OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Superintendent's Report

Presented by Devin Dillon, Interim Superintendent

Presented to Board of Directors, OUSD

March 22, 2017

v3

Our Vision

OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

I Am Oakland Unified

Our belief is that significant improvement in student outcomes is driven at the school level. Our every action centrally is in the service of one purpose: building quality community schools that prepare students for college, career, and community success.

Superintendent's Report

- Workplan Goal 2c:Special Education
- High School Network/Linked Learning Update

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Superintendent's Work Plan 2c.

March 22, 2017

Neena Bawa, Director of Schools

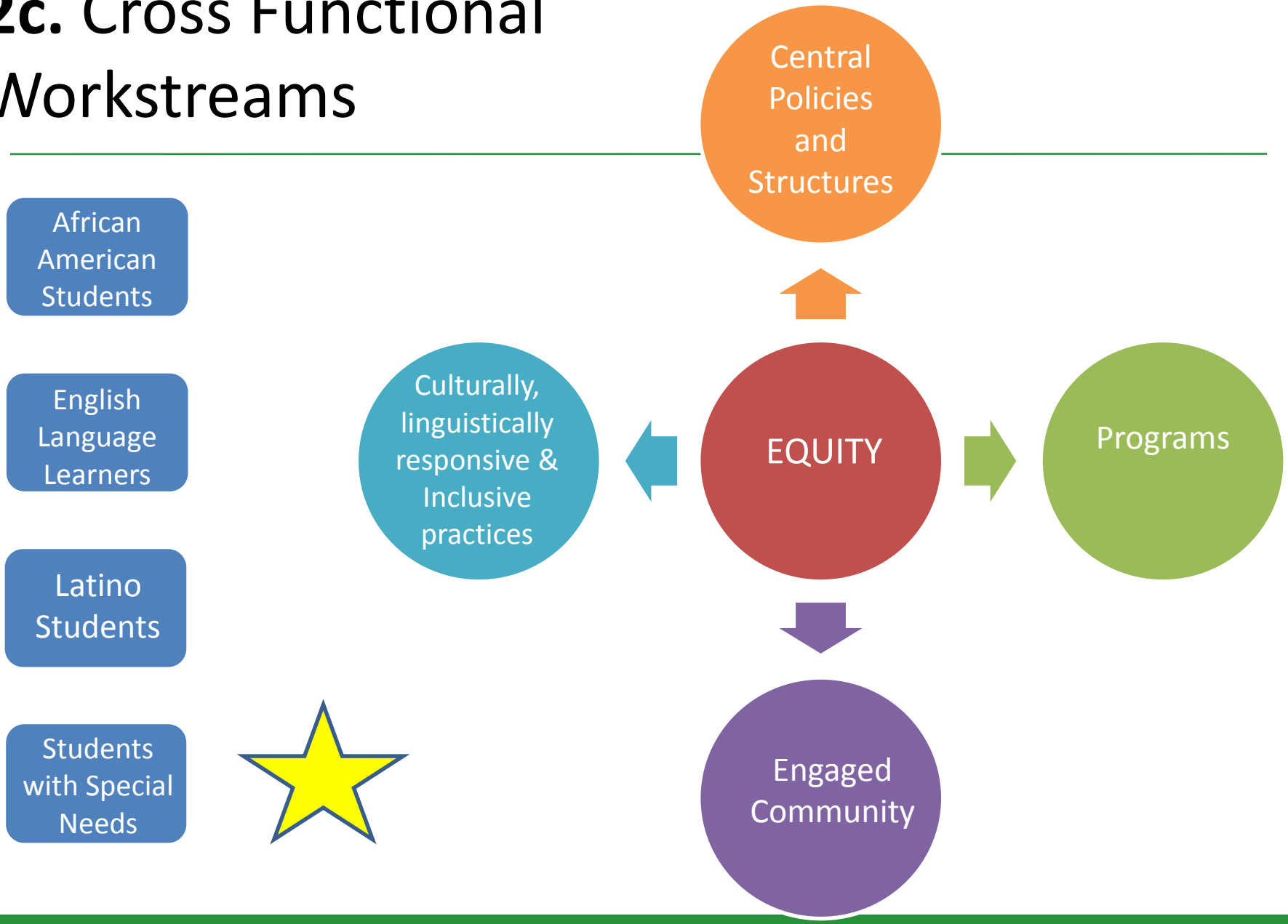
Sondra Aguilera, Deputy Chief of Student Services

2016-17 Superintendent Workplan: Deliverables

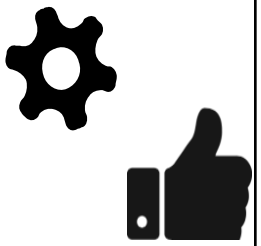
Sub-Goal 2c.

Support all schools in implementation of the District's Equity Policy & programs, specifically as it relates to outcomes for African American and Latino students, English Language Learners, and **Students with Special Needs.**

2c. Cross Functional Workstreams



2c Framework

Priority 1: Policies and Structures		-Data Processes and Systems -Compliance
Priority 2: Programs for Equity		-Least Restrictive Environment -Continuum of Services
Priority 3: Culturally, Linguistically Responsive, & Inclusive Practices		-Professional Learning
Priority 4: Community Engagement		-Community Engagement

Special Education Context

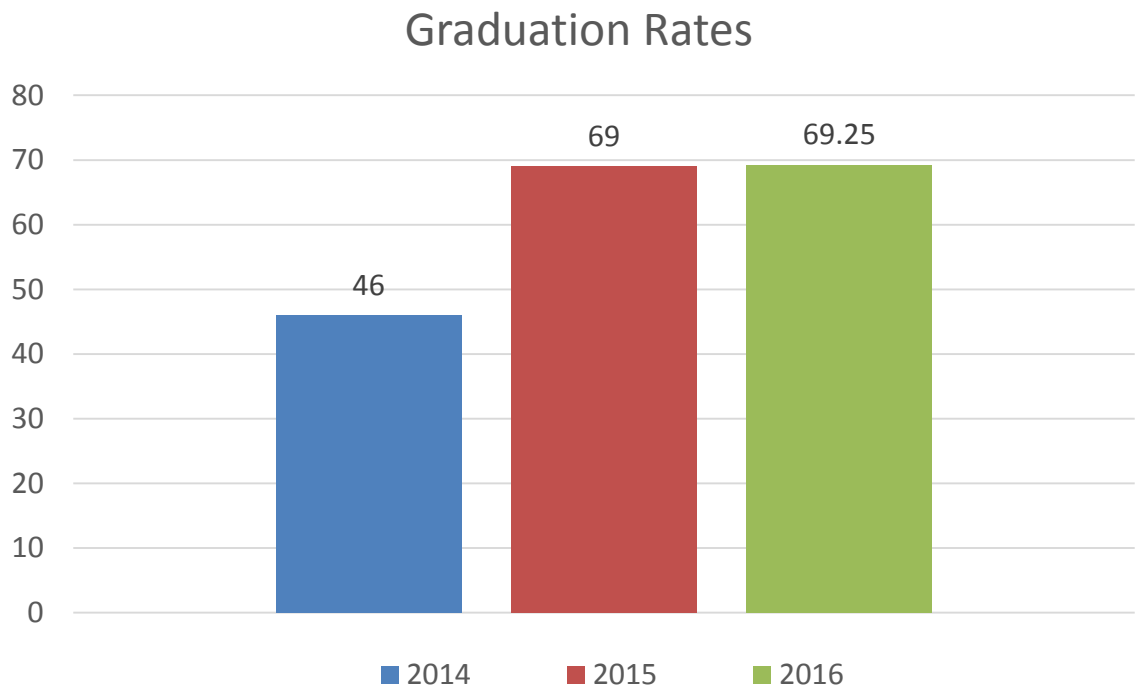
- Council of Great City Schools Report: 11 recommendations on whole system alignment between general education and special education.
- Inequity: Quality of service, disparate caseloads between elementary and secondary, settlement agreements to families for overcrowded classrooms, providing other supports to classrooms when a teacher is over caseload, and quality of Individual Education Programs (IEPs).
- Increased referrals and students qualifying for Special Education (553 eligible initials August-January). Caseload overages in Resource and Special Day Classes.
- California Department of Education Oversight to assist with IEP compliance. Teachers are learning how to write quality IEPs.
- Fiscal Transparency: use of Non-Public Agencies and increased cost in Non-Public School services although reduced number of students in NPS settings.

Priority 1: Data Processes and Systems

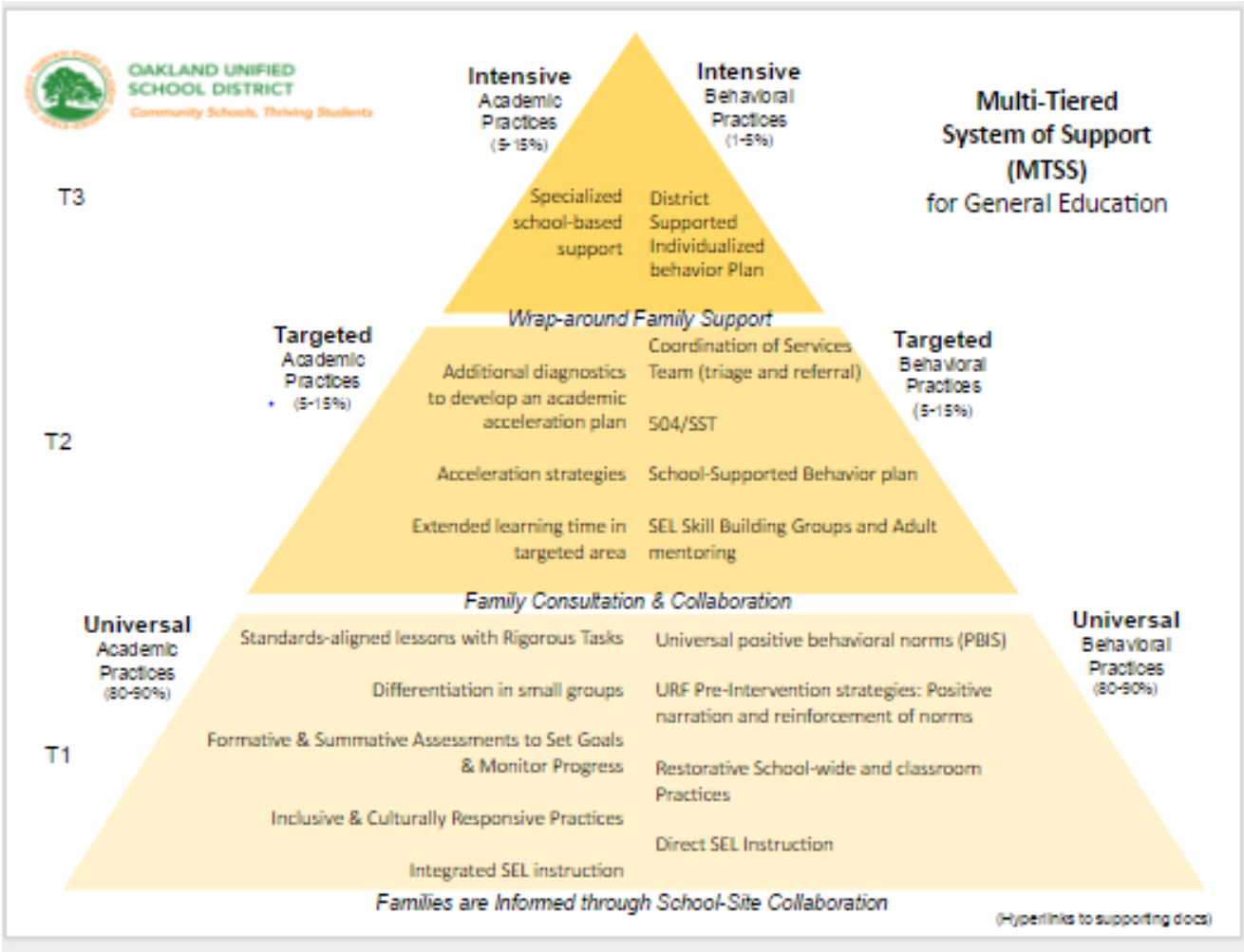
- Complete integration between Special Education Information System (SEIS) and District Student Information System (AERIES). Continue to work with state on transition to a single State Data System (CALPADS).
- Timely and accurate accounting of students participating in Special Education Program.

Priority 1: Improve Individual Education Program (IEP) Compliance and State Performance Indicators

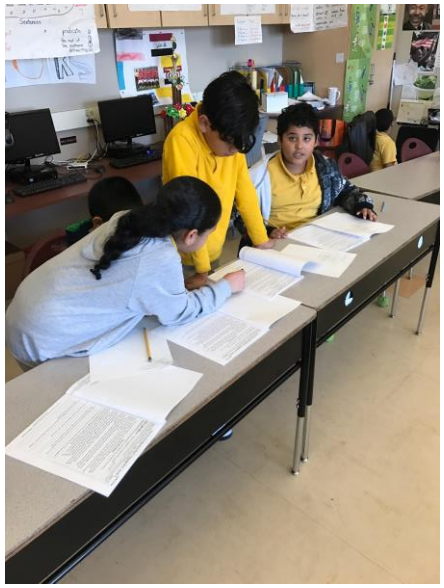
- Graduation rates improving.
- California Department of Education stated improvement in IEP quality (February & March 2017 visit).



Priority 2: Least Restrictive Environment Continuum of Services: Multi Tiered System of Instruction



Priority 2: Least Restrictive Environment Continuum of Services: Inclusive Education Practices



*It is the civil right of **every** student to meaningfully participate in general education classrooms and curricula with their age-group peers whenever appropriate. The inclusion educational setting teaches school staff, students, and community, the value of diversity, and provides an inclusive learning environment that prepares everyone involved for cooperative living in a diverse community.*

***Inclusive Practices** are facilitated by a Special Educator and may have Special Education Support Staff assist in General Education classrooms. Inclusive Practices are offered in a variety of schools throughout the PreK-12 continuum and prioritizes serving students as close to their homes as possible. Decisions about appropriate student services are based on the specific needs of individual students reflected within each Individualized Education Program (IEP) designed by each IEP Team.*

Inclusion Goal: 100% of schools receive training on how to support students in the least restrictive environment so students receive appropriate services at their home school.

2016-2017

-29 Schools received school based training to increase inclusive practices.

-Central Office staff received a training on Inclusive practices, shared ownership, and necessary conditions for success across networks & departments.

-Increasing inclusive practices and training to 15 new sites.

-Updating Handbook to clarify Inclusive Practices approach.

-Training will be extended to Community Advisory Committee (CAC) in May 2017.

2017-2018

-Continue Technical Support for 44 school sites

-Train 30 schools in Inclusive Practices so they are prepared to transition into Inclusive approach.

-Provide 2 training sessions to CAC: Fall and Spring.

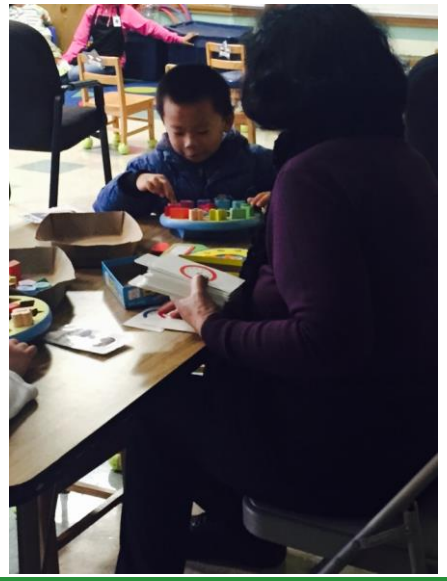
2018-2019

-Continue Technical Support for 74 school sites

-Train 30 schools in Inclusive Practices.

-Provide 2 training sessions to CAC: Fall and Spring.

Priority 2: Least Restrictive Environment Continuum of Services:
Inclusive Practices



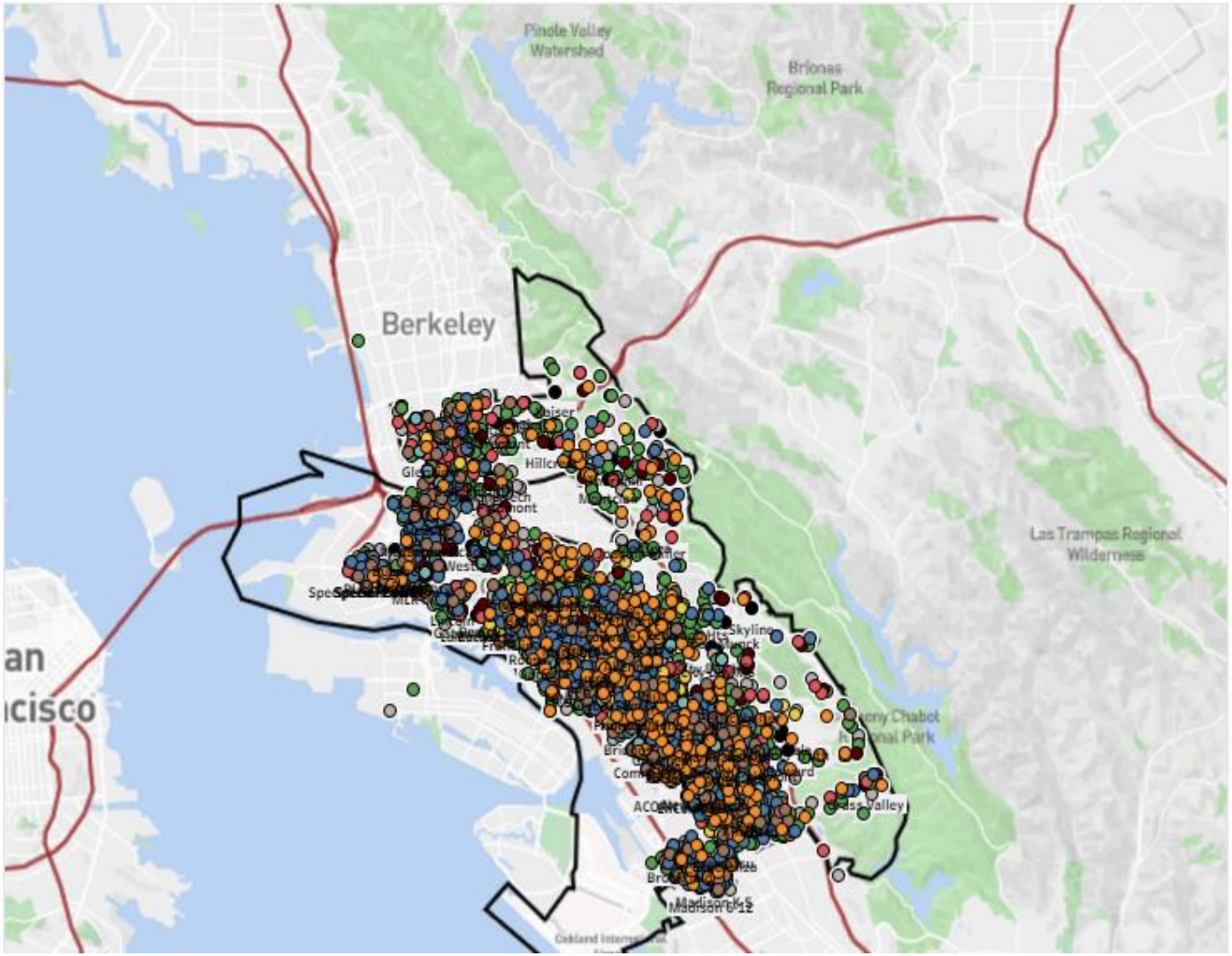
Inclusion Highlights

Students transitioning into Least Restrictive Environment.

- Coliseum College Prep Academy (CCPA)
- Bret Harte
- Encompass
- Castlemont

Priority 2: Least Restrictive Environment Continuum of Services:
Equitably Distribute Special Education Programs across Oakland

OUSD Special Education Programs for Exceptional Children 2016-17: All Students



View by:
PEC Program Group

School	8
Inclusion	286
Low Incidence	33
Mental Health	227
Mild/Moderate SDC	776
Moderate SDC	205
Moderate/Severe SDC	520
Non Public School SDC	166
Resource	1,645
Unknown	1,324
Total	5,190

- Inclusion
- Low Incidence
- Mental Health
- Mild/Moderate SDC
- Moderate SDC
- Moderate/Severe SDC
- Non Public School SDC
- Resource
- Unknown
- School

Priority 2: Least Restrictive Environment (LRE) Continuum of Services:
Equitably Distribute Special Education Programs across Oakland

- Research, Assessment, and Data (RAD) assisted us to map students and programs.
- Investigated ratios of teacher : students
- Utilizing Department funds to prioritize classrooms and resource program before central staffing.
- Request for Proposals Process underway to bring to life a Non-Public Schools opportunity.

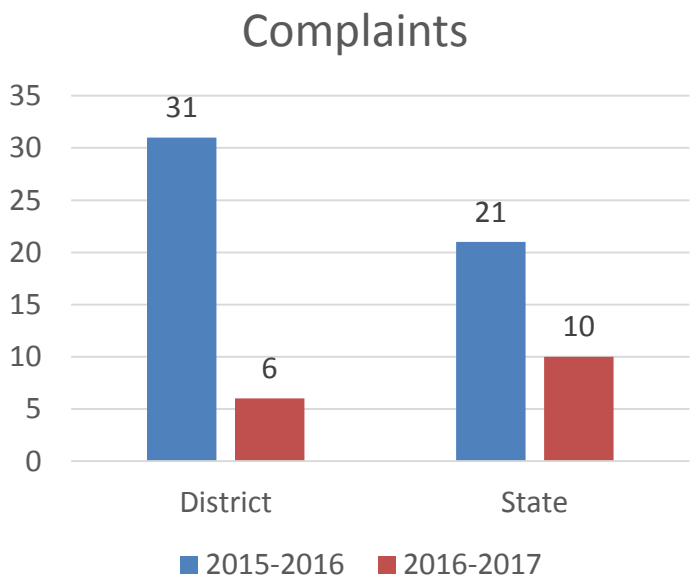
Year	Total Students
12/2013	5,085
12/2014	5,288
12/2015	5,315
12/2016	5,458
3/2017	5,902 (SEIS)

Program	Percent over ratio
Resource Program	23%
SDC K-5	30%
SDC 6-8	28%
SDC 9-12	29%

Priority 3: Professional Learning

- Professional Learning designed for new Special Education Educators, including partnership with New Teacher Support team;
- Monthly professional learning is shifting toward differentiated, job-alike cohorts and is often co-lead by classroom teachers;
- Instructional Support Staff are participating in on-line training to become Behavior Techs;
- Special Education Leadership began school walkthroughs to see how our programs are reaching intended outcomes;
- Disability awareness training to general education faculty during many site-based

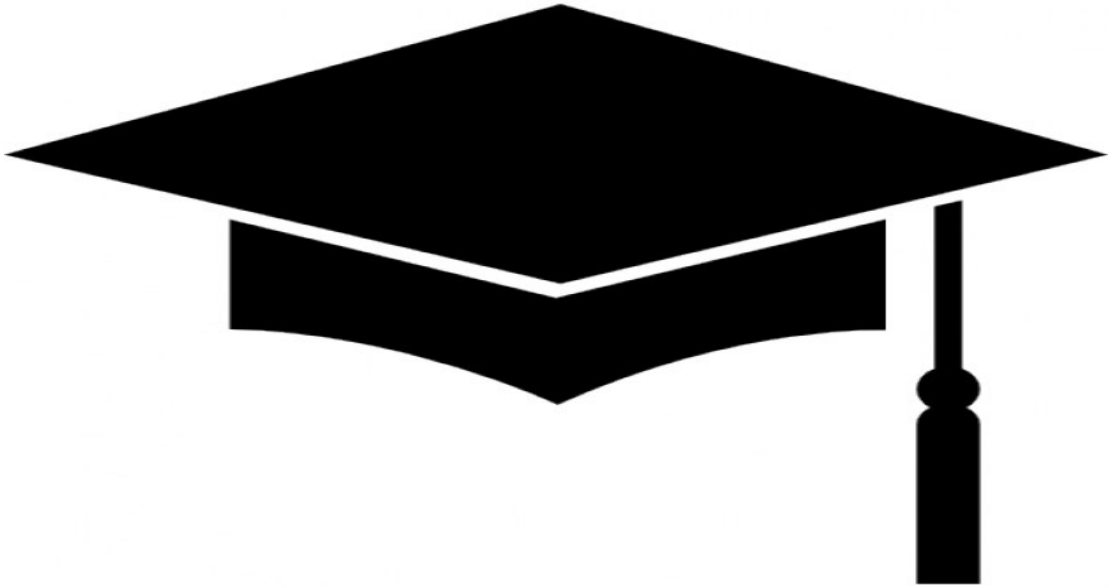
Priority 4: Community Engagement



- Renew partnership with the Special Education Community Advisory Committee (CAC). CAC is lead by Co-Presidents; has an active Board including a student representative and meets regularly.
- Reduce number of parent complaints to District from 31 to 14. Currently at 6.
- Reduce the number of parent complaints to CA Department of Education from 21 to 10.
- Focus groups between April 2017-June 2017.

Every Student Thrives!

The Pathway to Excellence!



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Board of Education
Superintendent's Report

Linked Learning Pathway Development

Presented by Linked Learning High School Office

March 22, 2017

Overview Pathway Design & Development

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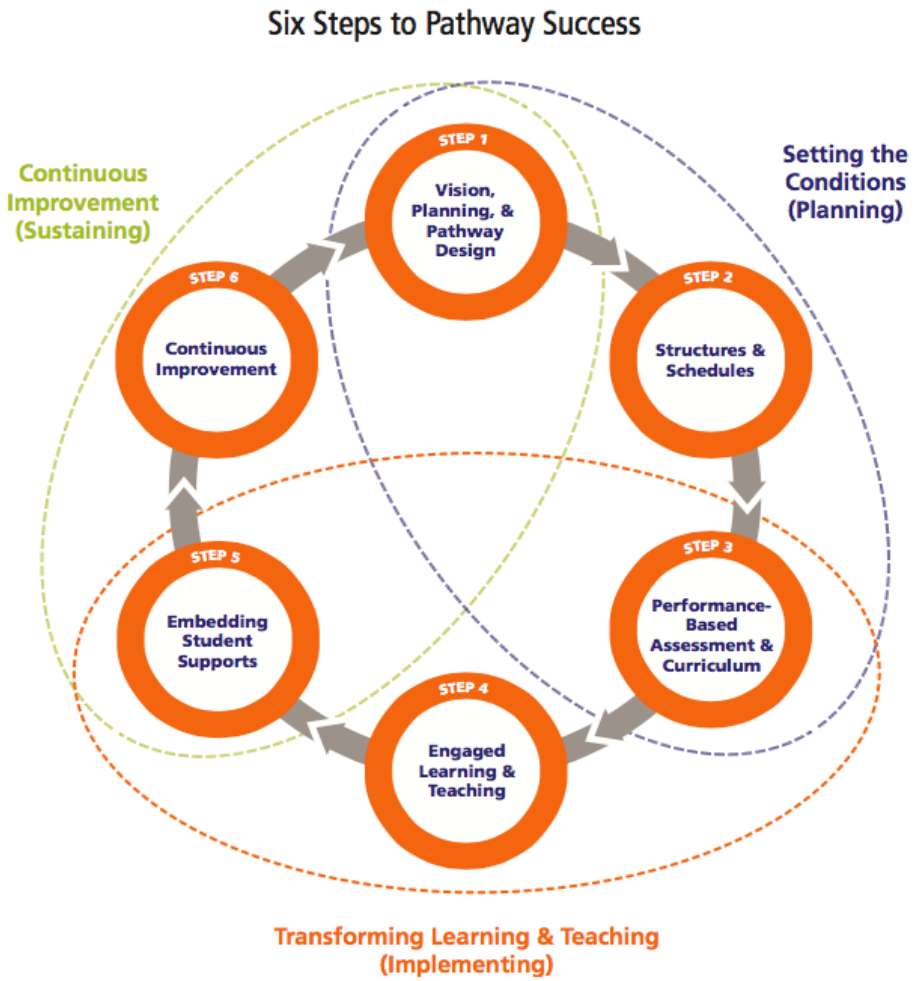

(adapted from ConnectEd: OPTIC Planning Phases)

Pathway Program of Study Template

A-G Academic Core Courses to meet UC/CSU

Vision of the Program-
What is the elevator pitch to engage, students, families, and teachers?

CTE Program "linked" to Academic Program, Dual Enrollment, Industry Certificates

What are **signature projects** that students do?

How is work based learning **integrated** into your academic program?

Pathway Vision	What is the instructional vision and desired experience for students that will drive the pathway?		
Pathway COP Meeting Time:	**10th Grade Program** Grade level meeting time:	**11th Grade Program** Grade level meeting time:	**12th Grade Program** Grade level meeting time:
Academic Core Student Cohort Integrity (Replace with course names linked to course descriptions)	English 10 Social Science Science	English 11 Social Science Science	English 12 Social Science Science
Math			
Technical Core/Theme (CTE Sequence) CTE Course Resources	[Link Course Description]	[Link Course Description]	[Link Course Description]
Dual Enrollment **[Link to Dual Enrollment]**			
Integrated Projects/ Common Performance Assessments	[Link to Integrated Project Folders]	[Link to Integrated Project Folders]	[Link to Integrated Project Folders]
Defenses or Capstones			Senior Seminar [Graduate Capstone]
Other Courses / Electives			
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)			
Work Based Learning [reference documents: WBL Continuum WBL Costs Calculator)	[Summary of Career Awareness WBL experiences] [Link to WBL Mapping Document]	[Summary of Career Exploration WBL experiences] [Link to WBL Planning Document]	[Summary of Career Preparation WBL experiences] [Link to WBL Planning Document]
Student Leadership			

Linked Learning Pathway Development Readiness Rubric

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Area	Criteria	Description	1	2	3	4
Vision & Mission		• Proposal clearly states the vision of the school/pathway aligned to the Graduate Profile and clearly states the mission of the school/pathway				
Equity		• Pathway proposal describes how the pathway will address equity issues (demographics, achievement, all LCAP populations) both within the pathway, in the school, and across the district.				
Pathway Theme	Industry and Career Outlook	• Pathway aligns to industry and career areas that have high growth potential, high wage potential, and reflect student interests and passions. • Evidence that the planning team has reached out to potential industry partners and communicated with them about the pathway theme and WBL experiences				
	District Pathway Need in Region	• Number of pathways within industry sector or theme in neighborhood/district's high school zones. • Distance that students would have to travel to gain access to pathway based on Live-Go data				
Instructional Plan	CTE Scope and Sequence	• The pathway has a clear sequence of CTE industry theme aligned courses that build from 9th through 12th grades • The pathway program of study aligns to similar pathways in the region and allow for replicability and aligned support. • Pathway offers relevant Dual Enrollment courses and links to potential certificates or AA degree programs				
	Staff Interest and Theme Expertise	• There are current staff members with industry expertise and experience in area of theme, or a plan to recruit needed staff • There is high interest in the theme among current staff members • Pathway is right sized with 120 per cohort (4 pts)/64 (3 pts)				
	Curriculum Develop and Support Plan	• Clear plan and theory of action for developing the curriculum, integrated projects, instructional strategies, and student supports necessary for success. • Pathway has a clear plan for building teacher leadership and team capacity as a community of practice supporting pathway development. • Curriculum plan includes a performance assessment system aligned to the Graduate Capstone • Has either internal coaching or a partnership with an organization to provide ongoing support, coaching and and curriculum development for the pathway				
Engagement	Student, Parent and Community Interest	• There is high interest based on both survey and focus groups from all stakeholders • Students across the district show high interest in that pathway and it closely mirrors the % of interest based on middle school survey and senior exit survey data				
	Site Visits and Research	• Teams of teachers have visited several different types of pathways both inside and outside of Oakland to understand best practices, program of study, curriculum, etc. • Pathway model is developed based on research of other designs				
(Minimum of 29 points necessary to be approved with no 1's).		**Total**				

These are addressed in the Proposal:

1. Vision & Mission
2. Equity (across all demographics & LCAP populations)
3. Pathway Theme
   - Industry and Career Outlook
   - District Pathway Need in Region
4. Instructional Plan
   - CTE Scope and Sequence
   - Staff Interest and Theme Expertise
   - Curriculum Development and Support Plan
5. Engagement
   - Student, Parent and Community Interest
   - Site Visits and Research

PATHWAY DEVELOPMENT TIMELINE

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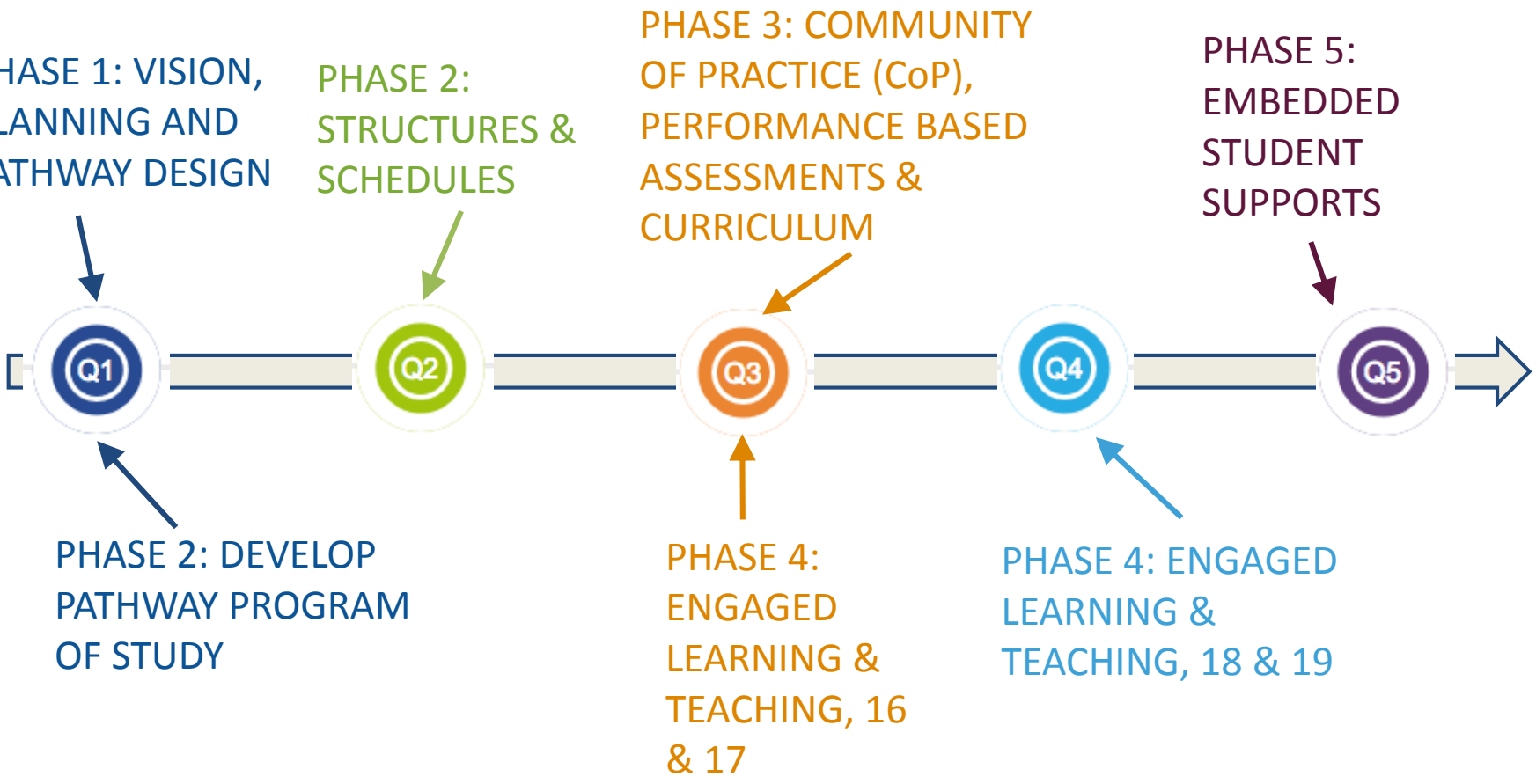

New Pathway Development for 2017-18

School	Pathway
Oakland Tech	**Race, Policy, & Law - International Studies Pathway**
Madison Park Upper	**Digital Design & Engineering Pathway** Two strands (Visual Design and Engineering) within one pathway (Design) in order to give students more choice
Fremont	Consolidating **3 Pathways** into **2 Pathways**: **Digital Media** and **Architecture and Construction** and integrating the **Newcomer Educational Support and Transition (NEST)** Program
Castlemont	In second year of design process of new pathway: **Community Health Equity Academy**
McClymonds	Adding second pathway: **Business and Entrepreneurship Pathway** and **Engineering Pathway** as capstone of West Oakland STEAM Corridor

Measure N Evaluation

Participatory Action Research Evaluation (PARE)

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- The PARE Team has been working to flesh out the PARE plan, roles, methodologies, and reporting formats.
- We have completed a PARE "One Pager" explanation of the PARE.
- We have developed partnerships with several Partners in the work:
  - The Student All City Council (ACC) that supports student engagement and student action research
  - The Gardner Center at Stanford to support some "short case study narratives" documentation and co-sponsor our 1st annual PARE "Summit"
  - David Fetterman, creator of Empowerment Evaluation, is an active Advisor for the PARE project
- **Measure N Summit: June 14th, 2017 4:30-8:00**

EVERY STUDENT THRIVES!

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Contact us for additional information
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