers. This system was selected by a group of OUSD teachers from some of the many existing systems that are being used throughout the country. The Leadership Pilot also underway at SIG schools does similar work in the realm of school leadership. The Office of School Transformation has led bi-monthly sessions with staff.

Managing change at secondary schools has been a large part of the work of the Office of School Transformation. Closing schools, merging schools, opening new school have all caused great stress for teachers, students and families. Managing this stress and turning these situations into opportunities for stronger instructional programs has been a major workload for the OST this year.

The OST has produced a number of guiding documents that outline its strategy as a network. These strategies are to be fully implemented in the 2012-2013 school year as this initial year of school closure and design comes to an end for the high schools and as the new SIG schools get set to implement the grant year 1.

Additionally, OST has been working to determine both entry and exit criteria for schools into the Office of School Transformation. Work has been done with Deputy

Accomplishments in the Network Office

Superintendent Maria Santos and with the Quality Schools office to determine how quality reviews and the failure to have a successful review may result in a school being placed in the transformation office.

*Family, School, and Community
Partnerships*

Accomplishments in Family, Schools, Community Partnerships with the Adult Flex Resources

SEL-The Adult Flex resource was set aside in Family, Schools, Community Partnership budget to support leadership in the development of the new Social Emotional Learning and Leadership infrastructure to create, implement, and monitor a system-wide approach and programming and develop new partnerships to meet the social emotional learning goals set forth in our Strategic Plan.

Core Elements:

- Multi-year Social Emotional Learning and Leadership plan that include goals, standards, benchmarks, monitoring, support and accountability across the preK-adult spectrum.
- Co-construct a vision and common definition for Social Emotional Learning and Leadership contextualized for OUSD that is understood and communicated throughout the organization.
- Agreeing on current realities: Map out Social Emotional Learning strengths and weaknesses, needs, and resources across the district Pre-K – Adult.
- Develop contextualized and integrated Social Emotional Learning standards for students and adults.
- Work across departments to integrate Social Emotional Learning standards into Common Core standards.
- Establish and maintain systems for accountability and continuous improvement for Social Emotional Learning.
- Align structures for program coherence, coordination, and implementation.
- Build and sustain partnerships with Collaborative of Academic Social Emotional Learning (CASEL), American Institute of Research (AIR) , and Developmental Studies Center (DSC) to support system-wide, multi-year Social Emotional Learning plan and programming across the prek-12 grades..
- Continue to seek out new partnerships to secure

Family Engagement

The Adult flex resource was set aside in Family, Schools, Community Partnerships budget to support leadership in the development of a new family engagement support structure, and the development of new partnerships, to meet family engagement goals embedded in our Strategic Plan.

<p>new resources to support and sustain the Social Emotional Learning and Leadership Development work.</p>	
<p>Accomplishments Aligned to the Core Elements:</p> <p>Site Visit-included 30 interviews with central and site leaders, union rep., and board members. Conducted 8 sites visits across regions. Wrote and submitted Collaborative for Academic and Social Emotional Learning Collaborative District’s initiative Planning Grant and it was accepted by the NoVo Foundation.</p>	<p>FSCP successfully leveraged an Americorps/VISTA grant from the Corporation for National and Community Service to build an OUSD volunteer system in alignment with our strategic initiatives, focusing on building Parent Volunteer opportunities and training. Specific secured outside resources include \$8,000 for administrative costs, and four full time federally stipended volunteers (in-kind \$60,000) to serve as VISTA Volunteer Coordinators, one for each K-8 region, and one for our high school networks</p>
<p>Establishing a Collaborative Partnership between district partners Collaborative for Academic and Social Emotional Learning (CASEL), Panasonic and College Board to model collaborative leadership and partnership to support Full Service Community Schools and District.</p>	<p>Building the capacity and structure for family engagement called for in our Strategic Plan, includes hiring of three Regional Family Engagement Liaisons, who will support school sites’ family engagement plans outlined in their Community Schools Site Strategic Plan. The site plans for family engagement include implementation of family engagement standards, developing family engagement program calendar, and professional learning opportunities on family engagement for site staff.</p>
<p>Designed and Implemented a change management model including a Steering Committee, and Design Team.</p>	<p>We have completed first set of interviews for the Regional Family Engagement Liaisons, and conducting second set of interviews March 26th. Finalists will interview with parents in each region. Three selected candidates will be on-boarded in April, and trained in May. Our priority is to find the right candidate for each region.</p>
<p>Completed overview, outline, and & timeline for a 3 year planning process for Developing Social Emotional Learning and Leadership across the district.</p>	<p><i>Areas listed below will fall to the Regional Family Engagement Liaisons to support and implement moving forward. To date they have been supported by the Family And Student Engagement Specialist in FSCP.</i></p> <p>Rolling out the family engagement strategic work, also involves developing partnerships inside and outside the organization to model full service community district collaboration for family engagement. The parent conferences this spring model the full service community district partnerships necessary for reaching our strategic</p>

	<p>goals. FSCP led cross-department collaboration to organize the first of three district-wide Parent Conferences focused on promoting awareness of new graduation requirements, supporting learning at home, pre-Kinderdergarten transition programs, English Language and Dual Immersion programs, parent rights and responsibilities, and parent to parent support and involvement. The organized resource fair at lunch time gave parents on-site access to health, social, academic, and financial literacy resources. Over 300 attendees at first conference on Feb 25th, focused on Latino parents. Second conference focused on African American families, April 21st at Bret Harte, and third conference on May 5th at Garfield focused on diverse Asian/Pacific American families.</p> <p>(Conferences funded by Title I dollars allocated to FSCP)</p>
<p>Drafted district wide survey to map out SEL strengths and weaknesses, needs and resources across district. Mapped out current SEL assessment systems for SEL with AIR.</p>	<p>Supported District Advisory Council annual Parent Conference with district-wide outreach, technical and logistical support to lead staff. 280 parents attended, including over 40 Arabic speaking families from Lafayette’s Family Literacy-Family Engagement class. As a result of their participation, one Arab mother was elected to English Language Advisory Council at Lafayette.</p> <p>(District Advisory Council conference supported by Title I dollars in State and Federal programs)</p>
<p>In partnership with our Collaborative for Academic and Social Emotional Learning partners we are planning the launch Awareness, Listening and Learning Campaigns throughout OUSD from the sites to central office to the community. Working with the Communications Department to build communication systems.</p>	<p>Led district-community Family Engagement Collaborative process to complete first draft of Family Engagement Standards, August-February. Vetting standards with principals, teachers in March, before vetting with Board members in April. Three of five meetings completed, 45-60 participants per meeting including site parent leaders, site family liaisons, district staff, family literacy teachers, and community parent leaders.</p> <p>(Collaborative meetings funded by Unrestricted dollars)</p>
<p>Completed outline of targeted leadership and professional development for the Awareness, Learning and Listening Campaign for Social Emotional Learning</p>	<p>Led district-community Family Engagement Advisory to advise school district on various efforts including: family engagement standards</p>

<p>and Leadership.</p>	<p>development process, engagement process for Quality Community School Development Department’s School Quality Review process and transformation efforts, engagement process for Community School Site Strategic Plan mini-retreat and facilitated content support for Community School Site Strategic Plan family engagement page. Thirteen meetings completed with 10-15 participants per meeting, from key community stakeholder groups. (Advisory meetings funded by Unrestricted dollars)</p>
<p>Engaged key stakeholders and partners to build awareness around collaborative leadership, school culture, and Full Service Community Schools through highly attended Community Schools Single Site Plan mini-retreats.</p>	<p>Engaged key community stakeholders to plan 12th Annual Latino Honor Roll and first Latino Parent Conference. 1,708 students 6th-12th grade identified meeting 3.0 and above Grade Point Average, mailed certificates to 3.0-3.74 students, and invited 510 families with students 3.75-4.0 to be recognized at event by Board members, District staff, and city officials, March 17th. 35 parent volunteers involved with making calls to parents of honored students, and serving as volunteers on the day of both, conference and honor roll events. Over 2,000 students and parents participated in the event. (Adult flex allocated to Family, Schools, Community Partnerships for both Latino and African American Honor Rolls)</p>
<p>Increase internal capacity and provide support to the Family, Schools, Community Partnership’s department around social emotional learning leadership by engaging and leading staff and stakeholder groups to integrate collaborative leadership and implement social emotional learning skills and strategies to support positive school culture and Full Service Community Schools.</p>	<p>African American Male Achievement and Family, Schools, Community Partnerships Leading cross-department collaboration to organize annual African American Honor Roll, May 14th. Students will be identified March 31st. (Adult flex allocated to Family, Schools, Community Partnerships for both Latino and African American Honor Rolls)</p>
<p>Maintaining and refining a highly effective partnership model with Developmental Studies Center to co-plan and co-lead site based instructional rounds, site based professional development, and leadership retreats.</p>	<p>Piloting “Parent Ambassadors” program with Oakland Housing Authority, a family engagement initiative to boost attendance of children served by Oakland Housing Authority. Two family events completed, 12 parents recruited to be “parent ambassador” volunteers. Parents currently being screened for volunteering.</p>

	(Fingerprints and all associated costs covered by Oakland Housing Authority, no OUSD funds used)
<p>CSC work in Partnership with Developmental Studies Center:</p> <p>Supporting 14,000 + students with weekly facilitation of Caring School Communities Class Meetings and Monthly Buddy Activities. Co-facilitate quarterly leadership team retreats to support 33 teacher leaders and 20 principals to build site capacity to create and maintain a caring school culture by the implementation the Caring Schools Communities at program. Quarterly Instructional Rounds at sites with RExO, Principals, and Developmental Studies Center Staff Developers and partners. Co-facilitate monthly site based professional development at each of the 20 cohort site.</p>	