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# Memo

**To** Board of Education

**From** Jacqueline Minor, General Counsel

**Board Meeting Date** October 14, 2015

**Subject** **2015 Annual Report to the US Department of Education, OCR on the implementation of the VRP to address disproportionate discipline of African American Male Students**

**Action Requested** **Acceptance by the Board of the 2015 Annual Report to the U.S. Department of Education, Office For Civil Rights (OCR) on the implementation of the Voluntary Resolution Plan addressing disproportionate rates of discipline of African American males, OCR Docket Number 09-12-5001**

**Background** On September 30<sup>th</sup> of each year, the District is required to submit the annual report to the U.S. Department of Education, Office For Civil Rights (OCR) on the implementation of the Voluntary Resolution Plan addressing disproportionate rates of discipline of African American males, OCR Docket Number 09-12-5001. The District's annual report is being submitted to the Board.

**Discussion** n/a

**Recommendation** **Acceptance by the Board of the 2015 Annual Report to the U.S. Department of Education, Office For Civil Rights (OCR) on the implementation of the Voluntary Resolution Plan addressing disproportionate rates of discipline of African American males, OCR Docket Number 09-12-5001**

**Fiscal Impact** N/A

**Attachments**

- 2015 Annual Report to U.S. Department of Education, Office For Civil Rights, OCR Docket Number 09-12-5001



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

Oakland Unified School District  
Response to the U.S. Department  
of Education Office of Civil Rights  
Data Request Pertaining to  
Voluntary Resolution Plan  
Docket Number 09-12-5001

September 30, 2015

# Oakland Unified School District Response to the U.S. Department of Education Office of Civil Rights Data Request Pertaining to Voluntary Resolution Plan, Docket Number 09-12-5001

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September 30, 2015

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# 1. Case Studies

*1. A list of case studies, initiated in the past three years, by third party researchers/evaluators on school climate and culture as it relates to the experience of African American students and/or school discipline in District schools. If the study is complete, please provide a copy of the study findings and recommendations. {Sec. 1.e}*

Case studies were conducted to explore Oakland Tech, West Oakland Middle School, Roosevelt Middle School, Martin Luther King (MLK), Coliseum College Prep Academy (CCPA), Ralph Bunche, and Parker Elementary. The case studies at West Oakland Middle School and Parker Elementary were conducted by outside researcher teams led by Na'ilah Suad Nasir, and John A. Powell, and focused on racial equity as well as overall climate and culture – Power Point presentations for these two studies are included in Appendix 1. The case studies at Oakland Tech, Roosevelt, MLK, CCPA, and Ralph Bunche were authored by Roberta Furger and focused on how these sites have implemented the concept of full-service community school – narrative reports for these studies are also included in Appendix 1, as is a document summarizing overall findings across the full-service community school case studies.

# 2. VRP Team Structure

*2. An updated list of the VRP team structure and the VRP Lead Team individuals who oversee project management of the components of this Agreement. {Sec. 1.b}*

In the Fall of 2014 the structure of the VRP Lead Team changed to include the Network Superintendents and the Chief of Schools. The purpose of this change was to allow more effective implementation of the Agreement to Resolve (ATR) and the Transforming School Culture Three-Year Plan.

The content leads on the VRP Lead Team are as follows (arranged alphabetically by last name):

Name	Position
Sheilagh Andujar	Deputy Chief, Programs for Exceptional Children (PEC)
Chris Chatmon	Executive Director, African American Male Achievement (AAMA)
Theresa Clincy	Coordinator, Attendance & Discipline Support Services
Moira DeNike	VRP Project Manager (consultant)
Devin Dillon	Chief Academic Officer
Seth Eckstein	Attorney, Legal
Raquel Jimenez	Coordinator, Community Engagement
Catherine Kealey	Fellow, Behavioral Health [joined in May 2015]
Barbara McClung	Director, Behavioral Health
Jacqueline Minor	General Counsel
Curtiss Sarikey	Deputy Chief, Community Schools & Student Services (CS&SS)
Allen Smith	Chief of Schools
Gerald Williams	Research Analyst, AAMA/RAD
Jean Wing	Executive Director, Research Assessment and Data (RAD)

During the 2014-15 academic year, the VRP Lead Team met for two hours once a month and included the individuals listed in the table above as content leads, as well as the following five Network Superintendents (listed here alphabetically by last name): Sondra Aguilera, Kyla Johnson-Trammell, Ron Smith, Kevin Taylor, and Monica Thomas. At this monthly meeting, this configuration of the team met to discuss implementation of the ATR and its components. Meetings provided VRP Lead Team members the opportunity to report out on progress being made on the components, to trouble-shoot barriers, and to identify action steps that need to be taken to move forward on the plan.

For the 2015-16 academic year, the team structure has been further refined. The content leads listed in the table above are continuing to meet on a monthly basis, for a two-hour period, to discuss the implementation of the ATR and its components. However, rather than having the Network Superintendents join the monthly VRP Lead Team meeting, this year, key members of the VRP Lead Team are joining the full body of principal supervisors (listed below by Network) at their meeting on a monthly basis, for a 90-minute session. During this time a School-Level Case Management tool is used to inventory ATR compliance at the site level for all VRP Cohort schools. The tool lists several criteria that schools should be meeting to enable full compliance with the Agreement to Resolve (ATR). Additionally, principal supervisors and VRP content leads may solicit support from one another in overcoming barriers to implementation. This change improves on the previous structure in two ways: 1) It allows all principal supervisors, not just those who hold the title Network Superintendent, to participate in the discussion. This is essential, as nearly three-quarters of the VRP cohort schools are supervised by Deputy Network Superintendents and the Director of Alternative Education. 2) Because principal supervisors are now expected to spend a minimum of three out of five workdays at school sites, the monthly ATR implementation discussion is now much more grounded in what is actually happening at the sites. And the use of the School-Level Case Management tool helps to ensure that the discussion does not stray from ATR implementation.

Name	Network	Title	# VRP Cohort Schools
Kevin Taylor	High School Network	Superintendent	0 <sup>1</sup>
Mark Triplett	High School Network	Deputy Network Supt	6
Brandi Patterson	High School Network	Deputy Network Supt	5
Ron Smith	Middle School Network	Superintendent	7
Charles Wilson	Middle School Network	Deputy Network Supt	8
Kyla Johnson-Trammell	Pre-K Network 1	Superintendent	2
Sara Stone	Pre-K Network 1	Deputy Network Supt	1
Sondra Aguilera	Pre-K Network 2	Superintendent	1
LaResha Martin	Pre-K Network 2	Deputy Network Supt	2
Monica Thomas	Pre K-5 Network 3	Superintendent	0
Wesley Jacques	Pre K-5 Network 3	Deputy Network Supt	1
Lucia Moritz	Alternative Education	Director	5
Total			38

<sup>1</sup> In 2015-16, Kevin Taylor oversees the High School Network, including the Alternative Education high schools, although he himself does not directly supervise any principals.

Overall leadership for the implementation of the ATR is provided by Allen Smith, Chief of Schools with Curtiss Sarikey, Deputy Chief of Community Schools and Student Supports. Project Management continues to be provided by the outside consultant, Moira DeNike.

### 3. Meeting Agendas and Notes

*3. A copy of the agenda and notes, if available, of all VRP team meetings any other VRP related meetings between August 1, 2014 and August 1, 2015.*

Documents, including meeting notes, agendas, and, in some cases, meeting materials, are included as Appendix 2 for the following meeting dates:

9.19.2014	Network Superintendent VRP
9.24.2014	VRP Lead Team Meeting
10.9.2014	VRP Lead Team Meeting
10.28.2014	VRP Lead Team Meeting
11.3.2014	Monitoring meeting with OCR
11.12.2014	Survey Results Discussion Guide for planning workshops
11.12.2014	Planning workshop
11.12.2014	VRP Lead Team planning workshop notes
11.20.2014	VRP Lead Team Meeting
11.20.2014	Planning workshop
12.16.2014	VRP Lead Team Meeting
12.18.2014	CSSS and PEC half day retreat (1)
1.12.2015	VRP Lead Team Meeting
1.28.2015	PD Discussion
2.11.2015	VRP Lead Team Meeting
2.11.2015	CSSS and PEC half day retreat (2)
3.11.2015	VRP Lead Team Meeting
4.15.2015	Meeting with OCR
4.15.2015	VRP Lead Team Meeting
5.7.2015	High School Network Meeting with OCR
5.13.2015	Middle School Network meeting with OCR
5.13.2015	VRP Lead Team Meeting
5.13.2015	URF Completeness presentation
6.3.2015	VRP Lead Team Meeting
7.22.2015	VRP and New Teacher Orientation discussion
7.29.2015	New Employee Induction Meeting
8.26.2015	VRP Lead Team Meeting
9.4.2015	VRP Meeting with Principal Supervisors

## 4. District's Budget from 2014-15

4. A copy of the District's line-item budget for the implementation of this Agreement in the 2014-2015 school year.

Below are the expenditures made in 2014-15 related to the implementation of the VRP/ATR.

Description	Expenditure	Subtotals
AAMA Teachers' Salaries	228,313	
AAMA Teachers' Benefits	81,458	
AAMA Supplies	8,858	
AAMA Consultants/External Work Orders	107,569	
AAMA Postage	3,000	
AAMA Supervisor and Administrative Salaries & Stipends	110,407	
AAMA Supervisor Benefits	30,693	
Admission fees related to AAMA	5,458	
Direct Cost AAMA Manhood Development	151,409	
<b>AAMA Subtotal</b>		
PD Teachers Stipends and Extra Compensation	14,525	
Benefits for Extra Compensation (PD)	2,934	
PD Meeting Refreshments	534	
PD Consultants	110,000	
Classroom Support Salaries and Benefits	138	
<b>Professional Development Subtotal</b>		
RJ Supervisor and Administrative Salaries & Stipends	125,219	
RJ Supervisor Benefits	66,147	
RJ Consultants	50,241	
<b>Restorative Justice Subtotal</b>		<b>241,607</b>
VRP Project Manager Consultant	60,000	
<b>Project Management Subtotal</b>		<b>60,000</b>
<b>TOTAL 2014-15 VRP Budget</b>		<b>1,156,903<sup>2</sup></b>

Please note that the figures above are not inclusive of additional dollars leveraged through philanthropic partners and Department of Education grants. For example, the table above does not reflect the two DOE grants reported in the annual response to OCR dated September 30, 2014: the School Culture Transformation Grant (2.6 million over 5 years) and the Project Prevent grant (2.9 million over 5 years). The budget above also does not include the \$2.5 million received from the San Francisco Foundation (resulting from an anonymous gift), which will be allocated to support VRP in the following ways:

<sup>2</sup> In the September 30, 2014 OUSD report to OCR, it was estimated that the district would allocate \$817,134 to VRP activities in 2014-15. Actual expenditures exceed that projection by \$339,769.

- Restorative Justice - \$1,378,000 – 8.0 FTE Site coordinators, Restorative Justice training, Stipends and substitutes for teacher PD, 1.0 FTE Restorative Justice Coach, Program Evaluation.
- African-American Women and Girls Achievement Program – \$800,000 – Year 1 will develop a 5 year plan, design systems and strategies, hold a listening campaign with African American women and girls across the city, build stakeholder support, and pilot direct service model; Year 2 will begin program implementation; and Year 3 will refine and expand implementation.
- African-American Male Achievement Case Management – \$330,000 – Middle School Case Manager, High School Case Manager

It should also be noted that the district commits additional resource to VRP/ATR implementation, considering the proportion of time that VRP Lead Team members dedicate to VRP-related activities. The only VRP Lead Team members whose compensation is included above are the project manager and the executive director of AAMA, but all VRP Lead Team members devote some portion of their time to the work. Certain members devote a majority of their time to VRP work as their job functions are closely tied to transforming school culture and/or eliminating disparities. As the work penetrates deeper levels, a larger number of district personnel take it on (e.g., principal supervisors, etc.), which in turn increases the district’s effective investment. While this document does not quantify the monetary equivalent of VRP Lead Team members’ time, it is an underlying investment that should be recognized.

The district’s projected investments in VRP-related activities for 2015-16 (once again, not including the salaries of the additional VRP Lead Team members), total approximately \$1.5 million.

## 5. VRP Cohort and Response to Intervention (RTI) Implementation

*5. An updated list of the RTI program(s) selected by the VRP Cohort schools and their stages of implementation of the program(s). {Sec. II .b}*

Below is a list of all VRP cohort schools with their stages of Response to Intervention (RTI) implementation. For a better understanding of RTI, please refer to Appendix 3, Three-Tiered Model of School-Wide Discipline Strategies (Universal = Tier I, Selected = Tier II, Targeted=Tier III). In the table below, the following definitions correspond to the numbers assigned to the programs at each site:

<b>For Positive Behavior Interventions and Supports (PBIS)</b>	<b>For Restorative Justice (RJ):</b>	<b>For Manhood Development Program (MDP):</b>
0 = No PBIS training or implementation	0 = No RJ program in place	0 = No MDP program in place
1 = PBIS training, but low fidelity in implementation	1 = RJ program and coordinator in place, but low fidelity in implementation	1 = MDP in place, but program is somewhat isolated in the school
2 = School-wide PBIS training with fidelity in implementation	2 = RJ program being implemented with fidelity	2 = MDP in place and permeating culture school-wide

School Name	School Level	PBIS	RJ	MDP
Allendale Elementary School	Elementary	1	0	0
Alliance Academy Middle School	Middle	1	2	2
Bret Harte Middle School	Middle	1	1	0
Castlemont High School	High	0	1	1
Claremont Middle School	Middle	1	1	1
Coliseum College Prep Academy (High School)	High	2	2	0
*Community Day High School	High	0	0	0
*Community Day Middle School	Middle	0	0	0
Dewey Academy High School	High	0	1	2
Edna Brewer Middle School	Middle	0	2	0
Elmhurst Community Prep (Middle)	Middle	0	2	0
Fremont High School	High	1	1	0
Frick Middle School	Middle	1	1	1
Garfield Elementary School	Elementary	2	1	0
Glenview Elementary	Elementary	1	1	0
*Hillcrest (K-8)	K8	0	0	0
Lafayette Elementary School	Elementary	1	0	0
Life Academy (6, 9-12)	Mid/High	1	0	0
*Madison Park Academy (lower)	K5	0	0	0
Madison Park Academy (upper)	Mid/High	0	1	1
Martin Luther King, Jr	Elementary	1	0	0
McClymonds High School	High	1	1	0
Melrose Leadership Academy (K-8)	K8	1	1	0
Met West High School	High	0	1	2
Montera Middle School	Middle	1	1	2
Oakland High School	High	1	2	2
Oakland International High School	High	0	1	0
Oakland Tech High School	High	1	1	1
Ralph J Bunche	High	0	2	1
Roosevelt Middle School	Middle	1	2	0
ROOTS International Academy (6-8)	Middle	1	1	1
*Rudsdale Continuation School	High	0	0	0
Sankofa Academy (PreK -8)	K8	1	1	0
Skyline High School	High	1	1	1
United for Success Academy (6-8)	Middle	1	1	0
Urban Promise Academy	Middle	0	1	0
West Oakland Middle School	Middle	1	1	0
Westlake Middle School	Middle	1	1	0

\* These four schools do not have any of the RTI programs listed. Please see Section 5a below for further information on these sites.

*5.a. Of the VRP cohort schools who selected alternative programs as their RTI approach, a description of the alternative program. {Sec. II.c.vii}*

Four schools are engaged in implementing frameworks other than PBIS, RJ or MDP. These include Hillcrest K-8, Community Day School (Middle and High), Rudsdale Continuation, and Madison Park Academy (lower grades). Below are explanations for what is happening at each site:

- Hillcrest Elementary School's suspension rate does not show significant disproportionality – this site is implementing Social Emotional Learning (SEL).
- Although not officially RJ sites, the Community Day Schools implement a mental health enriched milieu approach that is aligned with the needs of expelled students and which uses a restorative lens.
- Rudsdale Continuation School similarly has its own highly targeted culture/climate approach designed to support older students who are engaged in credit recovery towards graduation.
- Madison Park Academy (lower) was not included on the original list of VRP cohort schools. At that time, Madison Middle School was included on the VRP cohort list, but the elementary school that now comprises Madison Park Academy (lower) was then Sobrante Park Elementary – a school that was not found to have significantly disproportionate discipline in the OCR investigation. The two schools merged in 2013-14, into Madison Park Academy (MPA). RJ and MDP are active in the upper grades at MPA, and, since the district is moving toward universal PBIS, MPA (lower) is scheduled to begin implementing its RTI approach among lower grades this year.

*5.b. If the District has changed its umbrella term for the programs/initiatives categorized under RTI in this Agreement, please describe the new framework. Please list and describe any additional initiatives/processes that fall under the RTI framework and how they relate to implementation of this Agreement.*

The programs and initiatives categorized under RTI in the ATR include Positive Behavior Interventions and Supports (PBIS), Restorative Justice (RJ), and AAMA's Manhood Development Program (MDP). The district currently recognizes PBIS and RJ as systems of support which are school-wide, multi-tiered, and which align with the framework of Response to Intervention (RTI). MDP, by contrast, is understood to be an academically-rigorous targeted approach that, under the RTI framework, would fit more appropriately under the classification of a Tier II approach, given its narrow (not universal) target population of African American male students. Increasingly, the AAMA approach to professional development includes in-depth discussions of infusing MDP philosophy and lessons into broader school culture, thereby potentially having a school-wide impact. It is not, however, designed to be a multi-tiered framework for school transformation. This distinction is important because, with the exception of the continuation schools which have their own highly targeted approaches, all district schools will need to select PBIS and/or RJ to be designated as implementing a system of school-wide multi-tiered supports.

Two other developments in OUSD's RTI approach should be mentioned here, as well. First, key leaders from the Community Schools and Student Supports (CS&SS) and the Programs for Exceptional Children (PEC) participated in two half-day retreats during 2014-15 to align RTI within their two systems (held

12.18.2014 and 2.11.2015 – notes included in Appendix 2). The current direction for RTI in OUSD is to move toward greater integration, so that all RTI work in the district is culturally responsive, incorporates SEL, and is trauma-informed. External expertise from the National Equity Project and the University of California at San Francisco Healthy Environments and Response to Trauma in Schools (UCSF HEARTS) project is being leveraged to help advance the integration work.

## 6. Non-VRP Cohort and RTI Implementation

*6. A list or phased plan for non-VRP Cohort schools who will incorporate RTI programs described in this Agreement.*

OUSD currently has 44 PBIS school sites (24 of which are in the VRP cohort), and 35 RJ school sites (29 of which are in the VRP cohort). So, respectively, out of OUSD’s 86 schools, 42 have yet to adopt PBIS, and 51 have yet to implement Restorative Justice.

**PBIS Roll-Out:** The Behavioral Health Unit will use funding from the Department of Education (DOE) School Culture Transformation Grant (2.6 million over 5 years) to bring ten schools per year to PBIS. This will enable the entire district to get to scale by 2020. Priority for early cohort participation will be given to schools based on three criteria: discipline disproportionality for African American students, schools identified by Network Superintendents as needing support with school culture and climate, and feeder patterns to schools identified from the first two criteria. Below is the timeline for the School Culture Transformation Grant to provide a clearer idea of the PBIS roll-out.

**Table 8 – Milestones OUSD SCTG Project When Responsible**

Identify schools, Site Team members for Yr 1 cohort	Summer 2014
Hire Project Manager (PM) and PBS Coaches	Sept. 2014
Contract evaluator; develop evaluation plan	Sept. 2014
Training for PBS coaches and cohort 1 Site Teams	Yr 1, Q1
Yr 1 cohort schools conduct Tier 1 planning process	Yr 1, Q1-4
Yr 1 cohort schools implement Tier 1, begin Tiers 2	Yr 2, Q1-4
Yr 1 cohort schools implement Tiers 2 and 3, including RJ circles and practices	Yr 3, Q1-4
Identify schools, Site Team members for Yr 2 cohort	Spring 2015
Yr 2 cohort schools follow same 3-year process	Yrs 2-4
Identify schools, Site Team members for Yr 3 cohort	Spring 2016
Yr 3 cohort schools follow same 3-year process	Yrs 3-5
Identify schools, Site Team members for Yr 4 cohort	Spring 2017
Yr 4 cohort schools follow same 3-year process	Yrs 4-5
Identify schools, Site Team members for Yr 5 cohort	Spring 2018
Yr 5 cohort schools follow same 3-year process	Yr 5
All OUSD schools implement PBIS with fidelity	By spring 2019
Write/share local evaluation reports w/ stakeholders	Q4, yearly

**Restorative Justice Roll-Out:** The Behavioral Health unit has recently on-boarded 28 new Restorative Practices Facilitators, many of whom were trained by OUSD in an effort to ensure a qualified pool of

applicants for emerging RJ facilitator openings. The plan is to increase the number of RJ sites in OUSD by 10 schools annually and bring on an additional specialist to supervise and coach those school sites through the full implementation of the RJ toolkit. The Project Prevent grant is currently supporting a deep implementation of trauma-informed RJ at the six large comprehensive high schools. The next set of RJ schools will be elementary schools and a few remaining alternative education middle and high schools (LIFE Academy, Met West, Rudsdale, STREET Academy). Decisions on which schools to prioritize in the allocation of RJ resources are based on multiple data points, including feeder patterns, high incidence of discipline, and dedication of site match funding.

## 7. Continuum of Trauma-Informed Supports

*7. According to the District's webpage on trauma informed practices, explosive anger, classroom outburst, habitual withdrawal and self-injurious behavior of students could be symptoms of traumatic stress.<sup>3</sup> The Agreement includes integrating trauma-sensitive and supportive services to support students who demonstrate trauma-related behavioral difficulties in school, and for staff around stress, burnout, and vicarious trauma. Please provide a description of the range of trauma informed practices and services, from the classroom to the crisis management team, supported by the District's Behavioral Health Services. {Sec. II.d}*

The range of trauma-informed practices and services can also be framed along RTI tiers. Below is a description of the trauma-informed and trauma-sensitive supports implemented by OUSD's Behavioral Health unit, by Tier.

### **Tier I:**

- *RJ and PBIS professional development going forward will be trauma-informed:* Trauma-informed practices are being integrated into how PBIS and RJ are understood throughout the district. This is made possible by leveraging OUSD's partnership with UCSF HEARTS program and national trauma-informed classroom expert, Joyce Dorado, Ph.D., whose consultancy is supported by a Project Prevent grant.
- *SSOs and school police are being trained to be trauma-informed:* A special 7-hour training has been delivered to school security officers (SSOs) and police services on the impact of trauma on the brain and resulting adolescent behavior. The focus of this professional development is to provide a "trauma lens" through which staff can observe and evaluate behavior and use these new skills to determine the most effective responses to help youth self-regulate.
- *Trauma lens training is also being offered to teachers and school leaders:* The Behavioral Health team also delivers professional development for teachers and leaders on trauma-informed classroom management. The anticipated outcome of using a trauma lens is to help adults to reduce their use of force as the primary strategy for deescalating aggressive students, and through more effective de-escalation, to increase instructional time.

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<sup>3</sup> <http://www.ousd.org/Page/13002>

## Tier II:

- Trauma-screening and trauma-informed RJ are at the high schools: Per OUSD's Project Prevent program, made possible by a Department of Education grant awarded in Fall 2014, the Behavioral Health unit is implementing trauma-informed restorative practices beginning in 2015-2016 at the six comprehensive high schools (Castlemont, Fremont, McClymonds, Oakland High, Oakland Tech, and Skyline). The focus is to prevent violence by providing trauma screening and treatment to students who have been suspended or referred for expulsion for violence-related offenses.
- Vicarious trauma trainings are offered: For staff, the Behavioral Health unit offers training on secondary trauma and *Trauma Stewardship* to strengthen staff members' understanding of how interacting with traumatized children can result in their own (vicarious) trauma. Teachers and school staff learn how to identify the symptoms of trauma in students, as well as how working with these children can affect their own physical, emotional, and mental health, and, in turn, their behavior and biases toward students.
- Vicarious trauma is treated: Adults reporting vicarious trauma, in other words, demonstrating that trauma exposure has negatively affected their functioning (sleep, eating, thinking, emotions, etc.), are offered counseling and other forms of intervention through the District's Employee Assistance Program. Teachers and school staff are also invited to participate in healing circles and other crisis debriefing meetings following an acute trauma affecting the school community as a whole.
- Coordinated Early Intervention Services focus on six elementary schools: A special professional development series is being delivered at six elementary schools – two per Network area. This is funded through a Special Education carve-out for the disproportionate referral of African American students to Special Ed in the category of Emotional Disturbance. Coordinated Early Intervention Services provides for six intervention specialists, who are supporting the implementation of trauma-informed PBIS, as well as offering training on URF and pre- and post-referral intervention guides, to reduce reliance on exclusionary discipline and to ensure that student supports and interventions are trauma-informed.
- Elementary school being piloted as a fully Trauma-Informed School: The California Endowment has provided a grant that is enabling Emerson Elementary School (not a VRP cohort school) to become fully trauma-informed. To ensure consistency throughout the district, this process is also being supported by training and coaching from UCSF HEARTS.

## Tier III:

- Behavioral health services are trauma-informed: District-wide, whether through district-employed clinicians, or through community partners operating under contract with OUSD or Alameda County Health Care Services Agency (ACHCSA), students who access school-based behavioral health services receive trauma-informed care.
- Additional training to be delivered to all school-based behavioral health clinicians: The more than 100 clinicians currently delivering school-based behavioral health services in OUSD are already trained to be trauma-informed. Using recently acquired funding from the San Francisco

Foundation directed toward school-based health, additional trauma-informed training will be delivered this year.

- District-wide, crisis response is trauma-informed: Crisis response following a traumatic event (homicide, serious injury, shooting) includes *Psychological First Aid* which is a national best practice to help mitigate the effects of trauma on students and staff by inviting them to articulate how they have been impacted, and to strengthen immediate coping strategies and supports systems.

## 8. Tier II and Tier III Student Participation and Demographics

*8. Is the District maintaining student data, by race, in the practices identified in Section II of the Agreement?<sup>4</sup> If so, please describe the number of students served, by race, by service, and when possible, outcomes in the following:*

The district does track the gender and race of students who participate in Restorative Justice Tier II and Tier III supports, and of the students served directly by AAMA or MDP (since the approach is specifically targeted toward African American males). There is less consistency in tracking the race and gender of students who participate in Tier II PBIS, as these interventions are sometimes somewhat informal. There are demographic data on students who receive Tier III PBIS supports from Insights to Behavior, which are provided below. However, the students receiving trauma-informed behavioral health services through ACHCSA (generally Tier III) are tracked through a non-OUSD-controlled data system. Demographics for these students do eventually become available to OUSD, but are not expected until October 2015, so these data are not included here.

Below are participant demographics for Restorative Justice Tier II and III, PBIS Tier III (limited), and MDP. Student outcomes are only provided for MDP. Generally speaking, outcomes such as grades, attendance, suspension and graduation are not tracked individually according to services delivered through PBIS. Most of these data points are tracked for MDP participants – those available are provided in Section 8.d., below. Outcomes for RJ Tier II and Tier III participants are being tracked by outside consultant Sonia Jain, Ph.D. and her research firm, Data in Action. A detailed outcomes report was produced one year ago demonstrating a reduction in exclusionary discipline disparities for African American students, improved attendance, and a sharp decline in the number of African American students being suspended for defiance (this report was provided as part of the Appendix in the September 30, 2014 report to OCR). This detailed level of analysis has not been replicated with more current data, although Data in Action is working on a supplement to the original report, using a more sophisticated statistical model, and Data in Action's evaluation services are ongoing through Project Prevent.

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<sup>4</sup> OCR recognizes that many RTI practices, particularly Tier 1 interventions, not listed in the Uniform Referral Form (URF), might not be quantified. Therefore, OCR is primarily seeking data on Tier 2 and 3 level supports and where feasible, Tier 1.

*8.a. Restorative Justice*

**2014-15 Students Served by Tier II or III Restorative Practice**

Ethnicity	Gender	# of Students	Proportion of Participants	By Ethnicity Alone
African American	Female	545	28%	54%
African American	Male	515	26%	
Asian or Pacific Islander	Female	71	4%	7%
Asian or Pacific Islander	Male	65	3%	
Latino	Female	282	14%	27%
Latino	Male	248	13%	
Native American	Female	6	0%	0%
Native American	Male	4	0%	
Unspecified	Female	48	2%	4%
Unspecified	Male	42	2%	
White	Female	59	3%	6%
White	Male	63	3%	
<b>Total</b>		<b>1948</b>	<b>100%</b>	<b>100%</b>

*8.b. Positive Behavioral Interventions and Supports*

**2014-15 Students Served by Insights to Behavior Consultants**

Ethnicity	Gender	# of Students	Proportion of Participants	By Ethnicity Alone
African American	Female	24	15%	68%
African American	Male	82	53%	
Asian or Pacific Islander	Female	1	1%	2%
Asian or Pacific Islander	Male	1	1%	
Filipino	Male	2	1%	1%
Latino	Female	3	2%	21%
Latino	Male	30	19%	
Native American	Male	1	1%	1%
Unspecified	Male	1	1%	1%
White	Female	2	1%	7%
White	Male	9	6%	
<b>Total</b>		<b>156</b>		<b>100%</b>

*8.c. Trauma-Informed Practices/Crisis Management/Student Health Center supports*

**2014-15 Students Served by Alameda County Health Care Services Agency Providers**

Total	8,853
Participant ethnicity data not available until October, 2015 from ACHCSA	

*8.d. Number of students served by the African American Male Achievement programs and services and student outcomes (suspension, attendance, grades, graduation)*

**2014-15 Students Served by AAMA**

MDP, AAMA Student Leadership; Council , and Case Management	560
Man- UP Conference Attendance (students)	410
Total AAMA Outreach for 2014-15	970 *

\* All of these students were African American and male. According to the AAMA data analyst, students served by AAMA represent approximately 17.3% of OUSD's African American male students.

**MDP Participant Outcomes**

Suspension

- 2013-14 20% of MDP students received one or more suspensions
- 2014-15 18.5% of MDP students received one or more suspensions<sup>5</sup>

Chronic Absence

- 2013-14 8% of MDP students were chronically absent
- 2014-15 15% of MDP students were chronically absent

Grade Point Average (GPA)

- 2013-14 MDP average total GPA is 1.73
- 2014-15 MDP average total GPA is 1.99

Graduation

- There are currently no cohort graduation data available for MDP students

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<sup>5</sup> This compares with middle and high school African American male suspension rate of 14.4%. The baseline MDP suspension rate has historically be higher than the district average for African American males. MDP shows higher suspension because MDP serves several African American male students furthest from the center of academic success. MDP ideally sets the enrollment criterion seeking 1/3 students with a 3.0 or above GPA; 1/3 students with a GPA of 2.0 through 3.0; and 1/3 of students below a 2.0. This criterion is ideal, however, the school sites often end up with 2/3 students below a 2.0 and 1/3 above a 2.0 (as evidenced by the GPAs provided here). There are many MDP students who are severely behind in credits and several years below reading level according the Scholastic Reading Inventory. The selection of MDP students skews the sample and prevents an apples-to-apples comparison between MDP data and data from OUSD's overall AAM population.

## 9. Evaluative Tools to Monitor Fidelity and Effectiveness of RTI Programs

*9. A description of the District's evaluative and assessment tools for monitoring the fidelity of implementation of the RTI programs and practices listed in the Agreement, and their effectiveness and impact on African American students in the District. {Sec. II}*

Tools used to monitor fidelity of implementation and tools to monitor the effectiveness and impact on African American students generally fall into two distinct categories for the programs and practices listed in the Agreement to Resolve. The response to this question is therefore divided into two sections: one where fidelity measurement is discussed, and the other where impact measurement is discussed.

*9.a. Tools for monitoring the fidelity of implementation of RTI programs and practices listed in the Agreement*

The Behavioral Health unit has the added benefit of two Federal grants (School Climate Transformation and Project Prevent) which support a rigorous evaluation of RTI implementation. This unit also employs a data analyst to assist in developing the tools and systems needed to monitor fidelity and impact of both PBIS and RJ.

**PBIS:** With the technical assistance of Lori Lynass (of Sound Supports) the Behavioral Health unit is implementing a PBIS fidelity-monitoring instrument called the District Capacity Assessment (DCA). This tool will help assess the implementation of district-wide policies and procedures and will be used to monitor and improve upon the fidelity of implementation for PBIS. At each participating PBIS school a monthly review of the Team Implementation Checklist (TIC) is facilitated by the Behavioral Health unit in partnership with school leadership, to monitor progress in implementation. Twice a year, each school completes a Tiered Fidelity Inventory (TFI) to assess school-wide fidelity of PBIS implementation. PBIS coaches review data with their school site PBIS teams and with site leadership to support efficacy. (Copies of TIC, TFI, and DCA provided as Appendix 4).

**Restorative Justice:** As mentioned earlier, Sonia Jain (of Data in Action) has designed comprehensive RJ evaluation. This evaluation includes the use of an online tool to collect data on each student who engages in an RJ practice or intervention, as well as staff surveys, discipline data analysis, and stakeholder interviews to accurately reflect the level of RJ implementation fidelity at each site. Dr. Jain and her team will be adding the trauma informed practices evaluation to the scope in 2015-2016.

**Manhood Development:** MDP uses the MDP Site Observation Tool (included as Appendix 5), Monthly Teacher Narratives, Pre /Post Student and Parent Skills Assessment, Student Narratives, and Student Data (by marking period) to evaluate the fidelity of the MDP program and the Khepera curriculum. MDP fidelity of implementation is also closely monitored through a Community of Practice (COP) facilitated by AAMA Executive Director, Christopher Chatmon. MDP instructors participate in no less than 20 hours in the COP per year (in addition to 80 hours of other forms of professional development and support). Data measures are used in real time for coaching of MDP teachers within Professional Development and the AAMA COP. Please see the report Black Sunrise

([http://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/78/TheBlackSonrise\\_WebV2\\_sec.pdf](http://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/78/TheBlackSonrise_WebV2_sec.pdf)), provided as an attachment to the 2013-14 OUSD response to OCR data request on September 30, 2014, for more information about the COP and other ways that AAMA ensures quality implementation. Outcomes for the year are released in annual MDP reports (the 2014-15 report has not been released yet).

*9.b. Description of tools to look at the treatment of African American students*

District-wide there are now a number of tools to help assess the treatment of African American students in OUSD. Under the leadership of Jean Wing, Research Accountability and Data (RAD) has developed data dashboards that enable users to see out-of-school suspensions by ethnicity in nearly real time. California Health Kids Survey (CHKS) data can also be accessed through the dashboards and those results can be viewed by ethnicity, as well as many other independent variables.

Principal supervisors, during their extended site visits, systematically identify engaged and disengaged students by race, both in the classrooms and out of the classrooms. They use the extended site visit tool to communicate with school site personnel, to mark progress for subsequent visits, and to aggregate the level of engagement across multiple sites.

Expectations and measures of culturally responsive practices, equity, and positive classroom management practices are threaded throughout the new Teacher Growth & Development System (TGDS). It is most notable in Domain 2, as well as in the emphasis on creating equitable experiences for students in Domains 1 and 3. The TGDS also makes explicit connections to SEL in the teacher observable actions. The Oakland Effective Teaching Framework (OETF), which is built into the TGDS, provides clear guidelines, goals and an observation rubric to help measure quality according to standards grounded in equity, authentic student engagement, and effective classroom management. The TGDS and OETF are included as Appendix 6.

Finally, with RJ ramping up to all of the comprehensive high schools, as well as many other sites enrolled in earlier cohorts, the importance of understanding the impact of RJ on disproportionality has never been more important. OUSD continues to partner with Sonia Jain, Ph.D., whose firm, Data in Action is currently working on a supplement to the RJ implementation report they did last year. The supplement will provide a new analysis using existing data, and capitalizing on the matched student-school multi-level dataset to examine unbiased impact of restorative justice on student and school-level outcomes. The more sophisticated analysis will eliminate confounders (including other initiatives), by using a more advanced statistical model as well as comparison group, longitudinal data, and multiple datasets including CHKS and California School Climate Survey. The purpose is to examine disproportionality, specifically, with an expanded set of outcomes including positive indicators like academic achievement, youth development assets, and school climate measures, alongside disciplinary involvement. Data in Action will be producing a brief data report, and up to three peer-reviewed journal papers to advance the field evidence-base nationally.

## 10. New District Discipline Policies

*10. A description and copy of any new or revised District policies that relate to the use of school discipline or the implementation of the terms of this Agreement. Please provide the version approved by the District's Board of Education, or the most recent draft. {Sec. III}*

The recently revised district policies that pertain to discipline, including the Discipline Matrix, are included as Appendix 7. The Board Policy makes clear the new restriction on suspension for willful defiance, emphasizes the district's commitment to reducing the use of exclusionary discipline, and spells out the new regulations pertaining to involuntary transfer. The Administrative Regulations include the final Discipline Matrix which helps ensure more uniform responses to student behavior throughout the district.

*10.a. A description of discipline policy evaluation and monitoring. {Sec. III.f}*

The Universal Referral Form (URF) was designed to align with new discipline policies. This past year's discipline policy changes, including the Discipline Matrix, were designed to align with the URF, so that the URF could also serve as a tool for monitoring the fidelity by which the discipline policies and Discipline Matrix are implemented.

The key fields that will help provide an understanding of how discipline policies and the Discipline Matrix are being implemented include:

- Pre-Referral Interventions (for minor behaviors)
- Major (or chronic minor) Behaviors Referred to Office
- Post-Referral Disposition

These fields will help answer the following questions as they pertain to the implementation of discipline policies and Discipline Matrix:

- Are three supportive interventions being tried consistently before office referral is made?
- Are Tier I practices being consistently applied by school personnel making disciplinary office referrals?
- Do Post-Referral Disposition fields correspond to listed behaviors in a way that demonstrates that the Discipline Matrix is being followed?

These data will also be considered across racial/ethnic and gender groups, once reliable URF data are available.

As described later in this document in Section 18, the focus for URF data at this point remains ramping up to universal use with fidelity. URF data are not currently high enough quality to be a reliable indicator of how well discipline policies and the Matrix are being implemented. But once the URF is fully implemented, it should be an excellent tool for this.

## 11. Data Used for Decision-Making for Services and Supports

*11. What are the types of data (statistics, GIS/ARC or heat mapping, community engagements, early warning indicators) that District departments implementing the terms of this Agreement use to understand the experiences and conditions of African American students in Oakland, and how does this information drive decision-making around the types of services, programs, and engagements are provided to support this group of students?*

OUSD uses several data points to allocate resources and services to the schools and communities where African American families are concentrated. All district departments implementing terms of the Agreement to Resolve access and utilize demography from OUSD's Research Assessment and Data (RAD), including figures depicting the ethnic composition and proportion of students classified as socioeconomically disadvantaged. RAD also supplies figures (many of which are publicly accessible through [ousddata.org](http://ousddata.org)) that demonstrate the extent of the achievement and discipline gap at schools. These data are considered, for example, when AAMA is identifying a new location for MDP, or when the Behavioral Health unit is amassing a new cohort for PBIS.

RAD now has the capacity to utilize graphic information systems to assist in the distribution of resources, and the understanding of need in the community. The heat map provided as Appendix 8 is an overlay of the population density of African American students attending OUSD schools and 2013 end-of-year crime data from the Oakland Police Department. The darker blue colors represent areas that have a lower occurrence of violent crimes. As the color becomes lighter we see pockets of a higher occurrence of crime. The dots represent OUSD's African American students and families. The bright red and yellow areas in West/ Downtown Oakland represent the highest occurrence of violent crimes within areas where African American families live. Light blue pockets of deep East, West,<sup>6</sup> and Central Oakland show a normative distribution of what we know to be true environmental trauma for the city's African American families.

Input and attendance from community engagement events held by Family Engagement or African American Male Achievement also help inform decisions about programs. Data on the frequency of crisis intervention, and the disproportionality of African American students referred to Special Education also help the Behavioral Health unit make decisions about where to allocate behavioral supports. Another data source is the annual Da Town Researcher project which provides student-led research amplifying student voice. These reports generally use both a quantitative and qualitative component to structure recommendations to the district decision-makers.

The decision to adopt services, programs and engagement also requires close collaboration with school leaders and with Network leaders, who are always consulted regarding the readiness and fit for sites to take on programs.

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<sup>6</sup> The map shows West Oakland to be far more troubled than the rest of the city – contextually, the period of time corresponds with the occupy Oakland movement, the epicenter of which was Downtown Oakland, 6 blocks from some of the more violent West Oakland neighborhoods – this explains why the western portion of the city appears so much more violent.

## 12. California Healthy Kids Survey Data

12. A summary of the California Healthy Kids Survey data reviewed under the VRP Team's "Transforming School Culture Evaluation Plan" and, if available, the results to those inquiries by race of the responder.

The California Healthy Kids Survey (CHKS) was administered in Spring of 2015. The response rates for the twelve items from the CHKS relevant to VRP are listed below. The reader will note that the last five questions have lower overall OUSD response rates than the first seven. This is because these five questions were not included in the survey questionnaire that was distributed to elementary school students (only to middle and high school students). The number of respondents is not provided in the CHKS data tables below – the reader should refer to the table here to reference the number of respondents by ethnicity and/or by question.

CHKS Question	Non-AfAm OUSD	AfAm OUSD	Total OUSD	Non-AfAm VRP	AfAm VRP	Total VRP
The teachers at this school treat students fairly.	6389	1903	8292	4473	1397	5870
Adults at this school treat all students with respect.	6354	1904	8258	4444	1394	5838
This school clearly informs students what would happen if they break school rules.	6365	1914	8279	4444	1395	5839
School rules are applied equally to all students.	6335	1895	8230	4438	1390	5828
Rules in this school are made clear to students.	6358	1905	8263	4435	1394	5829
Students know how they are expected to act.	6321	1890	8211	4433	1382	5815
Students know what the rules are.	6335	1899	8234	4431	1389	5820
This school makes it clear how students are expected to act.	4439	1380	5819	4120	1277	5397
Adults at this school help students resolve conflicts through mediation/restorative justice.	4440	1375	5815	4122	1273	5395
My class lessons include examples of my racial, ethnic, or cultural background.	4462	1374	5836	4144	1271	5415
Adults get along well with students from different cultural backgrounds.	4470	1380	5850	4151	1276	5427
I have been disrespected by an adult at this school because of my race, ethnicity, or culture	4133	1276	5409	4452	1379	5831

The twelve CHKS items fall into four general categories:

1. Perceptions of student treatment and fairness,
2. Clarity of behavior expectations and rules,
3. Disciplinary practices, and
4. Culturally responsive environment.

The table below presents the percentage of respondents who agreed or strongly agreed with the statements listed in the CHKS questionnaire, broken down by whether the student indicated that he or she was African American. African American and non-African American agreement rates are presented for all OUSD respondents, and for those respondents who attended VRP cohort schools only. In this table,

pink rows represent questions where African American students at VRP cohort schools were statistically significantly less likely to respond positively as compared with non-African American students at those schools ( $p < .03$ ). Unshaded rows represent questions where differences between African American and non-African American students were not statistically significant.

CHKS Question	All OUSD			VRP Cohort		
	Not Af Am	Af Am	Total	Not Af Am	Af Am	Total
<b>Perceived Treatment or Fairness</b>						
The teachers at this school treat students fairly.*	62.7%	49.7%	59.7%	57.4%	43.7%	54.1%
Adults at this school treat all students with respect.*	63.6%	49.9%	60.5%	56.7%	42.9%	53.4%
<b>Clarity of Behavior Expectations and Rules</b>						
This school clearly informs students what would happen if they break school rules.	74.3%	71.4%	73.6%	71.8%	68.7%	71.1%
Students know how they are expected to act.	65.5%	65.5%	65.5%	63.0%	64.4%	63.3%
Students know what the rules are.	72.9%	70.2%	72.3%	68.1%	67.1%	67.8%
Rules in this school are made clear to students.*	68.8%	62.1%	67.3%	66.3%	58.8%	64.5%
This school makes it clear how students are expected to act.*	66.8%	62.5%	65.8%	66.6%	62.6%	65.7%
<b>Disciplinary Practices</b>						
Adults at this school help students resolve conflicts through mediation/restorative justice.	54.3%	53.6%	54.1%	54.4%	54.0%	54.3%
School rules are applied equally to all students.*	60.6%	53.8%	59.0%	60.4%	53.4%	58.7%
<b>Culturally Responsive Environment</b>						
My class lessons include examples of my racial, ethnic, or cultural background.	49.0%	47.5%	48.6%	49.0%	48.4%	48.9%
Adults get along well with students from different cultural backgrounds.*	67.3%	60.2%	65.6%	67.2%	60.4%	65.6%
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.*	74.3%	71.4%	73.6%	15.4%	20.2%	16.5%

\*Differences between African American and non-African American students were statistically significant ( $p < .03$ ) on these questions, based on *chi* square tests.

This next table considers the same CHKS questions but uses a different method of analysis. While the previous table showed rates of agreement in percentages, this table shows a *comparison of means* for non-African American students and African American students (for OUSD overall as well as VRP cohort schools only). Students were asked the extent to which they agreed with statement on the CHKS questionnaire on a 1-5 scale.<sup>7</sup> Analysis of Variance (ANOVA) testing was used to calculate whether mean differences between the two groups were statistically significant ( $p < .05$ ). Pink rows represent questions where African American students showed significantly less positive mean responses as compared with non-AA students. Unshaded rows represent questions where differences were not statistically significant.

<sup>7</sup> The version of the questionnaire distributed to elementary school students provided a 1-4 scale. Elementary school student responses were mathematically adjusted to 1-5 scaling.

CHKS Question	All OUSD Responses			Responses from VRP Cohort Only		
	Not African American	African American	Total	Not African American	African American	Total
<b>Perceived Treatment or Fairness</b>						
The teachers at this school treat students fairly.*	3.58	3.25	3.50	3.51	3.19	3.43
Adults at this school treat all students with respect.*	3.64	3.31	3.56	3.53	3.20	3.45
<b>Clarity of Behavior Expectations and Rules</b>						
This school clearly informs students what would happen if they break school rules.	3.87	3.85	3.87	3.85	3.81	3.84
Students know how they are expected to act.	3.60	3.61	3.60	3.63	3.65	3.63
Students know what the rules are.	3.82	3.79	3.82	3.76	3.75	3.76
Rules in this school are made clear to students.*	3.69	3.54	3.65	3.70	3.54	3.67
This school makes it clear how students are expected to act.*	3.74	3.65	3.72	3.73	3.66	3.72
<b>Disciplinary Practices</b>						
Adults at this school help students resolve conflicts through mediation/restorative justice.	3.52	3.47	3.51	3.52	3.48	3.51
School rules are applied equally to all students.*	3.43	3.28	3.40	3.54	3.38	3.50
<b>Culturally Responsive Environment</b>						
My class lessons include examples of my racial, ethnic, or cultural background.*	3.39	3.31	3.37	3.39	3.34	3.38
Adults get along well with students from different cultural backgrounds.*	3.77	3.61	3.73	3.77	3.61	3.73
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.*	2.16	2.36	2.21	2.18	2.35	2.22

\*Mean differences between African American and non-African American students were statistically significant ( $p < .05$ ) on these questions.

The reader will note that the questions that emerge with statistically significant differences on the basis of race are the same, irrespective of whether the analysis method considered differential agreement rates or comparison of means. The reader should also note that, while a majority questions show statistically significant differences, the magnitude of the differences is not consistently high. As ATR implementation continues, it will be important to monitor if differences shrink, and if the number of questions producing statistically significant differences diminishes.

## 13. OUSD Family Survey Data

13. A summary of the OUSD Family Survey data reviewed under the VRP Team’s “Transforming School Culture Evaluation Plan” and, if available, the results to those inquiries by race of the responder.

Below are sixteen items from the OUSD Family Survey that are relevant to VRP. They fall into four general categories: 1) Family member perceptions of student treatment on the basis of race, 2) Family member perceptions of school disciplinary practices, 3) Family member perceptions of student engagement, and 4) Family member experiences of how the school engages them.

The table below shows a *comparison of means* for parents/family members of African American versus non-African American students. Analysis of Variance (ANOVA) testing was used to calculate whether differences between the two groups were statistically significant ( $p < .05$ ). Pink rows represent questions where parents/family members of African American students showed significantly lower agreement with the statement as compared with parents of non-African American students.

Oakland Family Survey Results 2014-15: Comparison of Means for African American and Non-African American	Non-African American (n=10680)	African American (n=2580)	Total (n=13260)	p value
<b>Treatment on the Basis of Race</b>				
My child’s background (race, ethnicity, religion, economic status) is valued at this school.	4.04	4.03	4.04	.612
This school encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality	3.93	3.93	3.93	.889
Does your child feel like his or her cultural background is valued and respected?	4.03	3.98	4.02	.032
Overall, how much respect do you think the teachers at your child’s school have for the children?	4.25	4.16	4.23	.000
<b>Disciplinary Practices</b>				
This school enforces school rules equally for my child and all students.	4.04	4.01	4.03	.200
This school clearly teaches the rules and behavioral expectations for students.	4.13	4.13	4.13	.903
This school clearly informs students in advance what will happen if they break the rules.	4.17	4.22	4.18	.016
At your child’s school, how well does the overall approach to discipline work for your child?	4.01	3.91	3.99	.000
At this school, discipline is fair.	3.98	3.92	3.97	.002
<b>Student Engagement</b>				
This school has high expectations for all students.	4.07	4.16	4.08	.000
This school provides high quality instruction to my child.	4.11	4.06	4.10	.008
How much of a sense of belonging does your child feel at his or her school?	4.11	4.07	4.10	.031
<b>Family Partnership</b>				
School staff takes my concerns seriously.	4.06	4.09	4.07	.111
I feel welcome to participate at this school.	4.19	4.23	4.20	.076
School staff treats me with respect.	4.27	4.31	4.28	.060
This school encourages me to be an active partner with the school in educating my child.	4.10	4.16	4.11	.002

Again, there are several items with statistically significant differences, but the magnitude of difference is not large.

## 14. Professional Development Delivered

*14. As they pertain to the implementation of this Agreement, the number of hours of professional development/training delivered, a brief description of the content of the professional development/training, and how many school administrators, certificated staff, classified staff, and OUSD PD attended professional development/training.*

In the tables below are listings of the professional development sessions delivered in regard to discipline policies, URF and PBIS, Restorative Justice, trauma-informed care, and African American Male Achievement.

*14.a. OUSD policies and administrative regulations on school discipline and the discipline matrix*

Below is a listing of training events for topics related to discipline policy administrative regulations, and the Discipline Matrix.

Date	Topic	Audience	Number of Participants
1/22/2015	School Culture and Climate MTSS/Tier 1. Part 1 of a 3 part series	Principals	29
2/19/2015	School Culture and Climate MTSS/Tier 1. Part 2 of a 3 part series	Principals	29
4/23/2015	School Culture and Climate MTSS/Tier 1. Part 3 of a 3 part series	Principals	29
6/18/2015	Transforming School culture and Climate	Site Teams including Principals and AP's	87
8/12/2015	Discipline Policies and Matrix	Principals, AP's	200

*14.b. Positive behavior interventions and supports*

Below is a listing of training participation by staff classification for topics related to URF and PBIS.

Training Topic	Audience	# of Staff
Administrator URF	Administrator	87
AP Professional Learning	Administrator	34
Clerical URF Training (including AERIES.net)	Classified	78
	Certificated	1
DHP Principals Training	Administrator	59
School Culture Training	Administrator	34

Day 2 PBIS Tier 2 & 3 Cohort Team PD	Classified	28
	Certificated	10
	Administrator	4
Day 3 PBIS Tier 2 & 3	Classified	11
	Certificated	5
	Administrator	2
Essentials of Classroom Management	Classified	1
	Certificated	54
	Administrator	1
PBIS School Culture & Climate Mini Conference	Classified	16
	Certificated	26
	Administrator	7
PBIS Tier 1	Classified	16
	Certificated	38
	Administrator	22
PBIS Tier 2/3	Classified	14
	Certificated	19
	Administrator	8
Responding to Problem Behavior	Certificated	45
School Culture Training	Administrator	34
Skillstreaming	Classified	13

*14.c. Restorative Justice*

Below is a listing of training participation by staff classification for topics related to Restorative Justice.

Training Topic	Audience	# of Staff
Coordinator Professional Learning Community (PLC)	Classified	26
Introduction to Restorative Justice - Tier 1	Classified	6
	Certificated	11
Introduction to Restorative Practice - Tier 1	Classified	15
	Certificated	9
Restorative Practices Tier 1	Classified	21
	Certificated	11
Restorative Practices Training - Tier 2	Classified	14
	Certificated	6
RJ School Coordinator Certification Training	Classified	1
Strengthening Your Circle Practice	Classified	13
	Certificated	3
	Administrator	1
Tier I Community Building	Classified	13

	Certificated	5
Tier II Harm & Conflict	Classified	9
	Certificated	3
	Administrator	1
Welcome & Support Restorative Practices Training - Tier III	Classified	21

*14.d. Trauma-informed practices and supports*

Below is a listing of training participation by staff classification for topics related to Trauma-informed practices.

Training Topic	Audience	# of Staff
Race, Trauma and Overcoming Barriers to Learning	Classified	8
	Certificated	22
Race, Trauma and Overcoming Barriers to Learning	Classified	6
	Certificated	30
Trauma Informed Elementary School Classroom Management	Classified	5
	Certificated	24
Trauma Informed Elementary School Classroom Management	Classified	4
	Certificated	27
Trauma Informed Middle/High School Classroom Management	Classified	7
	Certificated	13
Trauma Informed Middle/High School Classroom Management	Classified	7
	Certificated	15

Additionally, 100% of OUSD’s school police and SSOs, and all COPS-funded Oakland Police Department officers participated in a 7-hour trauma-informed restorative practices training.

*14.e. African American Male Achievement*

Below is a listing of trainings provided to MDP instructors – there were 20 participants in each of the trainings listed below.

MDP Professional Development (20 teachers)	Hours
Beginning of the year Training	40
MDP Professional Development	20
Community of Practice	20
Race, equity and healing	10
Council of elders	10
Total	100

*14.f. Unconscious bias/culturally responsive practices*

Below is a listing of training participation by staff classification for topics related to unconscious bias and culturally responsive practices.

Training Topic	Audience	# of Staff
Race, Trauma and Overcoming Barriers to Learning*	Classified	14
	Certificated	52
Effective Teaching through Empowerment Strategies (deconstructing implicit bias)	Certificated	40

\*Note: this workshops covered both unconscious bias and trauma, so participants are listed under both 14.d. and 14.f.

*14.g. Family engagement around school culture and climate and/or discipline policies.*

Date/Timeframe	Description	# of Participants	Ethnicity of Participants	Outcomes
January 27, 2015	District-wide middle school conference where input on the discipline matrix was solicited from OUSD students	60 students	African American, Latino, Asian/Pacific Islander	Input incorporated into Discipline Matrix
Feb 10, 2015	All City Council input session on discipline matrix	6 students	African American, Latino, Yemen	Input incorporated into Discipline Matrix
February 13, 2015	Forum for family input on the matrix	4 parents	African American, Asian, Somali	Input incorporated into Discipline Matrix

## 15. Informing Students of Discipline Policies

*15. A description of how students are informed of the District's school discipline policies and discipline matrix. {Sec. V.c}*

Students are being informed of the district's school discipline policies and Discipline Matrix at school sites. The responsibility for providing information and expectations falls on each school principal, who are accountable to the principal supervisors listed under Section 2 of this narrative.

## 16. Informing Families/Guardians of Discipline Policies

16. A description of how families/guardians are informed of the District's school discipline policies and discipline matrix. {Sees. VI.g and VII}

During 2014-15, half-day high school orientation sessions were held in the three major geographical areas: East, North and West. Parent/family member turnout totaled 198 (93, 80, and 25 participants at each session, respectively). Topics covered included graduation requirements, navigating high school, and expectations around school culture. The Discipline Matrix, PBIS, RJ and the new referral process were all shared with parents/family members, who were primarily African American and Latino parents. This will be repeated annually.

Information for parents and family members on the new discipline policies is included in pages 37-40 of the current Parent Guide:

<http://www.ousd.org/cms/lib07/CA01001176/Centricity/shared/parent%20guide/Parent%20Guide%202015-16/parentguideEnglish2015.pdf>

## 17. Student, Family and Community Engagement

17. A list and description of engagements around "Transforming School Culture" as they pertain to this Agreement, the number of participants, the participants' race (if known), and any outcomes of the engagement for the following: Students, Families/Guardians, Community Stakeholders {Sec. IV}

Below please find a listing of events and engagements around Transforming School Culture.

Date/Timeframe	Description	# of Participants	Ethnicity of Participants	Outcomes
221 sessions across 45 schools from September 2014 - May 2015	Parent workshop on about school culture, attendance and reading(Fall 2014 & Spring 2015)	17,000+ parents	African American, Latino, Middle Eastern, English Learner	Parents introduced to supporting their children with attendance, reading, and behavior.
9 youth sessions on school culture from September 2014 - May 2015	All City Council High School monthly student leader campaign meetings	40 students	African American, Latino, Middle Eastern, Asian/Pacific Islander	Students collected peer data on implementation of student recommendations, drafted new recommendations for school culture

Date/Timeframe	Description	# of Participants	Ethnicity of Participants	Outcomes
April 1, 2015	LCAP Community Study Session on School Culture	35 parents, community members	Students, Families, Community, Teachers, Administrators, Central Office Staff, Other Staff	Feedback collected and incorporated into 15-16 LCAP services/targets for: School Culture and Climate, LCAP / Budget, Key LCAP Implementation Strategies for AAMA, Discipline, Attendance, PBIS, Restorative Justice
June 8, 2015	Special Ed and AA students –Key Considerations, including a presentation on disproportionality	20 parents and advocates	African American, Latino, Mixed, White	Began dialogue on how tiered supports help address disproportionality; template for future forums
September 2, 2015	Disciplinary leadership stakeholder group meeting to report out and discuss new discipline policy and discussion	14 community stakeholders (Public Counsel and Black Organizing Committee), including 1 student and 3 OUSD parents	African American, Latino, White	Report out to stakeholders; plan for a “deep dive” meeting in Oct/Nov 2015

## 18. Monitoring and Supporting Use of Universal Referral Form (URF)

*18. A status report on the District's database review and proposed changes to enable the District to monitor its use of referrals (URF) and school discipline (Eagle Software/ Aeries.net) in the 21 categories of data listed in the Agreement. Please include any prospective adjustments and professional development the District will engage to ensure the integrity and quality of the data entry and extraction. {Sec. IX.c}.*

In addition to the URF professional development sessions listed in this report in Section 14.b., there are three major updates on URF implementation to report: video training tools, URF data quality/completeness dashboard, and closer partnership with principal supervisors.

1. Training Videos: Theresa Clincy of Attendance & Discipline, along with Gerald Williams of AAMA, have developed training videos for URF implementation, to help create much broader access to the knowledge needed to accurately utilize the URF. The videos can be embedded as links on

websites. School leaders, teachers, and clerical staff will now have unimpeded access to URF training content. This will help eliminate the barrier that poor access to training presented in the past. Additionally, clerical staff will be given opportunities to enter forms during monthly PD time to help address barriers related to data entry time.

2. URF Data Quality/Completeness Dashboard: Catherine Kealey, Fellow with the Behavioral Health unit, and member of the VRP Lead Team, has created a very useful dashboard report that identifies the completeness or incompleteness of URF fields entered into AERIES. The dashboard has a drop-down menu for the most frequently omitted fields: Referrer, Pre-referral intervention #1, Pre-referral intervention #2, Pre-referral intervention #3, Possible motivation, Location, Exact time, and Post-referral Disposition. This is a big step in URF reporting for data quality. The eventual plan is to expand the functionality of this report to analyze office referrals based on students, incidents and dispositions. For now, however, the focus of the tool is to communicate the level of URF data quality currently generated at the schools site, thereby helping to advance greater fidelity in URF use. This dashboard is different from all the others created by RAD in the past several months in that the focus is not on reporting URF results, but on identifying incomplete data and getting it corrected in AERIES, the source system, by staff at the school sites. The URF Data Quality/Completeness report is being integrated for use within the Weekly Engagement Reports utilized at the site level.
3. Closer Partnership with Principal Supervisors: During the 2014-15 year OUSD made a significant move toward improved implementation by including Network Superintendents as VRP Lead Team members. But this change still did not ensure that every Network official directly supervising principals was being brought into discussions on VRP implementation. For 2015-16, every individual in the district who supervises principals is involved with the work. A key priority identified in the first VRP session with principal supervisors was URF implementation at the sites, which represents a significant commitment to ensuring URF quality this year (please see notes from 9.4.2015, included as part of Appendix 2).

It is important to note that the priority this year continues to be ensuring that URF data are high quality and that they accurately represent what is happening at school sites. If the substantive data produced by URF begin to be used to identify problems at sites before the URF has become an integrated practice at all sites, this might inadvertently create a disincentive for using the URF. It is anticipated that, with the three improvements listed above, by the end of this academic year, all sites will be utilizing URF with high fidelity.

## 19. Use of Data to Advance Transformation of School Culture

*19. A description and demonstration of how the District and/or school sites use data (quantitative and/or qualitative) to make adjustments to District and school site practices around racial disparities in the use of discipline to help build the capacity of administrators and staff to integrate strategies and frameworks in this Agreement into their practice and transformation of their school culture. {Sec. IX.g}*

There are a number of ways the VRP Lead Team uses data to advance the transformation of school culture. Jean Wing and Gerald Williams present periodic data updates on URF quality/completeness, all content leads report on PD being delivered to help monitor the implementation process, reviews of exclusionary discipline by student ethnicity are presented at least twice a year, and the School-Level Case Management tool provides a snapshot of each VRP cohort school and its progress through VRP implementation components.

At the school site level, principal supervisors use Weekly Engagement Reports to review key indicators around attendance and discipline overall and by race. Beginning in October these reports will also include a report on URF data quality and completeness. These reports are substantially enhancing principal supervisors' ability to pinpoint school-level needs around racial disparities.

Research Accountability and Data (RAD) has developed interactive data dashboards. OUSD employees can look at out-of-school suspensions and reason codes, disaggregated by subgroups, including ethnicity, gender, Special Education status, ELL status. These data are being updated on a nightly basis. Additionally, there are CHKS dashboards – these are not updated regularly as the CHKS is an annual event in the district, but these dashboards are also interactive and data can be disaggregated by race, gender, school site, grade level, etc. to determine, for example, if all students think school rules are being enforced in a way that's fair. Currently anyone with an OUSD login can access some level of the dashboards, but only a very limited number of OUSD staff members (school leaders, Network leaders) can drill to the student level. A public set of dashboards will be launched in Fall 2015. RAD has held informational sessions on the new dashboards to ensure that principal supervisors are up-to-date on the utility of these tools, and presented to all principals on September 16, 2015.

## 20. Changes in Use of Discipline Over Time

*20. Charts showing changes in the use of discipline and arrests/citations for the following in a) the District; and b) the VRP Cohort.<sup>8</sup>*

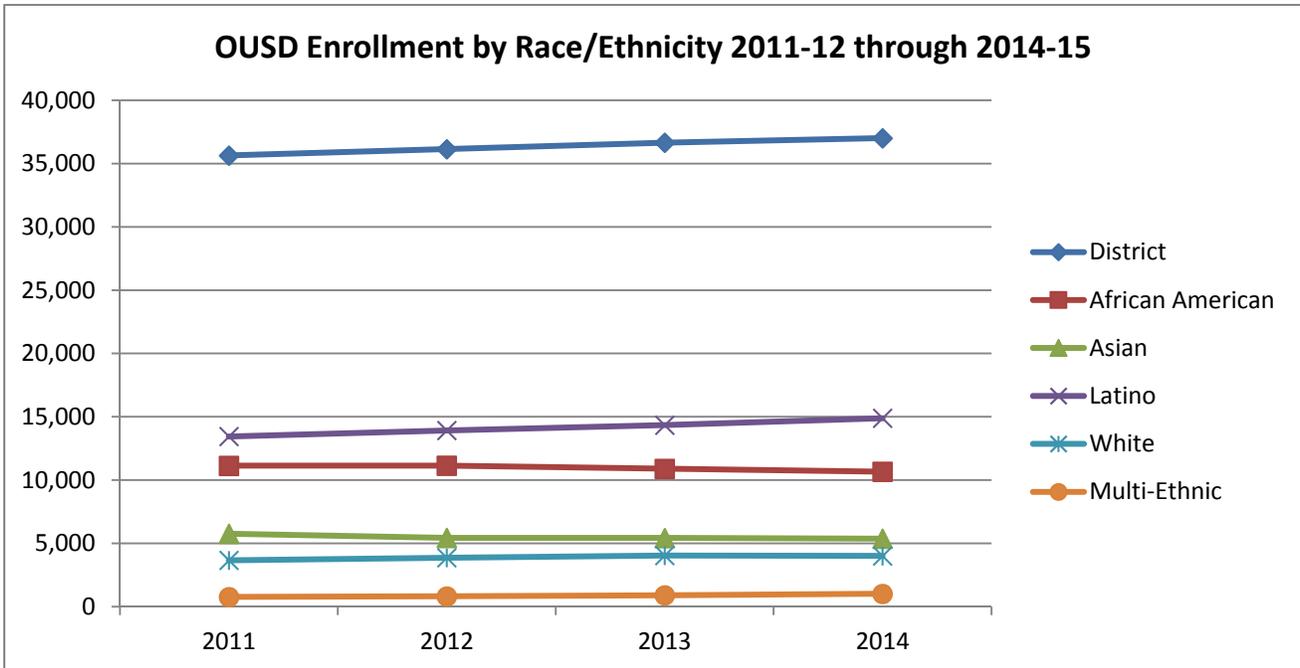
Below are charts showing changes in disciplinary rates over multiple years. Before each chart is a table which lists the actual data represented in the graphic.

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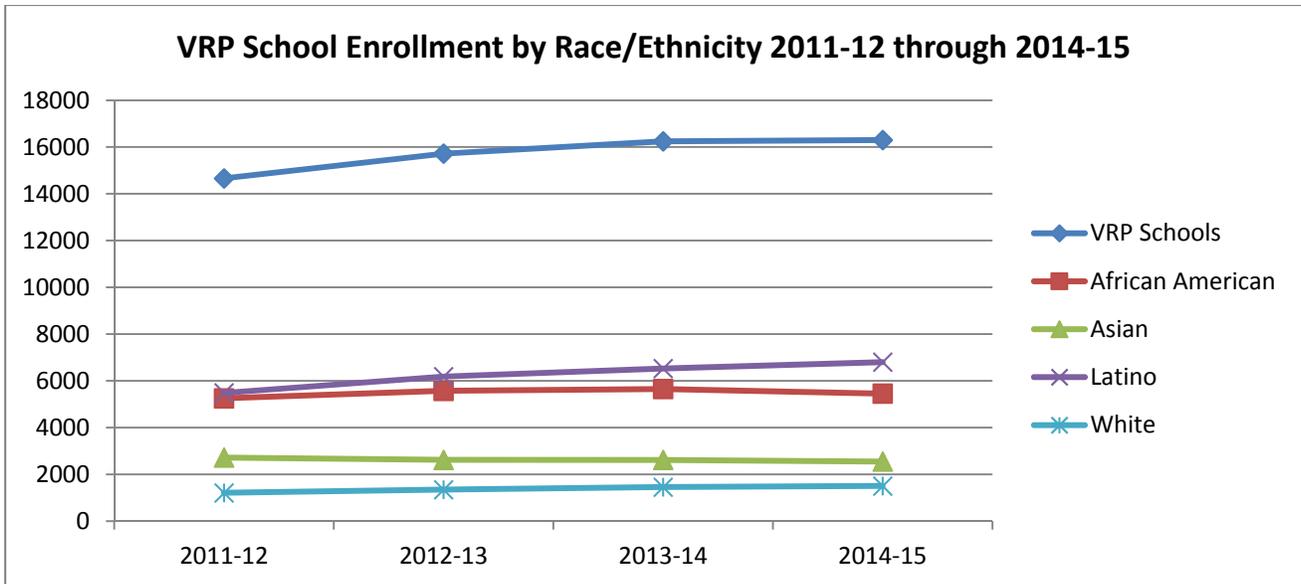
<sup>8</sup> Please provide this response electronically in a manner that allows OCR to access the source data.

20.a. School enrollment by race SY 2011-2012 through 2014-15

	District	African American	Asian	Latino	White	Multi-Ethnic
2011-12	35,636	11,129	5,755	13,434	3,657	761
2012-13	36,139	11,138	5,429	13,912	3,860	815
2013-14	36,648	10,890	5,424	14,332	4,033	892
2014-15	37,005	10,659	5,365	14,881	4,006	1,014

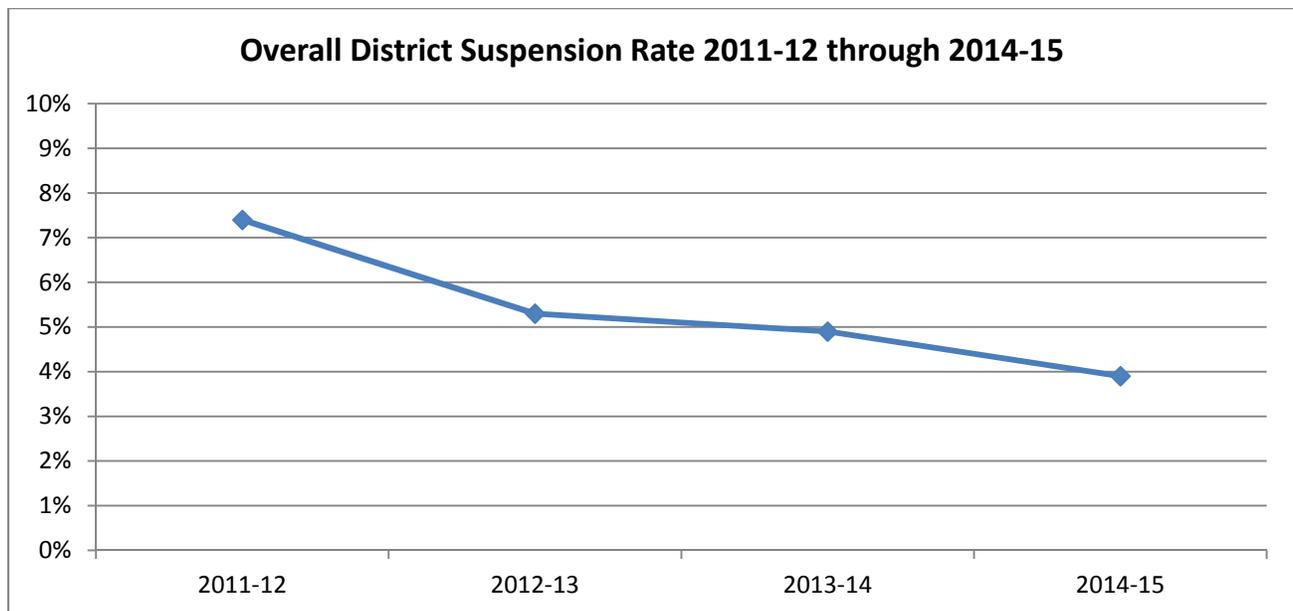


	VRP Schools	African American	Asian	Latino	White
2011-12	14662	5250	2717	5486	1209
2012-13	15719	5570	2618	6184	1347
2013-14	16242	5648	2613	6526	1455
2014-15	16297	5451	2545	6800	1501

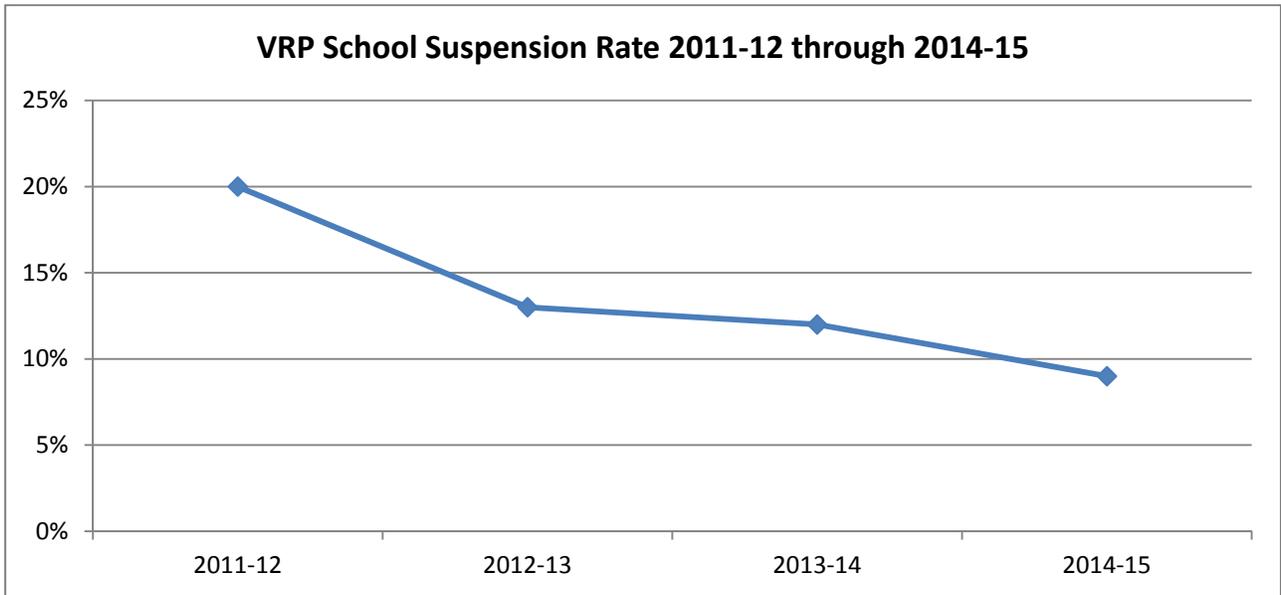


20.b. District out of school suspensions SY 2011-2012 through 2014-15 [students suspended one or more times]

Year	Overall District Rate
2011-12	7.40%
2012-13	5.30%
2013-14	4.90%
2014-15	3.90%



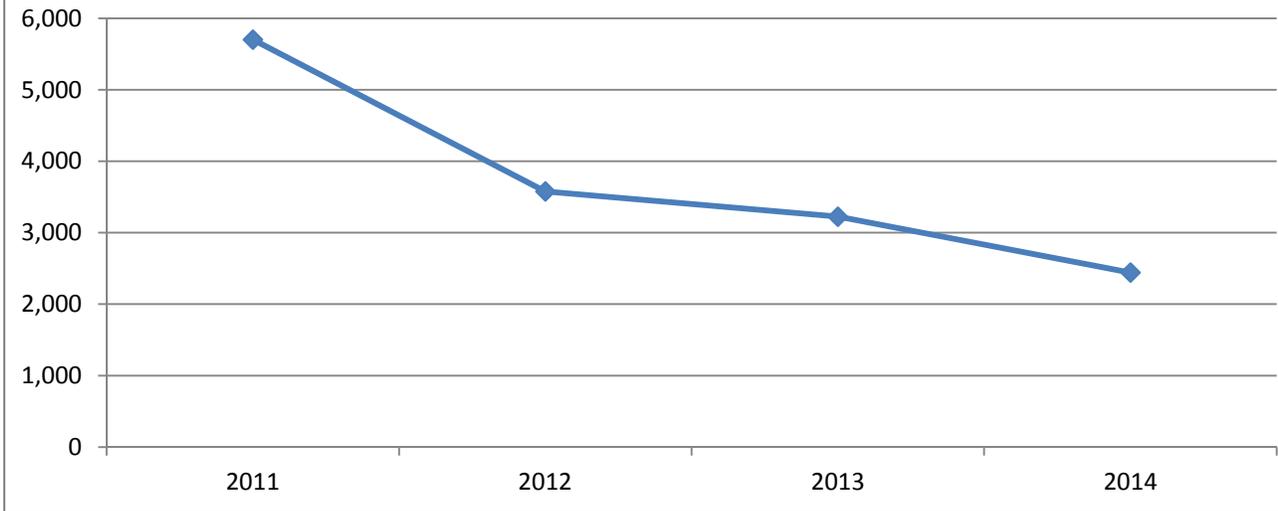
Year	VRP School Suspension Rate
2011-12	20.0%
2012-13	12.9%
2013-14	12.1%
2014-15	9.0%



*20.c. District out of school suspensions SY 2011-2012 through 2014-15 [suspension incidents]*

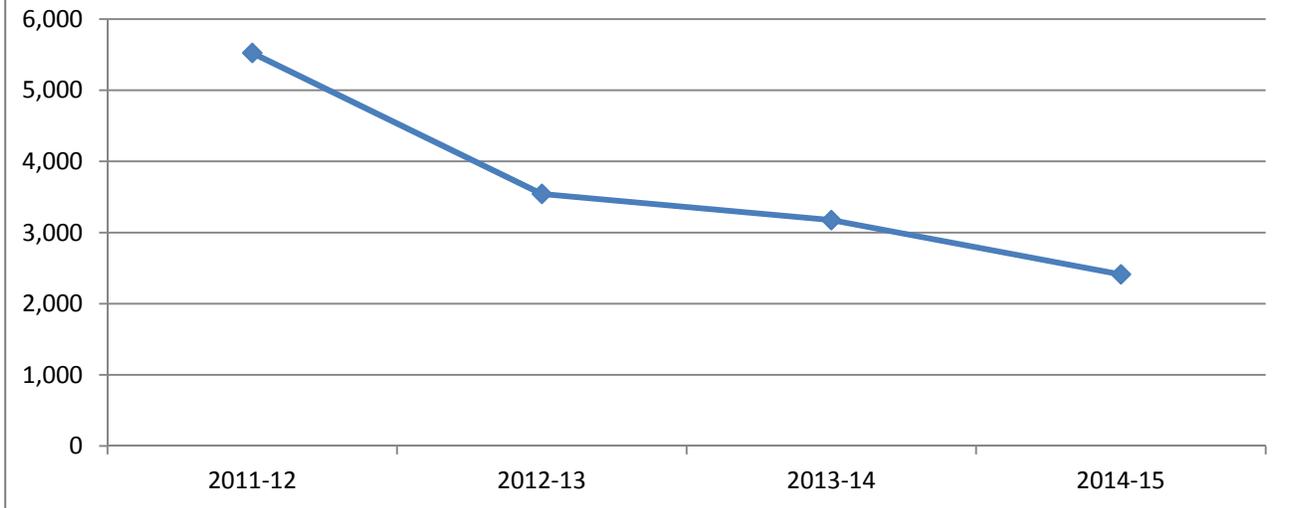
Year	Number of Suspension Incidents in OUSD
2011-12	5,702
2012-13	3,578
2013-14	3,225
2014-15	2,442

**Overall District Suspension Incidents 2011-12 through 2014-15**



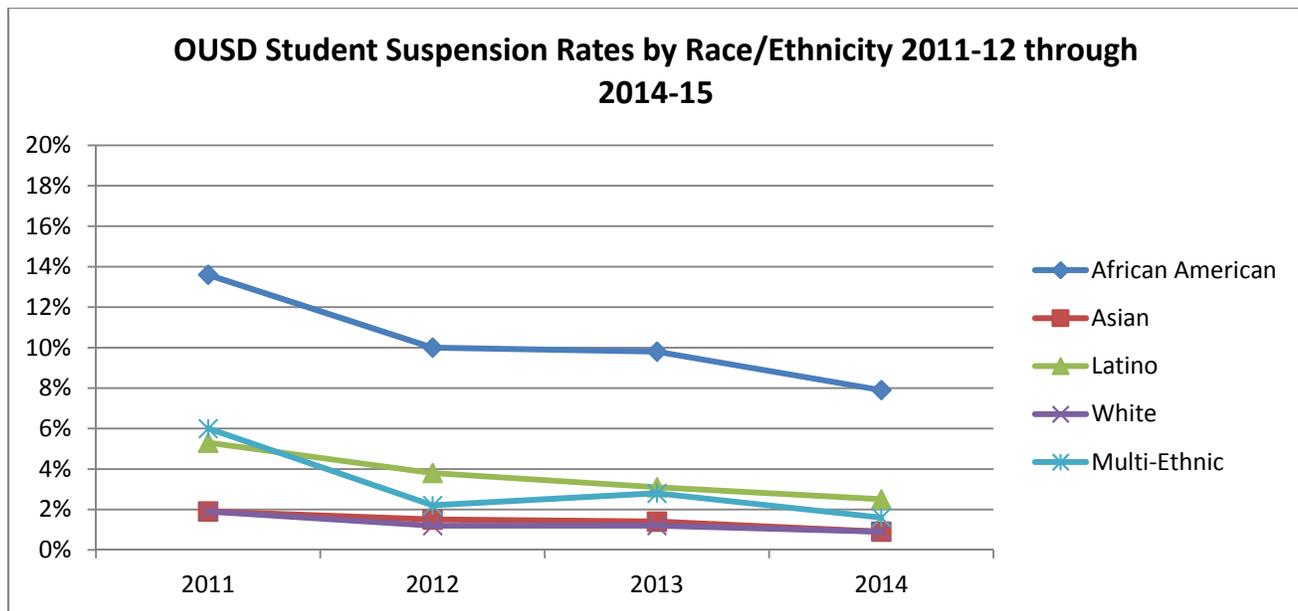
Year	Number of Suspension Incidents in VRP Schools
2011-12	5525
2012-13	3543
2013-14	3175
2014-15	2411
2015-16	112

**VRP Schools Suspension Incidents 2011-12 through 2014-15**



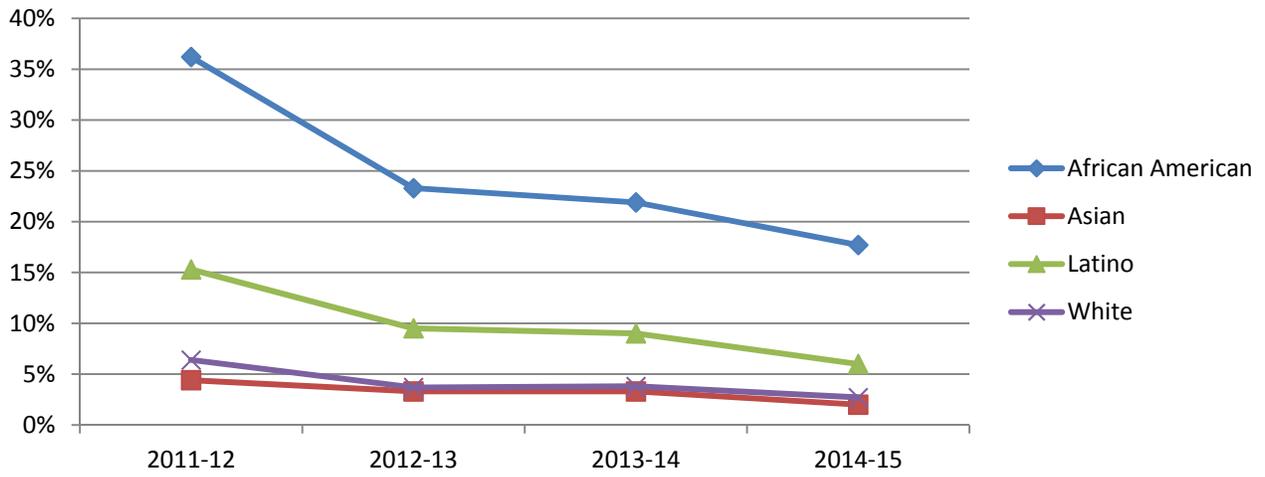
20.d. District out of school suspensions by race SY 2011-2012 through 2014-15 [students suspended one or more times]

OUSD	African American	Asian	Latino	White	Multi-Ethnic
2011-12	13.60%	1.90%	5.30%	1.90%	6.00%
2012-13	10%	1.50%	3.80%	1.20%	2.20%
2013-14	9.80%	1.40%	3.10%	1.20%	2.80%
2014-15	7.90%	0.90%	2.50%	0.90%	1.60%



VRP Schools	African American	Asian	Latino	White
2011-12	36.2%	4.4%	15.3%	6.4%
2012-13	23.3%	3.3%	9.5%	3.7%
2013-14	21.9%	3.3%	9.0%	3.8%
2014-15	17.7%	2.0%	6.0%	2.7%

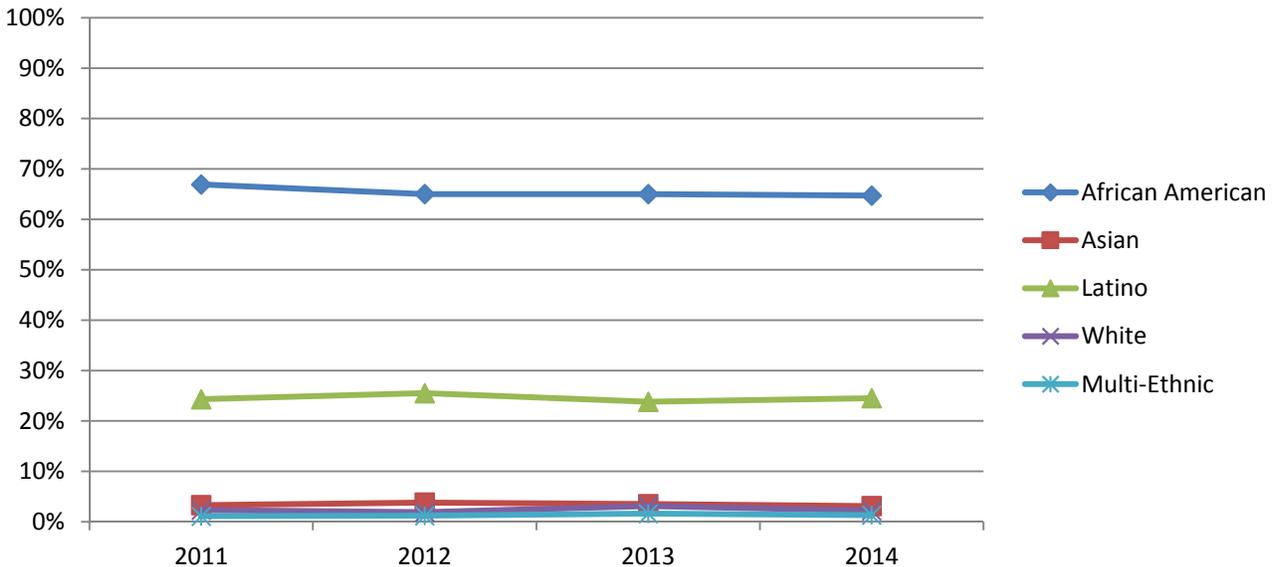
**VRP Schools Student Suspension Rates by Race/Ethnicity 2011-12 through 2014-15**



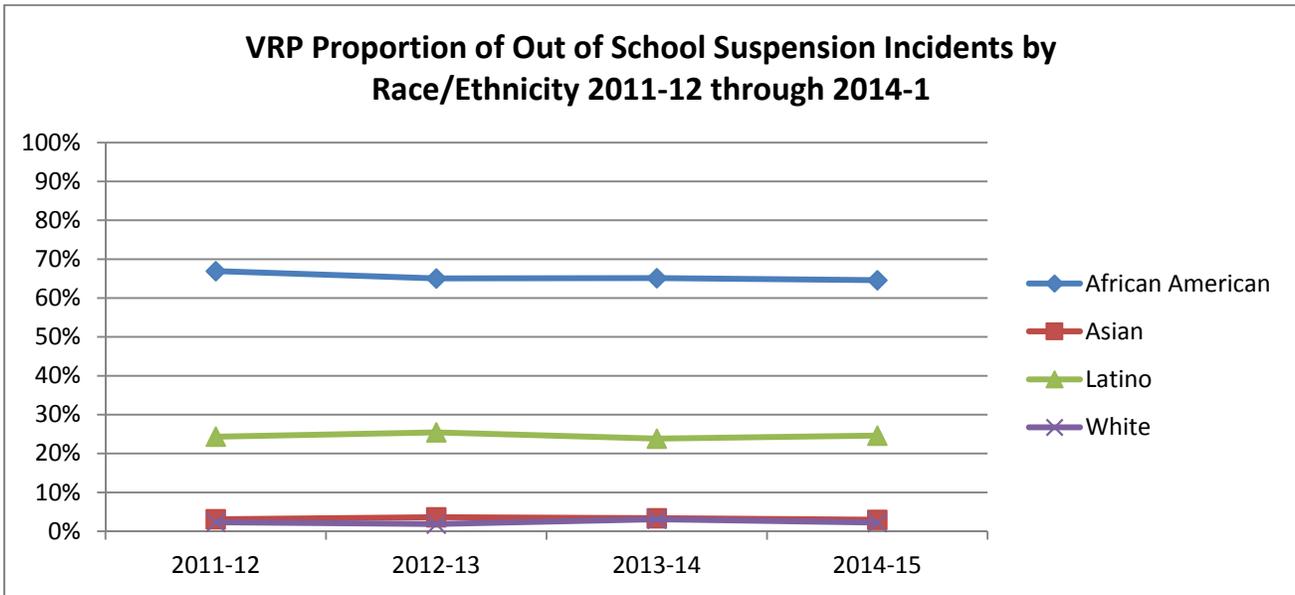
*20.e. District out of school suspensions by race SY 2011-2012 through 2014-15 [suspension incidents]*

OUSD	African American	Asian	Latino	White	Multi-Ethnic
2011-12	66.90%	3.30%	24%	2.30%	1.10%
2012-13	65%	3.80%	25.50%	1.90%	1.20%
2013-14	65%	3.50%	23.80%	3.10%	1.60%
2014-15	64.70%	3.10%	24.50%	2.20%	1.30%

**OUSD Proportion of Out of School Suspension Incidents by Race/Ethnicity 2011-12 through 2014-15**



VRP Schools	African American	Asian	Latino	White
2011-12	66.9%	3.1%	24.3%	2.3%
2012-13	65.0%	3.6%	25.4%	1.8%
2013-14	65.1%	3.3%	23.8%	3.1%
2014-15	64.6%	2.9%	24.6%	2.2%



*20.f. Top ten most frequently used infraction codes for out of school suspensions SY 2011-2012 through 2014-2015*

Rank Order ( high to low) OUSD	2011-12	2012-13	2013-14	2014-15
1	Violence	Violence	Violence	Violence
2	Defiance	Defiance	Defiance	Defiance
3	Bullying	Other	Other	Other
4	Other	Drugs	Obscenity	Drugs
5	Obscenity	Obscenity	Drugs	Obscenity
6	Drugs	Weapon	Weapons	Weapons
7	Weapon	Bullying	Bullying	Bullying

Rank Order ( high to low) <b>VRP</b> Schools	2011-12	2012-13	2013-14	2014-15
1	Violence (2065)	Violence (1672)	Violence (1431)	Violence (1183)
2	Defiance (2014)	Defiance (819)	Defiance (753)	Defiance (499)
3	Other (615)	Other (360)	Other (372)	Other (320)
4	Obscenity (378)	Drugs (319)	Obscenity (275)	Drugs (183)
5	Drugs (298)	Obscenity (243)	Drugs (229)	Obscenity (114)
6	Weapon (133)	Weapon (91)	Weapon (95)	Weapon (92)
7	Bullying (22)	Bullying (39)	Bullying (20)	Bullying (20)

\*\* Other is combination of Harassment, Destruction of school property, robbery, extortion/ theft, possession of tobacco, terroristic threats.\*\*\*

*20.g. Top ten most frequently used infraction codes for out of school suspensions of African American students SY 2011-2012 through 2014-2015*

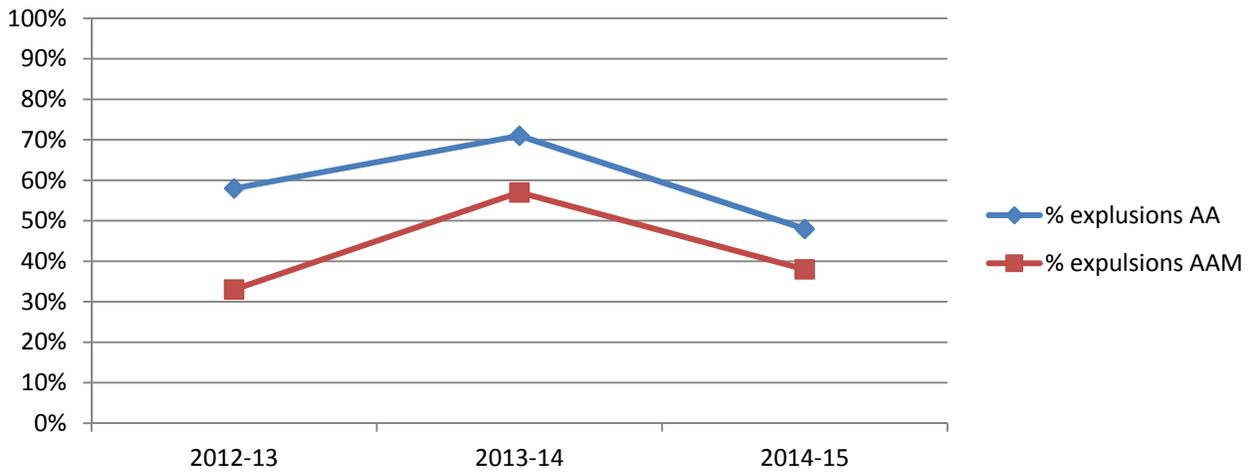
Rank Order ( high to low)	2011-12	2012-13	2013-14	2014-15
1	Violence	Violence	Violence	Violence
2	Defiance	Defiance	Defiance	Defiance
3	Other	Other	Other	Other
4	Obscenity	Obscenity	Obscenity	Drugs
5	Drugs	Drugs	Drugs	Obscenity
6	Weapons	Weapons	Weapons	Weapon
7	Bullying	Bullying	Bullying	Bullying

\*\* Other is combination of Harassment, Destruction of school property, robbery, extortion/ theft, possession of tobacco, terroristic threats .\*\*\*

*20.h. Expulsions by race, by primary infraction*

Expulsions by Race	# AA students expelled	# AA male students expelled	# total expulsions	AA proportion of expulsions	AAM proportion of expulsions
2012-13	7	4	12	58%	33%
2013-14	15	12	21	71%	57%
2014-15	10	8	21	48%	38%

**African American Proportion of Expulsions 2012-13 through 2014-15**



Expulsions by Infraction	2012-13			2013-14			2014-15		
	%	Total#	#AA	%	Total#	#AA	%	Total#	#AA
Firearm	50%	6	2	19%	4	4	24%	5	3
Brandishing weapon	25%	3	3	14%	3	3	24%	5	0
Selling controlled substance	1%	1	1	5%	1	0	14%	3	0
Sexual assault (including attempt)	0%	0	0	5%	1	1	0%	0	0
Explosive	0%	0	0	0%	0	0	0%	0	0
Physical injury	0%	0	0	19%	4	4	10%	2	2
Possession dangerous object	0%	0	0	14%	3	2	10%	2	2
Possession substance	2%	2	1	5%	1	0	5%	1	0
Robbery	0%	0	0	5%	1	1	10%	2	2
Assault or threat to school employee	0%	0	0	14%	3	0	5%	1	1
<b>TOTAL</b>	<b>100%</b>	<b>12</b>	<b>7</b>	<b>100%</b>	<b>21</b>	<b>15</b>	<b>100%</b>	<b>21</b>	<b>10</b>

*20.i. School-related arrest and citations by race, by offense*

2014-15 Offense count by ethnicity: 7 African American, 3 Asian (total OUSD school arrests = 10)

\*\*\*All arrests are a result of calls from school site calls for service to OUSD school police.\*\*\*

Offense Count	Offense Description
3	Minor in possession of a fire arm
2	Petty theft
1	Possession of controlled substance without a prescription
1	Battery on a school employee
1	Robbery
1	Juvenile arrest warrant
1	Grand theft auto

## 21. Other Information

21. Any other information the District believes will assist OCR with the monitoring of the Agreement to Resolve.

An area of the Transforming School Culture Three-Year plan which developed at the beginning of 2014-15, but which was not in the original Agreement to Resolve, is the explicit intention to “Integrate VRP goals into all district efforts to support and enforce high-quality academic experiences.” Listed below are some of the accomplishments in this area that stand out.

- *African American Male Suspension Reduction Goal in Superintendent’s Strategic Plan:* In November of 2014, the Superintendent introduced a new Strategic Plan, "Pathway to Excellence: 2015-2020." This Strategic Plan includes the following goal, which is specifically relevant to the ATR: “By 2020, the percentage of African-American and Latino males without an out-of-school suspension during the year will increase to 97 percent.” This represents a heretofore unprecedented level of explicit integration of VRP goals into overall OUSD goals.
- *Equity Policy:* During the Fall of 2014, the Superintendent initiated the Superintendent's Strategic Plan Committees. He invited OUSD personnel (including teachers), family members, and community members to communicate on various areas of the plan and to formulate action steps. One subcommittee was focused on developing an Equity Policy for the district. The subcommittee met several times and drafted a policy which was further refined within OUSD and went before the OUSD Board for a first reading in August 2015. OUSD Equity Working group is planning to roll out an equity survey to all employees, to initiate a community input process, and to further develop and then present the policy to the Board within the next several months. The draft Equity Policy is attached as Appendix 9.
- *Reducing Exclusionary Discipline for African American Students Included in LCAP:* The current Local Control & Accountability Plan (LCAP) was informed by multiple community and student engagements, and reflects a district-level commitment to increased focus on equity for African American students. The document very specifically names reducing the use of exclusionary discipline for African American students, and commits additional district resources toward strategies outlined in OUSD’s Voluntary Resolution Plan Agreement to Resolve with the Office of Civil Rights. The draft plan is public and can be accessed at this URL: [http://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/3262/LCFFRegulationsandLCAPtemplate\\_Final121514\\_OUSD%20DRAFT\\_for%20POSTING\\_6.11.15.2.pdf](http://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/3262/LCFFRegulationsandLCAPtemplate_Final121514_OUSD%20DRAFT_for%20POSTING_6.11.15.2.pdf)
- *Integrating Equity and Dismantling Implicit Bias into Existing Approaches:* Deputy Chief of Community Schools & Student Services, Curtiss Sarikey, has been leading an effort to bring in local experts on racial equity and implicit bias in to conduct an intensive training series for OUSD’s providers of professional development. The objectives of this training series will be 1) to ensure that OUSD operates with a single set of definitions and assumptions as the various departments and offices in the district move toward increased understanding of racial equity, 2) to ensure that the professional development offered to support positive behavior supports, restorative practices, social-emotional learning, and high quality instruction are presented by trainers well-versed in the

lessons of racial equity and healing, and 3) to help OUSD leaders who hold those approaches integrate equity and strategies for dismantling implicit bias into extant strategies. Progress is being made toward securing funding, and the training-of-trainers series is expected to take place during the first half of 2015-16.

- *Building Principal and Assistant Principal Capacity:* School climate and culture is being supported at unprecedented levels in built-in principal and assistant principal professional development. Personnel from Community Schools and Student Supports will lead professional learning for assistant principals once a month for three hours (at a minimum), and for principal supervisors once a month for two hours (at a minimum). Topics will include social-emotional learning, PBIS, Restorative Justice, using the URF, Pre- and Post-Referral Interventions, being trauma-informed, and dismantling implicit bias.
- *African American Female Achievement Initiative and Latino Boys and Men Achievement:* As referenced in the budget section of this narrative, the district will be using newly received funding to support an AAMA-like initiative designed to engage and empower African American girls and young women. Plans have also begun to adapt the AAMA model with Latino boys and young men. These two efforts represent a district-level re-invigoration of the principle of targeted-universalism, and a dedication to creating equitable opportunity and outcomes for all students.
- *Collaboration with Public Counsel and the Black Organizing Project to Advance the Elimination of Defiance:* In April 2015, the Superintendent made a recommendation to the Oakland Board of Education to eliminate willful defiance and disruption as basis for expulsion in grades 4-12 (see the Memo from the Office of General Counsel dated April 29, 2015, as Appendix 10). The crafting of this recommendation represents an extensive body of work. The recommendation was developed through a fully collaborative effort with Public Counsel and the Black Organizing Project, who engaged and collaborated extensively with the district to achieve this result. Section IV of the memo sets forth additional transparency and community engagement to which the district is committed.
- *Da Town Researchers Amplification of Student Voice:* Da Town Researchers, a research group comprised entirely of OUSD students, continue to produce student-led research which brings forward student views to the highest levels of the district. They produced a research report in 2014-15, which was based on 120 surveys and follow-up student focus groups. Their overriding finding emphasized the importance of student-teacher relationships, as well as the need for the district to support cultural responsiveness among faculty. The report is included as Appendix 11.

## Appendices for Oakland Unified School District Report to the Office of Civil Rights (Case Number: 09-12-5001)

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September 30, 2015

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## **Appendix 1: Case Studies**



**WEST OAKLAND MIDDLE SCHOOL**  
OAKLAND UNIFIED SCHOOL DISTRICT

The image shows a large, rectangular sign for West Oakland Middle School. The sign has a blue top border and a light-colored bottom section. The text is in a bold, sans-serif font. The sign is supported by two blue pillars. In the background, there is a blue fence and a building with large windows.

**“The Phoenix is Rising”:  
Successes and Tensions at WOMS**

September 20, 2015 OUSD 003  
**Maxine McKinney de Royston & Tia C. Madkins**

# Introduction

- WOMS is a full service community school in the heart of West Oakland.
- The student body is largely African American, with smaller populations of Latino/a and Yemeni students. The Yemeni student population, in particular, is growing.
- WOMS seeks to build a safe and rigorous learning environment that is welcoming to its students, families and surrounding community.

## Goal of our presentation:

To highlight the **structures, resources, and perspectives that appear to impact the in-school experiences and learning opportunities** of African American students at WOMS . These findings represent what we have learned from our research team's observations and our interviews with WOMS staff, parents, and students.

# Our Research Team's History

## Why We Are Here:

- Collaboration with AAMA/MDP:
  - History of working with OUSD schools and community organizations in Oakland
  - Concerned about success of Black youth (particularly adolescent males)
- Interest in Educational Reform & Improvement in OUSD:
  - Partnership between Tony Smith, John Powell, and Na'ilah Nasir
  - Expand our focus beyond MDP to understanding what makes whole school environments and classrooms academically and relationally successful for Black youth

## Who We Are:

- Black and Brown educators and researchers: professors, graduate and undergraduate students. Former/current teachers/counselors in K-12 environments (including in Oakland), community activists with non-dominant communities and organizations in Oakland, former OUSD students, and parents of children that live and play in Oakland. Our team is committed to partnering with OUSD schools, families, and communities to improve the educational quality and experiences of African American children.

# Why we Chose WOMS

- WOMS has a significant number of African American students, and some changing student demographics.
- WOMS is a school that the district has identified as a positive climate for African American students.
- WOMS is becoming a STEM (Science, Technology, Engineering, and Math) school centered around hands-on and performance-based learning.
- WOMS is a Full Service Community School and has strong ties with parents and the surrounding community.

# Our Research at WOMS

## *How We Did It*

- School and classroom observations
- Stakeholder interviews – staff, parents, and students
- Informal community observations

## *What We Looked at, What We Asked about*

- District reforms: i.e. Restorative justice, FSCS, TSR
- School Climate for, Experiences of Black students
- Academic Opportunities, Resources, Rigor

# Overarching Findings

- 1) WOMs is a safe, caring environment
- 2) Positive identity support for Black students
- 3) Restorative Justice works, kind of
- 4) Culture of high expectations, except tracking
- 5) Strong leadership is essential, to a point
- 6) Lack of district support

# Safe/Caring Environment – Success #1

## WOMS is Full-Service, Cares for the Whole Child

**Staff:** “If the kids come to a place that’s clean, that they feel like, “Alright, I like this now ‘cuz it’s safe... then it gives them a sense to come, but it also makes them feel like they can relax...’Cuz I don't know where they’re coming from, we don’t know the hassle.... If at least they can come and breath deep and be at peace for a good 6 to 8 hours, then we’re helping them out. ... Giving them things...if I can give you everything from food to clothes to health services—then, let me give it to you....To me that gives an umbrella, a bubble of security around the kids. It gives them a place where they can take out some of the nonsense, some of the things that stress their life and more focus on getting better academically.”

# Safe/Caring Environment – Success #2

## WOMS Staff Develop Strong Adult-child Relationships

**Staff:** : “I think that that's [having a tight knit community] a large component of, of those personal, not personal relationships but human relationships. Not just academic, not just student-teacher, but concerned adult relationships, I think are important. That is, I think, a strength here.”

# Safe/Caring Environment – Success #3

## WOMS is Welcoming and Supports Students' Learning

**Interviewer:** Would you recommend this school to other youth?

**Student:** Yes.

**Interviewer:** Why?

**Student:** Because you won't get into that much trouble and its like, this whole family thing here and we all feel comfortable with each other..... its like you're not totally blocked off from everything. You're not gonna sit alone in the cafeteria by yourself, you're not, umm, gonna go outside and then have nobody to talk to. You're gonna have somebody to talk to as long as you're trying to talk to somebody else. If you wanna be alone, then you can TRY to be alone, but umm, if you don't wanna be alone, you'll have somebody to talk to.... Um, because it's really good for learning, especially for kids that are up in this neighborhood. They think, they hear West Oakland Middle School and they think it's like this terrible school. But then when you actually come here, you find out that you actually learn things, you're getting better each day because um, the environment at this school and because um, you're trying harder because they're pushing you.

# Safe/Caring Environment- Tension #1

## Discipline Practices, Smashing on Students

**Staff:** [discussing how it's not appropriate to yell at students in elementary school] “And here its like kinda expected that...we called it, like smash on them. Like if they're not like, listening, or like paying attention..... you don't just let it slide...you go in on them.... some teachers like you will hear them in the hall like, “SIT DOWN I'VE TOLD YOU,” and its like yelling at one kid.

# Safe/Caring Environment- Tension #2

## Neighborhood Violence, Trauma- Teacher Preparedness

**Interviewer:** “Have there been any shifts in any of your particular beliefs around teaching during this year?”

**Teacher:** “..... working at West Oakland I think I had an understanding, a specific understanding about urban education and the traumas that, that students bring to classrooms, but until like you have a student actually come up to you and tell you like that they're in a sorta situation, or that they've been exposed to these kinds of things. It doesn't really hit you. And how impactful that is in to their everyday life. ...”

# Positive Identity Support – Success

## Recognizing Institutional Racism & Stereotypes

**Staff:** There was a speech, there was a talk the principal gave once. Talking about...about prison, talking about school, talking about where money goes, how much money per prisoner goes to the. So that system. And how much money goes per, you know, it was like and you know that. That the system is not necessarily, the system is not gearing itself for our students to be successful. Uhm, our students, the system is preparing for them to be incarcerated. So is that what you want to do? And how are you going to deal with it? And it's being- and when you look at that you know the majority- you know. So the larg- [stutters] the largest percentages of people incarcerated are people of color whether you're black or latino or, that's what you're dealing with."

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# Positive Identity Support – Tension

## Positive Identity Support for Black Students Only

**Interviewer:** “How is equity, diversity or race talked about at this school?”

**Staff:** “I definitely feel like student who are not African American kinda get left out [of that]... I just remembered like a speech that one of the administrators gave during, (they talked like) This is your, this and he's talking to like the whole school, right. He's like This is your history. And I'm just like looking at the Yemenese kids and they're just like, “What?” Uhm and like you know how you should be proud to be African American and blah, blah, blah, blah. And you know that's, that is for the majority of the school, the majority of the school. I mean there is also that minority that kinda gets overlooked.”

# Restorative Justice Works - Success

## Conflict Resolution Strategies, Self Respect

**Parent:** [Restorative justice has ] stopped them from fighting. So we had two girls come here, they don't go here anymore... .. [a current student] said she was fat when she came here. And a tall girl was like, "We don't do that here," .... and told her "How would you feel?," like you don't know what's going on with her,..... it made me feel good that another child came and diffused another child by saying "how would you feel if that was you" ...and I know that had to have stemmed from her [the RJ teacher]....my daughter, like she changed her music. None of that rap stuff. And also, certain clothes and stuff. Like she don't wanna wear stuff cause it make her look like this or that. And I know... that started from the restorative justice program, too. I like how Ms. C taught my daughter about self respect, cause I can give my daughters all I can give them at home, but sadly, the stuff that they might want to grasp or hold onto might not be the stuff they learn from mama. It might be the stuff they learn from others.

# Restorative Justice Works - Tension

## Understaffed, Not Enough Training

**Teacher:** Restorative justice is great, my only wish is that, especially for this campus, I don't know what it's like in other schools, but I feel like in this campus, there needs to be more than one person, cause the RJ coordinator just gets pulled in so many different directions. So if there was a way for us as teacher to be able to do some type of training or something to assist in that whole RJ model would be really great. Because for one, it would free her up, and for two, we would be able to diffuse our own situations in our class. Or how we would address certain things with certain students, instead of waiting for someone to come. I think that was my frustration with having RJ on campus.... Cause there has to be some other way....without always having Ms. C being felt like she is pulled in so many directions. And she is only here for certain hours of the day.

# Culture of High Expectations - Success

## Childhood is Valued, Children's Confidence is Developed

**Staff:** We're successful because we see our children as children. We're successful because we see our children as people. We're successful because, because of that. And that we allow our children to feel successful.... So I think there is an element of where we are, we are good at giving them confidence. Uhhm, I mean.. not giving them.. developing their confidence. And allowing them to have situations where they can see that "OH, I can."

# Culture of High Expectations - Tension

## Tracking Labels Students, Reinforces Stereotypes

**Teacher:** “It's just really frustrating for me as a teacher because I felt like the way our classes were tracked, reinforced the stereotypes. Because you had the Algebra class, beginning Algebra, the entire so-called smart kids, academically advanced kids, all together, in one group, in every class. So my other two 8th grade classes, the kids who struggle, they stayed with each other everyday. But I felt like if there was a mix, more of those stereotypes could have been dispelled. There could have been a great appreciation of different folks. Having those groups.... it labels kids and I really saw what some of my \_\_\_ period kids who were not in that Algebra crew, like they would try to come in for certain things ... and the Algebra kids would be like "No, you're in that low performing class". A lot of those stereotypes carried over.

# Strong Leadership is Essential - Success

## Leadership is Visible, Hands-On, and Accessible

- Parents and teachers: Leadership is in the hallways, classrooms, cafeteria, etc.
- In general, parents, teachers, and students positively perceive the administration's relationship with parents and the community and trust the administration's efforts. Important elements of this relationship are:
  - Parent ambassador program
  - Health center and family resource center
  - Interpersonal connections: phone calls home, interactions at the school, events (like the science fair)
- Teachers appreciate the “hands-on” approach of school leadership and feel that they can reach out to administration for support.
- Teachers, parents, and students feel like the school is well-structured and organized in its appearance and climate.

# Strong Leadership is Essential - Tension

## Lack of Systems, Training beyond Leadership

- Everything relies upon the administration- teachers and staff do have the authority to operate independently.
- Some staff do not enact the same care as the leadership:

“.... a parent comes in to explain her child’s absence. There appears to have been some sort of altercation or disagreement between her son and another child at the school that has her concerned about her son getting “a gun-shot in the face” as soon as he leaves the school. The mother states that she has a police report to verify what’s going on and that there is a whole cyber-bullying component as well. The staff member ....doesn’t even get out of her seat. The parent is asking what the school is going to do about it, and the staff member says the principal will contact her. The parent indicates that she feels like this is a serious issue that’s being dismissed, but the staff member reiterates that the principal will respond to the mother’s request.

# Safe/Caring Environment – Success #4

## WOMS is Welcoming and Supports Students' Learning

**Parent:** When I was a kid, I had no one to dig deep inside of me and make me think, unless it was at home. At school, that did not happen. The teacher made you look stupid by sending you out of the class..... But they [WOMS] make the kids feel like somebody and like family... my daughter has done stuff that has been totally out of line, but ... it was not done to the point where I thought my daughter was picked on or anything, or I was shunned upon as a bad parent 'cause she did stuff...[when they call home] It was a concerning call, like is something going on? ..... She's not the total problem, let's see what we can do to help her fix it. And that's what I liked ....because how many kids must you deal with? .....when you can still have some compassion in your heart for the kid who acted like a fool, that goes to show that you really care.

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# Lack of District Support - Tension

## Great initiatives, ideas from the district; Few Resources

### Little to no support for:

- Administration to help run the Health Center, Family Resource Center
- Teachers and even RJ coordinator to effectively implement the Restorative Justice Model
- Professional Development for Teachers to be prepared to teach at a STEM-focused school, enact district initiatives

### Lingering concerns about:

- District re-assigning effective teachers, administrators
- Sustaining success with increasingly limited resources

# Takeaways and Possibilities

# THANK YOU!

**Staff:** If I can focus on the third group who feel like school is just a place to be, I feel like there is a percentage of kids who fall in there, but it goes back to what can you provide in school to entice them? sports? hands on stuff? Relationship, safety? So then if you get them there and you can give them and show them that you're making a relationship, if you can do that, then you can reach all the kids. The top level kids, the higher level kids who got it academically, the ones that you are pushing, all the kids need it, but we need a program that fits every kids on one group. And we can't spend all the time on a certain kind of kids, but we need to find a medium that fits all the students. You have to do a little bit of everything well.

# Neighborhood Violence & Trauma

**QUOTE ABOUT THE NEIGHBORHOOD – THE PARK, HOW THE SCHOOL HAS CHANGED  
W/ Principal Smith**

# Perspectives on Parker:

## Successes & Challenges



Tia C. Madkins and Aaron Hobson

UNIVERSITY OF CALIFORNIA  
**BERKELEY** Graduate School of **Education**

# Our Research Team's History

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- **Why We Are Here:**

- Collaboration with AAMA/MDP:
  - History of working with OUSD schools and community organizations in Oakland
  - Focused on success of Black youth (particularly adolescent males)

- **Interest in Educational Reform and Improvement in OUSD:**

- Partnership between Tony Smith, John Powell, and Na'ilah Nasir
- Expand our focus to understand what makes whole school environments and classrooms academically and socially successful for Black youth

- **Who We Are:**

- Black and Brown educators and researchers: professors, graduate and undergraduate students. Former/current teachers or counselors in K-12 environments (including in Oakland), community activists with non-dominant communities and organizations in Oakland, former OUSD students, and parents of children that live and play in Oakland. Our team is committed to partnering with OUSD schools, families, and communities to improve the educational quality and experiences of Black

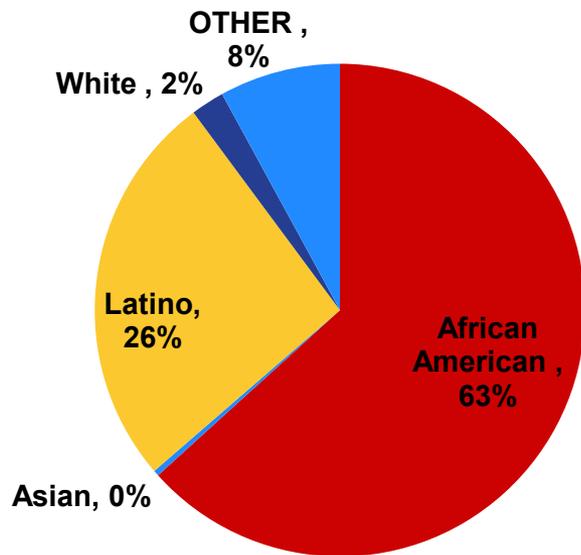
# Why We Chose Parker

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- Success with diverse backgrounds
- Data
  - Assessment Data (disaggregated by ethnicity)
  - Low number of out of school suspensions

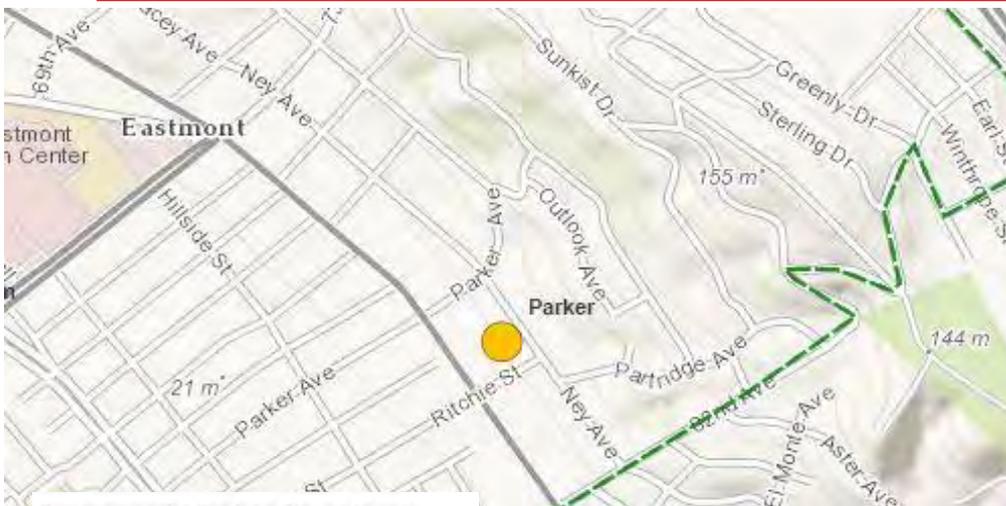
# Introduction to Parker

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- Parker Elementary School :
  - Small K-5 school that prides itself on nurturing scholarship.
  - Known as one of the best elementary schools in Oakland, both for its academic success and school climate.
  - Long standing leadership

# The Area Around Parker



Environmental Factors Stress Score



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The Environmental Stress Factors Analysis conveys how environmentally stressed a school is given its geographic location based on :

1. Distance to High Crime/Violence Neighborhood (100 Block)
2. % of school in High Crime/Violence Neighborhood (100 Block)
3. Distance to Supermarket
4. Median Household Income
5. Air quality (% of asthmatic students)
6. # of Liquor Selling Stores near School
7. # of vacant lots/units in the area
8. Unemployment

# Goal

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To highlight the **structures, resources, and perspectives that appear to impact the in-school experiences and learning opportunities** of African American students at Parker. These findings represent what we have learned from our team's observations and our interviews with Parker staff, parents, and students.

# Our Research at Parker

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- *How We Did It*

- Site observations
- Stakeholder interviews
- Informal community observations

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- *What We Looked at*

- District initiatives: e.g., Restorative Justice, TSR
- School climate for Black students
- Academic opportunities and access

# Successes and Challenges

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Successes	Challenges
Consistent Expectation	restrictive
Safe learning environment	limited socioemotional resources
Explicit attention to developing students' identities	Limited Resources from district
High quality teaching	
Strong leadership	

# S&C: Highly Structured Environment

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## Strengths:

- **Consistent** rules or norms
- High expectations for behavior

## Challenges:

- Singular approach not successful for all students

## Rationale for Structure

- Having a highly structured environment provides students with a learning space that facilitates the development of academic and social skills AND is consistent throughout the school day

# S&C Learning Environment

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## Strengths:

- Parker is a safe space for youth amidst the neighborhood
- Students recognize a protective feature of the school

## Challenges:

- limited resources to meet students' socioemotional needs

# S&C: Identity Development

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## Strengths:

- Explicit attention to students' multiple identities
- focus on the whole child
- “Parker Scholars” Parker staff are explicit about developing students' academic identities

## Challenges:

- Inadequate central office supports

# S&C High Quality Teaching

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## Strengths:

- Parker places a high value on its teachers.
- Implementation of Common Core State Standards through differentiated instruction.
- Genuine concern for student education
- High expectations
- Creativity

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## Challenges:

- District mandates conflict with school vision
- Teachers / staff must be creative in absence of resources.

# S&C: Strong Leadership

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## Strengths:

- Principal supports students
- Creativity in absence of resources
- Supportive of teachers
- Cares deeply about students and the larger school community
- Low teacher turnover
- Ability to identify problems and solutions

## Challenges:

- Creativity in absence of resources

# Questions

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# FULL-SERVICE COMMUNITY SCHOOLS IN OAKLAND

## OAKLAND TECHNICAL HIGH SCHOOL

Writing a New Story About African American Achievement at Oakland's Largest High School

Three days a week, you'll find Eric Clayton walking the track at Oakland Technical High School. He does it for his health and he does it to support Johnnie, an African American freshman and one of the young men he counsels and mentors. While students play soccer and Frisbee on the football field or eat their lunches on the bleachers, Clayton and his 14-year-old companion walk a mile or more, talking as they go about cars, school, family, and more.

Clayton (known as "Coach" to students and staff alike) retired in 2013 as varsity baseball coach. But rather than leave the school community, he has joined a new team, committed to providing students with the services and supports they need to graduate high school ready for college and career. Through individual and group sessions, Clayton and his colleagues create a safe space for students to talk openly about life challenges and offer tools and strategies for addressing academic or behavioral management issues. As importantly, they provide the consistent, caring adult presence that can make the difference between students staying in school or dropping out.

While maintaining a clear focus on the academic and social-emotional success of all students, staff are also leveraging targeted strategies to support African American males, addressing historic inequities and closing persistent gaps in

both opportunities and outcomes. It's groundbreaking work that that is beginning to shift patterns and practices that have been decades in the making.

"There is a story that gets told about Oakland Tech," says Principal Staci Ross-Morrison. "It's a story that says Tech is two different schools – one school for black kids and one school for white kids." And while Ross-Morrison acknowledges that there are still spaces where those differences exist, she and her team are working fiercely to close the gaps. The school has steadily increased its four-year graduation rate, from 74 percent in the 2009-10 school year to nearly 86 percent in 2013-14, the highest of any high school in the district. Its graduation rate for African American males is nearly 76 percent – more than 20 percentage points higher than the district average. It also has one of the highest college-ready graduation rates, including for African American students.

By maintaining an unflinching focus on equity and embracing the community school model, Ross-Morrison and her team are tailoring academic, health, and social-emotional supports to meet the needs of African American males and improving outcomes for all student groups. Together, they are writing a new chapter in the history of Oakland largest high school.

This is their story.

## Building a Strong Foundation

In 2011, Oakland Tech took an important step forward in its effort to remove systemic barriers to college and career-ready graduation. That was the year the school began requiring that all freshman take California Studies, a rigorous year-long interdisciplinary course linking history with literature. It was also the year Tech instituted a ninth grade “house” system to provide freshmen with a ready-made community to ease the transition to the large comprehensive high school.

This move was in response to an enrollment trend observed by teachers and administrators that tracked students by race and socio-economic class. Prior to the change, the optional course had become a defacto prerequisite for enrollment in the school’s Paidea program, whose students boasted the highest graduation and college-acceptance rates. Students with stronger literacy and writing skills were programmed for California Studies in the 9th grade, and African American and low-income students were greatly underrepresented.

Making California Studies, and later Biology, part of the standard freshman curriculum was an important step towards equity, creating “a common foundation of knowledge, skills, and expectations from the outset,” says ninth grade teacher Jah-Yee Woo.

But, she adds, access to rigorous curriculum is not enough. That’s why the staff also developed the companion supports and practices that would be critical to student success, particularly for those who arrived at Tech without strong reading and writing skills. For example, ninth grade

teachers provide drop-in tutoring every day before and after school, and peer tutors provide additional academic support. California Studies teachers also design classroom activities and devise seating plans to foster equity and collaboration and to encourage students to both seek out and provide assistance.

A particular area of focus, especially in the first six weeks, is creating a classroom culture where questions are acceptable and encouraged. “That’s a huge obstacle in ninth grade,” says Woo, when students are especially concerned about how they’re seen and viewed by their new classmates.

Just as standardizing key components of the freshman curriculum was designed to better prepare students academically, the institution of houses was integral to providing them with important social-emotional supports during the critical transitional year. Today, all freshmen take California Studies and Biology with classmates from the same house, guaranteeing that they have at least two classes with the same cohort. Teachers within each house have the same preparation period and meet once a week as a team to discuss lessons, plan common activities, identify struggling students and strategize together about how best to support them.

The house structure supports deeper relationships -- among students, among teachers, and between teachers and students. Those connections are valuable for all students, and are particularly critical for African American males. Deeper connections to their peers and to adults on campus provides the relational glue that supports good attendance, a key factor in students staying on course to graduation, and is critical





to shifting away from punitive discipline practices that have resulted in disproportionate suspensions and expulsions for African American males in Oakland and around the country.

“We’ve created a strong foundation,” says Assistant Principal Josue Diaz, who oversees the ninth grade houses. “We’re making good progress on academics and we’ve taken a giant step forward with school culture and climate.”

## Increasing Diversity in Pathways and Programs

Building on the strong foundation that’s been created for all freshmen, Tech’s teachers, staff, and partners have set their sights on their next equity challenge: increasing diversity in college and career pathways and specialized programs, to which students apply in their freshman year. Although students can take challenging college-preparatory courses outside of the pathway structure, a comparison of experiences and outcomes between pathway and non-pathway students revealed some important differences.

On average, Tech students enrolled in a pathway have higher grades (3.0 compared to 2.6) and graduate at higher rates (96 versus 85 percent) than their non-pathway peers. Students in pathways are also more engaged, with better attendance and fewer disciplinary issues. The suspension rate, for example, was just two percent for pathway students, compared to 5.5 percent for non-pathway students in the 2013-14 school year.

Participation in career pathways varies significantly across different race and ethnicity groups, with African American males among the least well represented. In the 2013-14 school year, nearly two out of three African American male students were not enrolled in a pathway. To address this gap, the freshmen team developed a plan for the 2014-15 school year to talk with freshmen early and often about their pathway options, beginning with an overview in August, at the start of the school year. Leading up to the application process in March, they held a pathway faire and scheduled presentations from students enrolled in each pathways. Diaz developed a written information packet that detailed the application and selection process for each of the options.

In a day-long Youth Leadership Forum focused on equity, organized in partnership with Oakland Kids First, Tech staff and partners heard directly from students about the barriers to broader pathway participation and about how to improve engagement across all courses. During their time together, students shared their own academic experiences and the factors that influenced their decision about whether or not to apply to a pathway.

“I did not have the mindset as a freshman that I have now,” DJ, an African American junior, shared with his peers. “I looked at the Engineering Academy and the Paideia program and there were not a lot of black people in them. One or two people told me I could do it at the time, but I didn’t believe it. Now, I wish I had joined.”



Many of the older students echoed DJ's sentiments, citing several key factors that created barriers: not seeing students or teachers who looked like themselves, a perception that pathway courses were more difficult than other Tech courses, and lack of knowledge about the pathway option.

A few days later, parents came together with a similar purpose. Gathering in the library, they learned about the different experiences and outcomes of students inside and outside of pathways. Like their children, parents talked about the importance of students seeing others who look like them in classes in order to feel comfortable and confident to enroll.

## Charting a New Course for African American Males

An integral part of DJ's growth – from a young African American freshman unsure of his abilities to a confident upper classman offering reflections and advice to his peers – has been his participation in the African American Male Achievement (AAMA) program at Tech. The program, part of a district wide initiative that has earned national praise and attention, begins with the Manhood Development class, primarily for freshmen, and includes additional courses and companion co-curricular activities.

"The focus is on students' social and emotional development," says Lamar Hancock, who heads up the AAMA program at

Tech. "We create a safe space to build a new type of dialog about what it means to be an African American man," he adds.

For students like DJ, that safe space serves as a catalyst for academic success. Some of the young men were introduced to the program in middle school and the Tech courses build on that foundation. For others, the Manhood Development class represents the first time they've been offered a unique space of support and community. Classroom reading, writing, and discussions are augmented with field trips and other activities to support the development of a college-going culture among the young men and their families.

In a unique partnership, for example, the African American Male Achievement (AAMA) Program is partnering with Oakland Community Organizations (OCO) and the Department of Social Justice at Holy Names University in Oakland to increase college readiness and access for African American males. Through the college's Early Admit Program and with support from OCO volunteers, young men participate in workshops, receive peer mentoring from African American male college students, and join trips to area colleges and universities. Students who participate in the program are eligible to receive early notification (in the fall of their senior year) of their admission to Holy Names and are guaranteed a scholarship of at least \$9,000.

The partnership is one more piece of a focused and sustained effort to write a new narrative about what it means to be an

African American male in Oakland.

Reading, writing, and intellectual conversations put their lives in an historical context and challenge and support them as they create a new vision of what it means to be strong—what it means to be a man. The day's reading of James Baldwin's *The Fire Next Time*, for example, becomes an entry into a classroom discussion of what it means to "take care of business," rather than getting duped by others who glamorize street life over academic excellence.

"Every day you're not on point, you become a pawn to someone else's king," says Hancock. "It's like signing your own death warrant."

## Caring Adults, Supportive Communities

To many young men at Tech, Hancock is more than a teacher. He's a role model and a confidante, someone who understands their challenges and believes in their potential for greatness. Besides serving as instructor and mentor for young men in the AAMA program, he is part of a system of support orchestrated through the Coordination of Services Team (COST), a critical community school mechanism for connecting students to the resources they need to be successful.

Teachers and other school staff refer students to COST, which meets every Wednesday to review referrals and to devise an individualized plan for each student. This cross-cutting team also includes staff from partner organizations, such as Lincoln Child Center and the TechniClinic, as well as the school's nurse, the parent liaison, Community School Manager Dawn Humphrey, and other school administrators.

## Culture Keepers

Just as students have played a central role in Tech's strategy to understand and address equity issues, they are leading the school's effort to develop and reinforce a positive school culture. Student leaders have developed and refined the Pillars of Oakland Tech, an expression of the school's core values and expectations. Through work inside classrooms and at school wide events, they are reinforcing the Pillars.

Each month, Tech students organize First Friday events, centered around one of the school's four pillars: Positive Expression, Honor, Focus, and Community. The events feature food, music, and a variety of games and activities designed to bring the whole school together and build community, says Lukkas Brekke-Meisner, a graduate of Tech and the Real Hard Program Director. Over the course of several years, students developed and then refined the Pillars, which are now posted throughout the school. "New students don't know the history behind the Pillars," says Brekke-Meisner. "First Fridays are an opportunity to make the Pillars real."



# The TechniClinic

For students and recent graduates of Oakland Tech, the school's clinic provides convenient and confidential services for a range of health needs, from a headache that prevents students from concentrating in class to a physical exam required to participate on athletic teams or education on nutrition or reproductive health needs. Managed by La Clinica De La Raza, the TechniClinic's services are provided free to Tech students and graduates (up to age 21), regardless of immigration status or ability to pay. Beginning in the 2014-15 school year, the clinic also provides health care to students from Oakland International High School, a high school for newcomer immigrant students located down the street from Tech.

Through the TechniClinic, students also have access to counseling, available by appointment or drop-in. Kamla Fennimore, a licensed clinical social worker, sees about 200 students a year, some over a period of several weeks or months, others only once. Some students just drop in for services and others get referred through COST. "Our model lends itself to students who wouldn't normally engage in counseling services," says Fennimore. Whether they are facing a serious issue or just having a bad day, immediacy is critical to meet students' needs, say Fennimore. "If I need to talk to someone now, it doesn't matter if you have an appointment on Thursday at 3 p.m. If things are hard now, that's when I need to talk."





“We work as a group,” says Humphrey. “Everyone is at the table and together we create a support plan that brings in services, involves parents, and makes sure students get the help and support they need.” The tight coordination, she adds, has been one of the key benefits of moving to a community school model. “In a large high school like Tech, it is all about organizing the services and partners and making sure everyone is talking to each other,” says Humphrey. “That’s how you are able to see the gaps and make sure we are serving students.”

Three key members of Tech’s COST team work out of Room 230 just down the hall from Hancock’s classroom, in Tech’s east wing. That’s where Coach Clayton, along with Kusum Crimmel and Gynelle McBride have set up shop. Clayton and McBride provide individual counseling, including support for students with substance abuse issues, and run two co-ed groups, where students discuss a range of topics, from relationships to academics to health and fitness.

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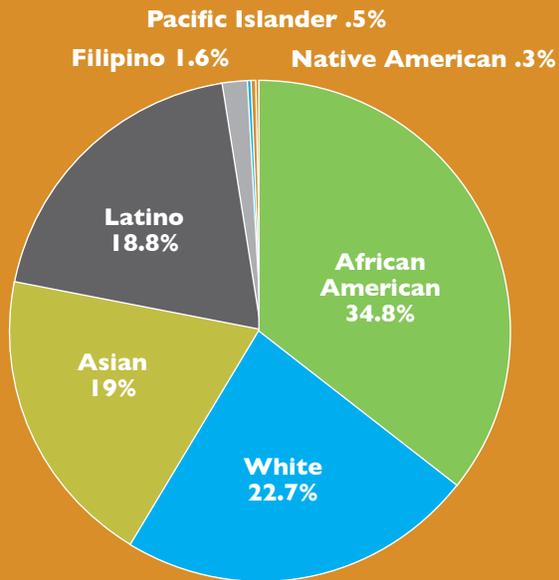
Clayton also has a group for young men and Crimmel and McBride run one for young women. McBride manages a peer mentor program out of Room 230 and Crimmel co-teaches the student leadership class and trains students in conflict mediation.

Through all of this, the three, like Hancock, have developed a rapport with students rooted in respect and trust.

## **A Life-Changing Combination**

A laser focus on equity of opportunity, tight coordination of services, and caring adults who provide the personal connections so important during adolescence – these are the critical elements of Tech’s success. It’s this system of supports that is enabling Tech to write a new chapter in its 100-year-old story, one in which African American male students are at the center of efforts to create a school that works for all, not just the few.

## 2014-15 DEMOGRAPHICS



**Number of students: 2,019**

### Students' Home Language

English: 70.1%  
Spanish: 13.7%  
Cantonese: 8.5%  
Vietnamese: 2.8%  
Arabic: 0.8%  
Other Non-English (Language): 2.4%  
Khmer (Cambodian): 0.4%  
Mien (Yao): 0.4%  
Filipino (Tagalog or Pilipino): 0.9%  
Tongan: 0.1%

**Students Receiving Free or Reduced-Price Lunch: 56%**

## HEALTHY SCHOOLS, THRIVING STUDENTS: Key Themes in Community Schools

A full-service community school shares much in common with one of Oakland's stately old oaks. Just as our beloved oaks need deep roots and healthy branches to grow and thrive, our schools need to be rooted in caring, respectful relationships and to cultivate strong partnerships if they are to provide students with the safe and supportive environment they need to be successful inside and outside of school.



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## FULL-SERVICE COMMUNITY SCHOOLS IN OAKLAND

In each of Oakland’s full-service community schools, the mix of programs, services, and supports reflect the unique assets and needs of the students and families served. At Roosevelt Middle School, the well established health center is tightly integrated into the life of the school, creating powerful opportunities to meet the health needs of the school’s diverse student body while keeping them in school.

### ROOSEVELT MIDDLE SCHOOL: Bridging Cultures, Creating Community

A small blue and green globe is passed from hand to hand as parents, staff, and community partners introduce themselves and share about a cultural tradition or characteristic that they’re proud of – and that they want other members of their school community to understand and appreciate, too. David shares that he values the humility of Japanese people. Sandra is proud of the role food and family play in her Salvadoran culture. Esther speaks about the community orientation of Koreans and their respect for elders. The activity is part of a Restorative Justice circle and sets the tone for Roosevelt Middle School’s Spring retreat. Each introduction reinforces the connection among participants and deepens their appreciation for the gifts and traditions of their diverse school community.

Located in the Oakland’s San Antonio District, Roosevelt reflects the multi-cultural and multi-lingual richness of its surrounding neighborhood. Walking

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through classrooms or visiting the cafeteria at lunch, visitors may hear as many as a dozen different languages being spoken, as nearly one-third of its students – and even more parents and guardians – are learning to speak English. Many students are newcomers to the U.S., including refugees fleeing violence and poverty in their home countries of Guatemala, Nepal, and Burma.

For newcomers and more established families alike, Roosevelt’s full-service community school provides the tightly integrated services and supports that are vital to students’ success. An on-site health center offers easy access to medical care. The after-school program is a seamless extension to the school day, providing a safe and affordable place for students to receive academic support, enjoy a hot meal, and explore enrichment activities. Over the years, students and

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their families have received a range of services through Roosevelt’s web of partnerships, including counseling, tax preparation support, and food and housing assistance.

It’s that tight integration of services and supports, together with its team approach to addressing challenges, that earned Roosevelt Middle School the 2014 Community School Award from Oakland Unified School District, says Andrea Bustamante, the district’s director of community school partnerships.

**“We want our neighbors to see Roosevelt as an asset and as a center for the community.”**

“We want our neighbors to see Roosevelt as an asset and as a center for the community,” says Principal Cliff Hong. “Roosevelt should be their school,” he adds. “A place where they are welcomed and supported.”

# Healthy Students, Better Learners

With a history stretching back nearly 15 years, the Roosevelt Student Health Center is one of the most well established and tightly integrated school-based clinics in the district. The Center, located in the basement of the school, is managed by La Clinica de la Raza, a leader in the city and throughout the country in providing community-based health services. At Roosevelt, the health center is not simply located *in* the school. It is part of the school. Members of the health center staff participate in school committees and leadership structures to facilitate communication between the clinic and the broader school community and to bring a health perspective to school-wide concerns or challenges.

Because of this team approach, Clinic Supervisor Mizan Alkebulan-Abakah and her staff have been able to work closely with school leadership to integrate health services into the school culture and the school day, with minimal disruption to classroom learning. For example, every morning, classroom teachers receive a list of students who have appointments in the Health Center. The introduction of this simple, yet high-impact system enables teachers to more easily coordinate class projects and testing, and reduces the need for disruptive phone calls to classrooms.

“We want to empower students with positive health-seeking behavior,” says Alkebulan-Abakah. That means,

in part, making it safe and easy for the teenagers to acknowledge their health needs and then to seek out the services necessary to address them. Just as middle school students are developing the academic habits that will stay with them in high school and beyond, Alkebulan-Abakah says they are also developing the health habits that will carry them into adulthood.

The Health Center provides both basic health services, such as immunizations and regular check-ups, as well as support for the ever-changing needs of adolescents, ranging from minor first aid to crisis intervention. All Roosevelt students are eligible to receive services, regardless of immigration status or ability to pay. Clinic staff helps parents complete paperwork for Medi-Cal, and the cost of visits and services are adjusted based on family income. Just about every student on campus walks through the doors of the Health Center at least once each year and many would not have access to routine medical services without the school-based option.

The Health Center has also expanded its services to respond to the needs of the community, adding dental and behavioral health services, for example. Counseling interns from John F. Kennedy University provide additional support, as do counselors from Asian Community Mental Health Services and Alameda County Behavioral Health Providers.





Principal Cliff Hong (at right) looks on during an info session for Roosevelt families

## You Can't Learn If You're Not in School

Understanding the link between good health and good attendance, Alkebulan-Abakah and her staff have also played a critical role in successfully addressing one of Roosevelt's most costly challenges: chronic absence, defined as missing 10 percent or more of the school year — about 18 days of school. Principal Hong first learned about the adverse impact of chronic absence on students' academic success at a school district meeting in 2010. Armed with this new information, he took a closer look at Roosevelt's attendance data and discovered that 15 percent of his students missed the equivalent of one month or more of school each year.

"I quickly realized that the Number One academic intervention we could implement would be to make sure our students were getting to school," says Hong. Under his leadership, staff began with an in-depth look at overall absence rates and trends, then sought to understand the causes of each student's absence, and develop a personalized strategy to improve attendance.

Their efforts have paid off. Roosevelt has cut its chronic absence rate in half, from a high point of over 15 percent in 2010-11. And, as Hong predicted, the added time in school translated into a boost in student achievement —

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Roosevelt's Academic Performance Index (API) increased 30 points in the first year that the school implemented its chronic absence strategy, the highest growth of any middle school in the district.

A key factor in Roosevelt's success was the development of an Attendance Team, a crosscutting group that includes the attendance clerk, the school nurse, the community school coordinator, and other key staff. The team is responsible for monitoring students who are chronically absent -- or who are at risk of becoming so -- and then creating a plan to address the cause of their poor attendance.

In addition to personalized plans for each student, the school also employs strategies to address patterns they observe among groups of students, including efforts to increase students' sense of safety at school — another critical factor in attendance. For example, the school, with support from Alkebulan-Abakah, introduced race and gender-specific healing circles, where girls could have a safe space to interact and share their thoughts. The first circle, for African American girls, was so successful that the school later added gender-specific circles for Asian and Latino girls, as well as African American and Latino boys.



An EBAYC instructor with a Roosevelt parent and student

## A Team Approach to Teaching and Learning

In the Spring of 2014, Roosevelt applied the team model that it had used so effectively to address chronic absences and student health needs to introduce a school-wide thematic unit called “Science in Society.” Science and history teachers partnered to teach integrated units, in which students at each grade level were given a real-world challenge or inquiry question to research and analyze. Working in teams, students presented their findings to their classmates, teachers, and later, the broader Roosevelt community.

For eighth graders, the challenge came in the form of a letter from Vice Principal Aubrey Layne. He’d just won the lottery and the students were charged with providing advice on the most strategic way to invest his winnings. Layne’s request to the students: select one of several energy sources to research as a possible investment strategy, and then provide an analysis of the viability of the investment, based on such factors

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as costs, potential for profit, and environmental impact.

For the next four weeks, Shelley Gordon’s eighth graders devoted every science class to the assignment. Working in teams of three, they selected an energy source to investigate, such as wind, hydroelectric, nuclear, or solar, and scoured the Web for reliable research, which they used to analyze the economic and environmental risks and benefits. Their analysis became the basis for their final investment recommendation to Layne. Each team was charged with documenting its findings and detailing its recommendation in a PowerPoint presentation, which was shared with classmates. Based on assessments by both the students and the eighth grade teachers, teams were selected to present to the broader school community.

Throughout the school, students engaged in one of three grade-level challenges. Sixth graders were charged

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with designing city-states, wrestling with critical decisions about the form of government, sustainability, and use of available resources. The seventh grade challenge required students to prepare a research proposal for the Centers for Disease Control (CDC), based on their investigation into the history and consequences of one of several diseases.

In each case, students were expected to research and then analyze data, weigh different perspectives, and draw conclusions based on their team’s examination of evidence. In the energy project, for example, eighth graders studying wind energy had to weigh the tradeoffs between its eco-friendly design and its significant start-up costs before making a final investment recommendation. Teams working on the CDC proposal were faced with life-or-death decisions about whether or not to fund research projects, based on their analysis of the risk of an epidemic and the likelihood of finding a cure.

## Developing a College-Going Culture

Roosevelt’s Science in Society unit is part of its broader commitment to equip students with the academic skills and behaviors that will prepare them for success in high school and set them on a path towards college. This preparation involves the development of rigorous coursework, as well as creating systems to better support students as they develop greater ownership of their own academic future.

Parents play a vital role in this effort by supporting their students as they learn to become more independent and self-directed in their learning. Monthly parent meetings, offered in English, Spanish, and Vietnamese, are designed to help parents and families understand how to use district tools and navigate systems to support students. For example, in one of the first meetings of the year, parents were trained in how to use Jupiter Grades, the online system for monitoring academic progress, attendance, and other information that is critical to student success. In the next session, families were introduced to the high school selection process, a critical transition point that provides the opportunity to evaluate high school options based on the unique needs and interests of each student.

An advisory program was introduced in the Fall of 2014 at the recommendation of parents in the Roosevelt Parent Association (RPA), who learned of the practice in a visit to Coliseum College Preparatory Academy, a 6-12 secondary school. The classroom-based structure is designed to build community, simplify communication between home and school, and better support students to take charge of their own learning.

Every advisory looks a little different, but all share a similar

structure and schedule. In each advisory, a classroom teacher is paired with an East Bay Asian Youth Center after-school mentor, who also provides additional classroom support throughout the school day. Advisories meet every day during fifth period for 20 minutes, with time divided between academic support (such as classroom activities to promote good study habits and self-directed learning) and community building exercises, using lessons created by the school’s Restorative Justice coordinator.

“It’s still new, but we’re beginning to see how the structure of advisories can shift the culture and sense of community in the classroom,” says Helida Silva, a seventh grade English teacher and member of the parent engagement leadership team.

Silva, who has introduced Restorative Justice practices in her classes, says the combination of advisories and Restorative Justice circles has been particularly powerful. “I’m seeing that students are more present. They’re really listening to each other as we go around the circle and responding with questions or other follow-up,” she notes.

During the one-on-one academic conversations, advisors and students review grades, attendance, and other key markers of academic performance, and then identify strategies and craft improvement plans. Students and advisors then revisit plans regularly to check on progress and make any necessary changes. “It’s an opportunity to look at grades together and to foster academic accountability,” says Brandon Copeland, who teaches seventh grade math. Through this process, “students are beginning to take more ownership of their academic success,” he adds.





## EAST BAY ASIAN YOUTH CENTER: A San Antonio Neighborhood Gem

It would be difficult to find a community partner more deeply connected to a school than the East Bay Asian Youth Center (EBAYC) is to Roosevelt. Through personal relationships, strategic participation in the school leadership structure, and support for key programs and services, the EBAYC staff provides the glue that connects Roosevelt to the larger San Antonio community.

Brenda Saechao, the EBAYC coordinator at Roosevelt and a member of the school's leadership team, grew up in the San Antonio neighborhood and understands both its assets and its challenges. Saechao is proud of EBAYC's "whatever it takes" attitude when it comes to expanding opportunities for students and families at Roosevelt. Over the years EBAYC has offered a range of programs and services to fit the changing needs of the community, from starting the school clinic to launching a Saturday program to introduce students to college and career options to providing programming and counseling supports during the school day.

"Most of our staff are from the neighborhood and we have worked hard to build relationships here at school and to build trust with parents," says Saechao.

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EBAYC is perhaps best known for its after school program. During the critical 3 p.m. to 6 p.m. time slot every school day, EBAYC staff provides students with academic support, enrichment activities, and a safe place to spend time with their classmates. The program is deeply connected to classroom teaching and learning. After-school mentors also work in classrooms during the school day and are able to monitor students' academic strengths and challenges. These connections add to the program's impact on both building community and extending learning time, particularly for struggling students.

EBAYC staff have also played a critical role in the school's parent outreach efforts, the introduction of classroom advisories, and in providing counseling and related services to young men in need of additional support. In fact, the organization is so tightly integrated with the school that it's difficult to know where Roosevelt stops and EBAYC starts.

Saechao says she wouldn't have it any other way. "If you know something needs to be done or you see a gap somewhere and you have the means to make things better, then why not step in and do it."

## A Spirit of Innovation

As Hong and his leadership team look ahead, they're focused on building on the school's core strengths, including a commitment to both improving school-wide systems *and* creating a more personalized approach to teaching and learning. They're exploring both high-touch strategies, like advisories and deeper integration of Restorative Justice practices, as well as high-tech approaches, such as how to better use computers and tablets to assess and accelerate student learning.

Roosevelt is also exploring specialized courses, such as a Robotics elective offered for the first time in the Fall

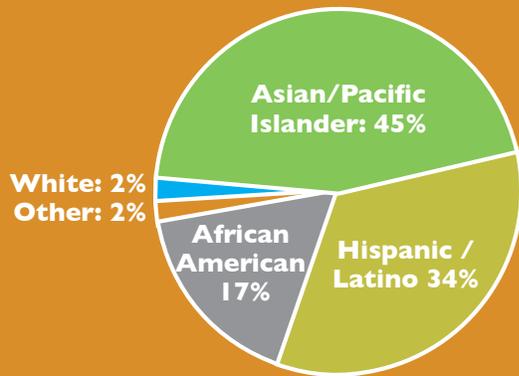
of 2014, and ideas for a school-wide thematic focus, such as STEM (Science, Technology, Engineering, and Math), the International Baccalaureate curriculum, or a dual-language immersion program. Hong will be working with the senior leadership team and exploring the different options with parents and partners over the 2014-15 school year.

Whichever direction they choose, Hong is confident in the school's ability to challenge, prepare, and support its diverse student body. "Roosevelt is a dynamic place," he says with a smile. "We're not just doing things. We're moving forward."

Personalized, tech-based  
learning in action



## 2014-15 DEMOGRAPHICS

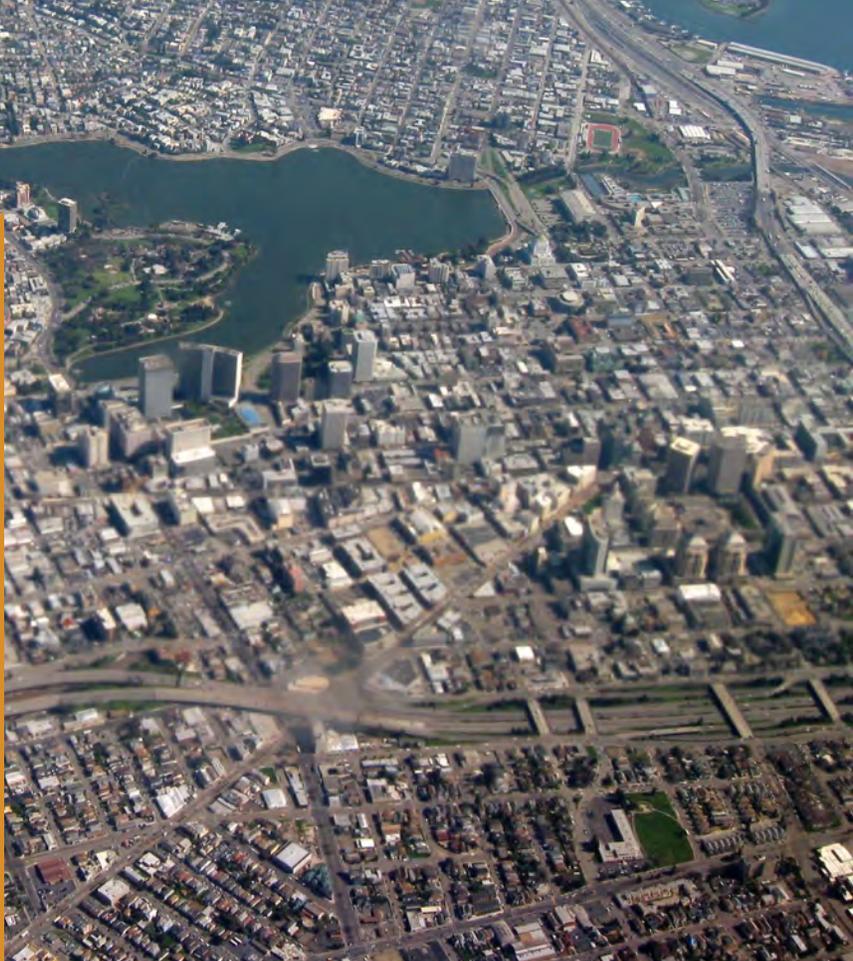


**Number of students: 574**

### Students' Home Language

- English: 29%
- Spanish: 30.2%
- Cantonese: 8.8%
- Vietnamese: 13.4%
- Arabic: 4.6%
- Other Non-English: 6.4%
- Khmer (Cambodian): 3.6%
- Mien (Yao): 3.4%
- Filipino (Tagalog or Pilipino): .6%

**Students Receiving Free/ Reduced Price Lunch: 95%**



## Roosevelt Community

Roosevelt is located in the heart of the San Antonio District, one of the most diverse areas of Oakland. The 2.5 square mile neighborhood runs from east of Lake Merritt to Fruitvale Avenue and from 20<sup>th</sup> Street to the Estuary. It is home to nearly 36,700 residents, roughly 45 percent of whom were born outside the United States. Because of the area's large newcomer population – 18 percentage points higher than the citywide average – the San Antonio District is also known as the immigrant gateway to Oakland.

## HEALTHY SCHOOLS, THRIVING STUDENTS: Key Themes in Community Schools

A full-service community school shares much in common with one of Oakland's stately old oaks. Just as our beloved oaks need deep roots and healthy branches to grow and thrive, our schools need to be rooted in caring, respectful relationships and to cultivate strong partnerships if they are to provide students with the safe and supportive environment they need to be successful inside and outside of school.



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## FULL-SERVICE COMMUNITY SCHOOLS IN OAKLAND

In each of Oakland's full-service community schools, the mix of programs, services, and supports reflect the unique assets and needs of the students and families served. At **Martin Luther King, Jr. Elementary School**, partnerships have played a vital role in carrying out the school's STEM vision and in fostering a family-friendly culture committed to the health and wellness of students and their families.

### Martin Luther King, Jr. Elementary School A STEM School with a Community Focus

It's a cold and rainy March morning, but the Spring showers haven't dampened the enthusiasm of the community of Martin Luther King, Jr. Elementary School. Young children and elders, staff, and community partners have packed the gym and classrooms. They're playing games, visiting exhibits, and learning about strategies to promote good health -- a key indicator of students' academic success.

Each year, hundreds of adults and children participate in MLK's health fair, one of the many events designed to serve the school's 319 students and their families, as well as the broader community of West Oakland. The turnout and excitement is indicative of all that's working at this Pre-K-5 school: engaged staff and families, strong community partnerships, and

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an understanding of the connection between academic success and the health and well being of students, their families, and the surrounding community.

"It takes all of us," says Principal Roma Groves, who's made it her mission to deepen the connection between the school, its parents, and the neighborhood. Since she became principal in 2009, Groves has embraced the community and its partners as key to her school's success. She's deepened long-time partnerships, such as with the Faith Network of the East Bay, and identified and cultivated new ones. And, with the support of both community partners and school staff, she's reached out to parents to tap their interests, wisdom, and assistance in making the full-

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service community school a beacon for the West Oakland community.

"It's a dynamic school. Families are excited about what we have to offer," says Toni Hamilton, who has been part of the MLK community for more than 20 years, beginning when her two children attended the school.

**"It takes all of us."**

For Hamilton, the full-service community school model brings much-needed resources to parents and families

in her neighborhood. Events like the annual health fair, as well as ongoing classes in everything from personal finance to cooking to computers, help parents develop the skills and knowledge they need to support their students. The work is paying off, she adds. "We had a waiting list this year!"

## The Power of Partnerships

Partnerships, like that with the Faith Network, play a critical role in advancing and supporting MLK’s mission and vision as a full-service community school. In addition to supporting the ongoing instructional program, partner organizations have been critical to the school’s ability to expand MLK’s offerings beyond the school day – from the afterschool and other co-curricular programs for students to the many educational and support offerings for parents and families.

“That’s one of the secrets to our school’s success,” says Community Schools Manager George Henderson. “We’ve been very intentional about expanding our partnerships to meet the needs of our students and our community.”

The annual health fair grew out of this commitment to matching services to the needs of MLK families. As it became clear that more and more families were dealing with chronic health issues like diabetes, hypertension, and asthma, school staff began exploring programs and strategies to foster healthier lifestyles. That’s when Alpha Kappa Alpha, an African American sorority and longtime partner, agreed to champion the idea of a health fair that would bring together a wide-variety of resources on the MLK campus. The first fair was held in 2010 and each year it has grown in size and scope.

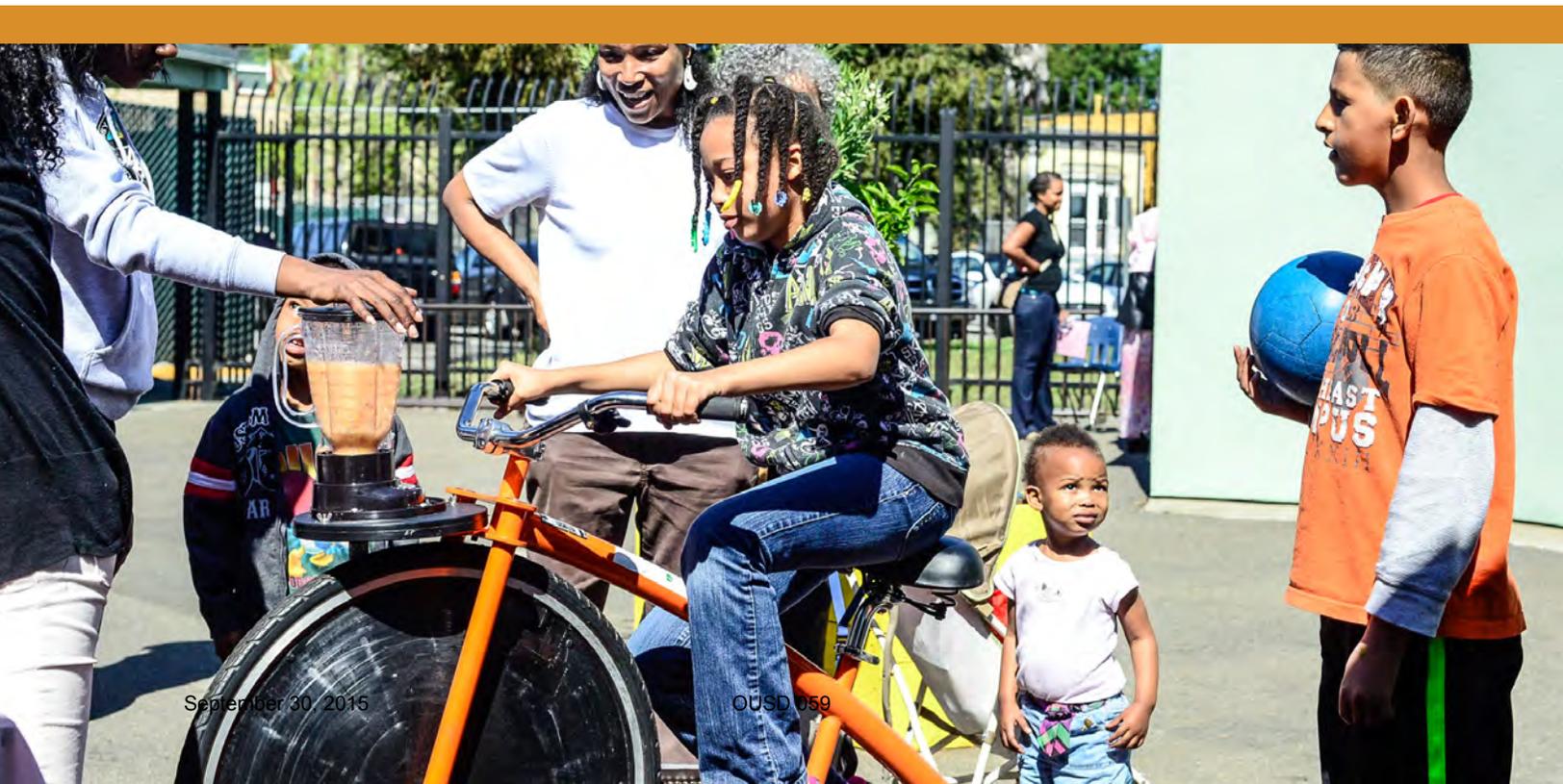
On a March morning in 2014, dozens of community groups and supporters are participating in the health fair, including the Black Nurses Association, the Ethnic Health Institute, and Champions for Change, a project of the California Department of Public Health, which promotes healthy lifestyles through nutritious recipes, cooking classes, and exercise strategies. Members of Alpha Kappa

Alpha are also out in force, as are members of the Kappa Alpha Psi fraternity, whose job it is to provide lunch for the 330-plus adults and children who’ve come for the information -- and the fun.

Take fourth grader Tayvion, for example. He’s working the bicycle juicer, on loan from the school district’s health and wellness department. The faster he pedals, the quicker the blender works to convert the fruits and vegetables that he’s selected into a healthy drink. (The bicycle juicer is pictured below.) Nearby, another young student is translating for her mom as a health worker explains the importance of having her blood pressure checked and understanding what the numbers mean. Outside, the Breathmobile, a converted Winnebago, provides a one-stop-shop for students and their parents to learn about the risks and treatments for childhood asthma, which MLK students experience at a rate of 29.5 percent, the highest in the city.

“Each year the health fair just gets bigger and better,” says Cheryl Chamber, president of Alpha Kappa Alpha. As with the asthma-related services, Chambers and her team work with the school nurse and other staff to identify key health concerns and then assemble partners who can provide the information and services families need. Understanding the toll that the daily challenges of housing or food insecurity and neighborhood gun violence take on families, Chambers and her team have expanded the focus to include mental health services.

“Mental health needs are not always talked about in the African American community,” says Chambers, “but we can’t be afraid to discuss depression or suicide. That’s how people will learn about the resources and strategies that are available to treat these health issues.”



# HEALTH & WELLNESS

My health is my community's health.



## Supporting Parents to Support Their Students

Promoting the health and well being of the whole family is just one way in which MLK staff support and partner with parents. “It’s a critical relationship,” says Henderson, who moved to West Oakland when he was 13 and has lived in the community for the past 25 years. Known as “Coach George” to many area families, Henderson has run a nonprofit youth basketball program for the past 15 years, serving many current and former MLK students. He sees families when he walks his dog or goes grocery shopping on weekends and is a familiar and welcome presence in the neighborhood and at the school, providing the “glue” that connects parents to the school and community partners.

“There’s a feeling of community you get around campus,” says Henderson. “No one feels we are talking down to them. We’re talking *with* them.”

That commitment to partnership has contributed greatly to a dramatic drop in suspensions and a strong feeling among students and parents alike that the school is a safe place, where bullying is uncommon and where differences are celebrated. Every teacher uses Second Step, a highly

respected classroom curriculum that teaches students important social-emotional skills that are critical to making good decisions and solving problems without aggression. The school’s small size and open layout make it difficult for conflicts to go unnoticed, and staff are quick to bring students and parents together to resolve issues, calling on the school site counselor or social worker to provide additional supports, when needed.

Parent education classes, such as one on positive discipline strategies, are designed to reinforce the culture and goals of the school and to provide parents with the support they need to support their students – inside and outside of the classroom. The school’s monthly calendar is chock-full of classes, discussion groups, and other activities to aid parents and deepen their connection to each other and to the school. The family resource center includes a computer lab, with instruction provided two days a week. And the commitment to healthy living extends throughout the school year, including a garden and a weekly farmer’s market to increase access to fresh fruits and vegetables, a cooking class taught by MLK parents, and a weekly walking group to encourage regular exercise.

**PICTURED ABOVE: MLK’s Annual Health Fair**



## Preparing and Modeling a Bright Future (STEM)

Over her more than two decades at MLK, Hamilton has seen many changes and improvements at the school. She's particularly proud of the focus on Science, Technology, Engineering, and Math (STEM), part of a district wide initiative spanning elementary, middle, and high schools in West Oakland.

The Oakland Unified School District's Strategic Plan named STEM education as important for all students, and identified West Oakland as the site for a STEM education "corridor" from preschool through high school. Providing a robust K-12 STEM curriculum that is deeply integrated into a full-service community school creates new academic opportunities and pathways for students, with the support they need to be successful.

At MLK, the STEM focus is woven into the school day and week and reinforced by a range of special programs that are made possible by the community-school focus, including a STEM Lab, staffed by volunteers from Science Horizons, an initiative of the Faith Network. Working with current and retired scientists from throughout the Bay Area, students explore a different theme each month, as they put on their lab coats and conduct experiments or engage in activities that make science learning come alive, from computer programming to making ice cream. Each year, high school students from West Oakland's McClymonds High School, work as interns in the lab, serving as mentors and role models for the younger students.

Math and science nights are two more ways in which the school reinforces the STEM focus in a community-school context. During these annual events, parents and students have the opportunity to engage in grade-level activities, exploring the concepts that students encounter as part of the new Common Core curriculum.

During the Family Math night, for example, the fourth graders in Thomas Henderson's class are teaching their parents about decimals and fractions. Elton is a little nervous at first, but he's excited and proud to share what he's learned with his mom and dad, and smiles with satisfaction when they try their hand at the problem solving.

"You really have to internalize knowledge if you're going to teach it," says Henderson, adding that observing the parent-student interaction provides him with one more data point as he assesses how well students know the material.

The following week, Mr. Henderson and his fourth graders are test driving a teacher-developed Common Core lesson on angles. Over the course of the 30-minute lesson, students are standing up to make angles with their arms, using pipe cleaners to determine whether angles are acute, right, or obtuse, and then demonstrating what they know through a short assessment.

Throughout the lesson, Henderson asks questions, encourages exploration, and gently guides students to test their answers using the pipe cleaners or to consult a neighbor when it is clear they're struggling with a concept.

## Cementing the Vision, Strengthening the Core

Building on the school's strong foundation, Groves and her staff are reaching out to parents and community partners to enlist their wisdom and assistance in propelling Martin Luther King, Jr. Elementary School to the next level academically.

The 2014-15 school year marked the introduction of some important new strategies. The school's new literacy coach works collaboratively with teachers to develop interventions for struggling readers and to support the use of a variety of instructional strategies to meet the needs of all learners. Additionally, three-week assessments in math and reading now provide students, parents, and teachers with the additional information they need to understand students' strengths and their gaps in skills and knowledge. Staff analyze assessment data across grade levels to better understand and expand effective strategies and, when necessary, develop new ones. A school team focuses on the needs of students below and far below basic and, in partnership with parents, develops strategies to accelerate improvements.

Each step of the way, Groves and her team bring parents into the conversation – to understand the new assessments and supports available at school and to be partners in supporting the students who are struggling.

Integrated into all of these efforts is an attention to encouraging and expecting students to take more

ownership of their own learning. “We want our students to be empowered and to know they can achieve at the highest level,” says Groves.

At a first-ever school wide retreat, members of the school community came together to deepen relationships, refine their mission and vision, and develop a plan for translating the vision into reality for MLK students and families. It was an opportunity to pause and reflect on the strong foundation that has been built and to imagine together the programs, practices, and strategies to propel the school to the next level.

***“We want our students to be empowered and to know they can achieve at the highest level.”***

For Principal Groves, it was an opportunity to bring together diverse roles, experiences, and perspectives, to strengthen the partnerships that are critical to the school's success, and to dream big about the future of their small school in West Oakland.

“My dream is for our school to become a California Distinguished School,” says Groves, with the characteristic enthusiasm and smile that families at MLK have come to know and appreciate. “The way we are moving, I believe it is possible.”





A high school student mentors kids at MLK



An exercise class at MLK



## A Summer STEM Boost

In addition to the regular school program, students from Martin Luther King, Jr. Elementary school get a summer STEM boost when the Summer Engineering Program for Kids (SEEK) program comes to town. This three-week camp is part of a national effort run by the National Society of Black Engineers (NSBE), and provides 300 students from around Oakland the opportunity to engage in science in action – from rockets to robots to balloon-powered jets. The program is free to participating students and families.

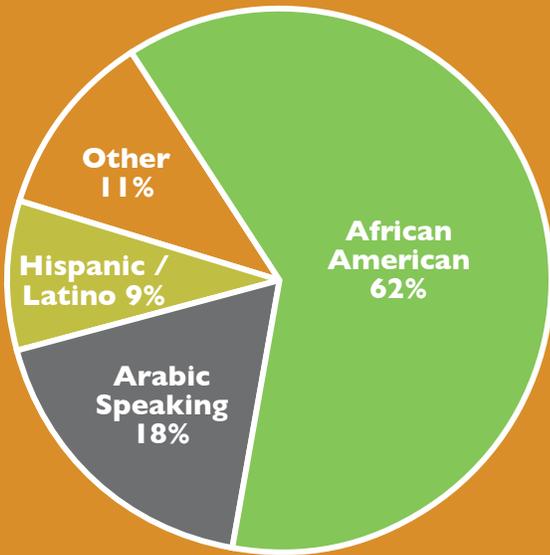
On the Saturday morning orientation, hundreds of parents and children pack the MLK multi-purpose room as they prepare to learn about the much sought-after program. The guests of honor that morning are the several dozen young men and women who will serve as teachers and role models during the three-week camp. One by one, all of the young men and women -- current college students or recent graduates -- walk up on stage and introduce themselves and share their field of study. Each introduction is met with applause and loud cheers, the likes of which are often reserved for athletes or rock stars.

NSBE Chairperson Sossena Wood received some of the loudest applause of all when she shared that she is working on her doctorate in bioengineering. The 26-year-old listed off some of the statistics that illustrate just how under-represented African American men and women are in STEM studies. “Less than one percent of PhD candidates are African American; less than five percent of students enrolled in engineering programs are African American; and out of the 96,340 bachelor’s degrees awarded in engineering last year, only 3610 were awarded to African Americans.

“Those stats don’t matter, though,” says Wood. “What matters,” she told the parents, “is that you hold your child’s hand all the way until they look like me.”

And then, turning to the students in the room she imparted a message that they would hear often during the summer program and throughout the school year at MLK, “The community you live in does not have to stop you. You are meant to be an engineer or a scientist. You look like me. You’re from my hood. I know it is possible.”

## 2014-15 DEMOGRAPHICS



**Number of students: 319**

### Students' Home Language

**English: 71.7%**

**Spanish: 5.2%**

**Cantonese: 1.2%**

**Vietnamese: 0.3%**

**Arabic: 18.5%**

**Students Receiving Free/  
Reduced Price Lunch: 93%**

## Martin Luther King, Jr. Elementary School

West Oakland, the roughly 6.5 square mile neighborhood in which Martin Luther King, Jr. Elementary School is located, was formerly hailed as the “Harlem of the West,” in recognition of its once-thriving jazz scene and its distinction as home to the largest African American community on the West Coast. Although the demographics of the area are changing, the area remains home to numerous African American families, many of whom have lived in Oakland for generations.

## HEALTHY SCHOOLS, THRIVING STUDENTS: Key Themes in Community Schools

A full-service community school shares much in common with one of Oakland’s stately old oaks. Just as our beloved oaks need deep roots and healthy branches to grow and thrive, our schools need to be rooted in caring, respectful relationships and to cultivate strong partnerships if they are to provide students with the safe and supportive environment they need to be successful inside and outside of school.



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## FULL-SERVICE COMMUNITY SCHOOLS IN OAKLAND

In each of Oakland's full-service community schools, the mix of programs, services, and supports reflect the unique assets and needs of the students and families served. Coliseum College Preparatory Academy leverages the leadership of parents and teachers and a broad network of partners to provide its grade 6-12 students with the academic and life skills necessary to be college-ready at graduation.

### COLISEUM COLLEGE PREPARATORY ACADEMY Partnerships Key to College-Ready Success

It's Decision Day at Coliseum College Preparatory Academy. The auditorium hums with excitement and every seat is filled as students, staff, and family members are gathered to learn where seniors will be headed for college. It's a day for the entire community to celebrate the hard work, support, and partnerships that have led to options after high school. And it's a day to send a powerful message to younger students and their families: College is possible.

One by one, each of the seniors on stage stands as his or her name is called. The big screen flashes with the student's profile: the list of college acceptances, as well as the student's GPA, reading "lexile" level, co-curricular programs, and scholarships received. As students announce their "decision," the auditorium erupts with cheers and applause. It's a beautiful ritual, made all the more powerful by the reality that most of the students will be the first in their families to go to college.

#### One Community's Vision

Located in East Oakland, near the Oakland Coliseum sports arena, Coliseum College Preparatory Academy (CCPA) is a 6-12 school created through a community-based design process. It opened in 2006, one of two neighboring schools to replace Havenscourt Middle School. A team of parents,

staff, students, and community members designed the school with extensive community input during a visioning, research, and planning process. The result is a community school with a deep commitment to partnering with families and a tightly integrated web of supports and services to help students and parents be college-ready by the end of twelfth grade.

"Through our work we were able to see the kind of school we wanted," says Maria Robles, the parent of two CCPA students and a member of the original design team. At the top of the list: a school where parents would be welcome and supported, with staff who spoke Spanish (the primary language for 83 percent of the parents) and a dedicated space for parents to meet and learn together.

Years after that original vision was first articulated, home-school partnerships continue to provide the foundation for CCPA's success. Parents are not only welcome at school, the calendar is packed with opportunities for them to learn and engage with other parents and with school staff. Teachers are accustomed to parents dropping in on classes to observe instruction and rely on their partnership with parents to maintain the school's rigorous schedule (students typically stay until 5 p.m.) and its family-focused discipline policies and practices.

Potluck dinners for students and their families, morning coffee once a month with the principal, and parent and family workshops are a few of the ways in which space is created to build community. A health center on campus provides medical and dental services for students and its staff lead parenting support groups on issues of common interest, such as maintaining a positive relationship with adolescent children.

CCPA's Family and College Resource Center (the "FRC") is the hub for many of these programs and activities. Four mornings a week throughout the school year, part of the space is converted to a classroom for parents learning English as a second language through a partnership between CCPA and the district's adult school. Childcare is provided free of charge for the (mostly) moms in the class.

On the second Friday of every month the classroom space is home to "Coffee with the Principal." These informal gatherings are an opportunity for parents to ask questions or express views on any topic. Over the course of an hour, topics range from tutoring support for struggling students to the pressing need for a science lab. Principal Amy Carozza thoughtfully responds to each question, often checking Jupiter Grades (an online student information system accessible to students, staff, and parents) before offering a suggestion or proposing strategies to support and motivate students.

"Your daughter is attending all of her classes and turning in her assignments," Carozza tells one mom who expresses concern about her daughter's chemistry grade. "Since she's working hard and her mastery is low, it means she probably

needs more help learning *how* to study," she notes, offering some suggestions for strategies to try at home. The mom nods her head in understanding and then smiles as she says to the group, "I like this meeting."

In addition to the structured events, the FRC is a place for parents to seek out and receive individual support on everything from navigating Jupiter Grades to communication with a teen or a teacher. It hums with activity throughout the school day as parents and students stop by to ask questions, inquire about resources, or just to say a quick hello to the FRC staff. Sometimes, all a parent needs is another parent to listen and provide support, says Robles, one of the school's parent coordinators. Other times, she connects parents to services through community-school partners, such as tax or legal help, counseling services, or information about food-assistance programs.

Supporting families is key to supporting students, says Robles. "When the family is fine, the student is fine. When the family struggles, the student struggles. It's all connected."

Beyond the myriad programs and services available at the school, once a year teachers visit the homes of students, a foundational practice that sends a powerful message to parents and families about the school's commitment to partnerships, says FRC Director Abby Friedman. "Home visits provide a totally different context for conversations between parents and teachers," says Friedman, and help teachers better understand their students and how to support and motivate them. "And they give parents the opportunity to meet in a space that is more comfortable to them."





## Two Pathways, One Goal: College Prep

Academics at CCPA, like the services for parents and families, are aligned around one singular goal: preparing students for college. That preparation begins when students first step on campus in sixth grade and over the next seven years includes a careful orchestration of academic classes and co-curricular programs that marry challenging curriculum with intensive support.

Sixth and seventh grades are focused on rapid academic growth, with the goal of ensuring that all students are at grade level by eighth grade, when college preparatory classes begin. All students participate in an extended day program, partnering with the after school program until 5 p.m. for academic support and enrichment activities. Summer programs are mandatory and have helped ensure that students don't lose ground, particularly in reading, between June and August.

When students reach ninth grade, they enter one of two Linked Learning Pathways, one focused on social justice and a second on entrepreneurship, which provide the structure for their final four years at CCPA. Each of the pathways provides an opportunity for students to "go deep" in a focus area, honing their ability to analyze and present complex information and to work as part of a collaborative team.

In the Entrepreneurial Pathway, students spend their freshman year engaging in rigorous academics in the context of developing a 25-page business plan, a project that

culminates in a presentation at the University of California at Berkeley's Haas School of Business before hundreds of other students and adults. In their sophomore year, they apply their business acumen to running a small business. Working in teams, they implement their business plans, designing and building products that they sell at school and in the community.

"It's rigorous hard work," says Sarah Moore-Goepfert (pictured here), who leads the Entrepreneurial Pathway, noting that students develop the ability to think creatively and to "push through" and solve difficult problems, even when they're frustrated. "A lot of education does encourage students to be independent thinkers," says Moore-Goepfert. "They're often trained that there is one right answer, so it can be difficult and scary when that isn't the case."

The Social Justice Pathway, new in the 2014-15 school year, grew out of a popular ethnic studies course offered for several years to CCPA freshman. In addition to the full complement of college-prep classes, ninth graders take the yearlong ethnic studies course, as well as a campaign course where they study and take action on a social justice issue of their choosing. For the 2014-15 year, students chose to focus on the issue of police brutality and have created informational web sites and organized marches, and engaged in lively and thoughtful classroom discussions on the hot-button issue affecting many in their community.



**Seniors celebrate college acceptances during Decision Day**

## Cultivating Leadership

Ask Principal Amy Carozza how CCPA has been able to grow and thrive and she'll quickly point to the leadership of parents and teachers, who are partners in decision making and share a common commitment to the school's college-ready goal for all students. Teachers lead department and grade-level Professional Learning Communities, through which most of the professional development occurs. Experienced teachers mentor and coach their newer colleagues and regularly propose new ideas, strategies, and programs to support the school's mission.

Parents have played a pivotal leadership role at critical junctures in the school's history, including petitioning the district to expand CCPA from a middle school to a high school, successfully advocating to retain the adult education program on campus, and monitoring district budgeting to ensure the school site has sufficient resources. CCPA parents were key community leaders in the campaigns for Measure N and Proposition 30, local and state ballot measures that have substantially increased the school's budget and ability to build and provide programs for students. "Without our parent community and their direct advocacy for schools in Oakland, we would not be able to improve and grow the school for the kids the way we have been able to over the past two years," says Carozza.

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Class lectures, research projects, and ongoing opportunities for discussion help students develop a deep analysis of their issue. It also encourages them to examine policies close to home. As part of a unit on the school to prison pipeline, for example, students examined suspension and expulsion practices and statistics at CCPA, discussing first in pairs and then in the larger group the impact of discipline policies at their school. (They concluded that positive discipline practices were the norm at CCPA, rather than policies and practices that result in students being suspended or expelled from school.)

As ninth graders, students in the Social Justice pathway tutor younger students at neighboring Community United Elementary School (CUES). In tenth grade, they are grouped in teams for off-campus internships at area social justice organizations, such as 67 Sueños, which works with immigrant youth, and All of Us or None, which works with formerly incarcerated individuals and their families.

Through the Social Justice Pathway, Michael Ford's ninth grader, Davonte, has participated in Saturday community service programs through buildOn, a partner organization, as well as tutored the younger students at CUES. "He didn't realize working with the younger children would be so hard," says Ford with a chuckle. "It's been awesome to watch."

## Make the Road

Internships expose students to a rich set of experiences off campus and outside of their East Oakland neighborhood -- a critical piece to preparing students and their families for a successful transition to college. For students, the experiences help build important life skills, like independence, self confidence, and resiliency. For parents, the activities are about helping them learn to let go, confident that their child has both the roots and the wings to be successful.

The first opportunity for students to “spread their wings” occurs in the Spring of their sixth grade year, when the class heads to Vida Verde Nature Center in San Gregorio for a three-day outdoor education program. Although the center is just an hour’s drive from CCPA, the trip represents a huge first step for parents, whose children will often be spending their first night away from home and family. From there, students are introduced

to a wide-range of travel experiences, many in conjunction with partner organizations. Students have travelled to China, Cambodia, and Costa Rica with Learning AFAR/No Barriers Youth, and will be traveling to Haiti and Nicaragua with buildOn.

Even those students who don’t participate in far-flung trips get outside their neighborhood and comfort zone during their four years of high school. All eleventh and twelfth graders take one or more courses at Laney College as part of the concurrent enrollment program and participate in at least one internship of their choosing.

“Internships provide students with a sense of autonomy over their own education,” says teacher and Social Justice Pathway coordinator Perry Bellow-Handelman. “Students are also building a resume and learning how to network and code switch,” she adds, moving with increasing comfort and ease between the world of school and the world of work.

## Ensuring Parents Feel Welcome, Supported

In any given month, CCPA offers more than a dozen different opportunities for parents to participate in programs and events on campus, ranging from workshops on financing a college education to a morning exercise class for moms or an end-of-term awards’ celebration. In addition to programs targeting specific interests and needs, CCPA has been purposeful about reaching out to all members of the school community to make them feel welcome and supported. At the start of the 2014-15 school year, CCPA began connecting its outreach to African American parents to its support for African American students (who make up roughly 11 percent of the studentbody). Toynessa Kennedy, who’s taught the Black Student Leadership class, now coordinates the outreach to families, bringing parents and students together throughout the year for fellowship, support, and education.

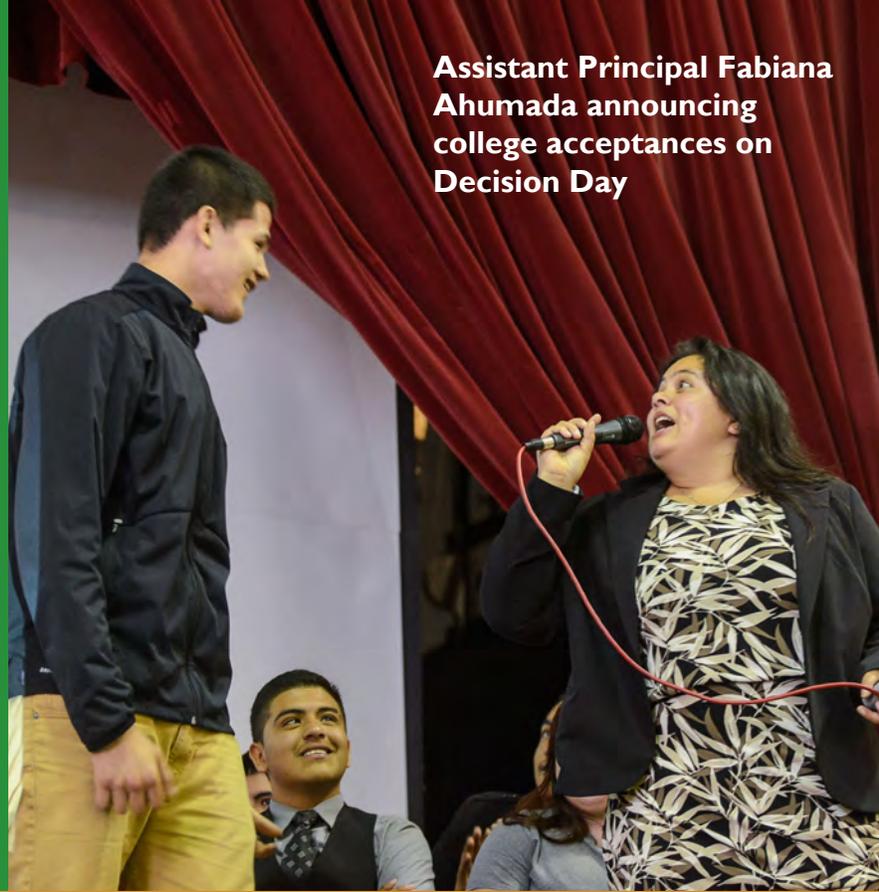


# The Power of Presentations

For one week in early June, school uniforms are replaced with business attire and high school classrooms become presentation spaces. It's CCPA's Exposition Week, a celebration of learning for students, parents, teachers, and community members.

For sophomores and juniors, it's a time to reflect on their academic progress and demonstrate their readiness to advance to the next grade or division. For seniors, Expo Week is an opportunity to showcase their critical thinking, research, and presentation skills as they present their Senior Project (focused around the investigation of a critical question of the student's choosing) share their portfolio, and reflect on their preparation for graduation.

Assistant Principal Fabiana Ahumada announcing college acceptances on Decision Day





Students gather in CCPA's Family and College Resource Center

## Relationships Matter

The transition from middle to high school can be a challenging one, as students and their parents alike must learn to navigate a new schedule and campus and cultivate new relationships with peers and school staff. At CCPA, the transition entails changing classrooms, not changing schools, and going across campus rather than across town.

“Being a 6-12 school made a big difference, especially as we moved from middle to high school,” says Daniela Garcia, who graduated in 2014. “There were teachers on campus and administrators who knew us and knew the type of student we were,” she adds.

It’s not just the extended time together that fosters deep relationships. CCPA has thoughtfully instituted systems and structures to build connections among students, families, and staff. In sixth and seventh grade, students have the same teachers, a practice called “looping,” which helps to form strong relationships and support academic growth. The high school pathways provide another powerful structure to foster relationships and ease communication between home and school. High schoolers stay together for all four years, working with a core group of staff that

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includes teachers, a college counselor, and pathway-specific FRC staff. They take seminar classes together as juniors and seniors and stay in their cohorts as they explore college options and navigate the application process, with support from two core partners the Pre-Collegiate Academy (PCA) and the Mills Educational Talent Search (METS), a program of nearby Mills College.

As more and more families choose CCPA for all of their children, it has become the neighborhood school that the community envisioned in the early days of its design. Many of the students are the second or third member of their family to attend the school (more than 40% of the 2014-15 sixth grade class were siblings), leveraging existing relationships of trust and respect. It’s also become a place that graduates choose to return to, working with the after school program or providing academic support through AmeriCorps, adding another dimension to the school’s family-like atmosphere.

And, as with any family, members of the CCPA community are committed to one another’s success. “We hold on to our kids, we hold on to our teachers, and we hold on to our families,” says Carozza. “We get them in sixth grade and then we just hold on.”

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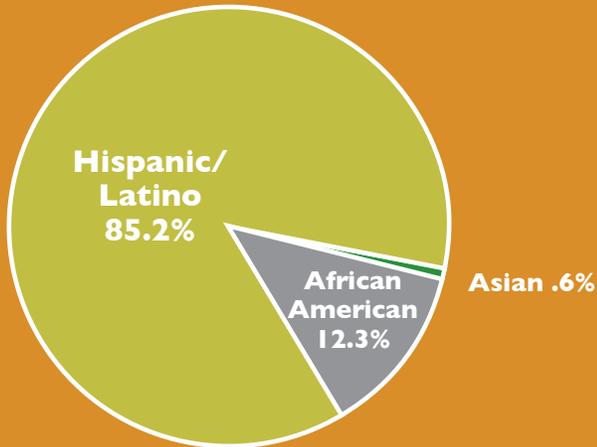
## 2014-15 DEMOGRAPHICS

**Number of students: 480**

**Hispanic / Latino: 85.2%**

**African American: 12.3%**

**Asian .6%**



**Students' Home Language:**

**English: 14.6%**

**Spanish: 83.9%**

**Vietnamese: 0.2%**

**Other Non-English: 0.7%**

**Tongan: 0.7%**

**Students Receiving Free/  
Reduced Price Lunch: 93%**

## HEALTHY SCHOOLS, THRIVING STUDENTS: Key Themes in Community Schools

A full-service community school shares much in common with one of Oakland's stately old oaks. Just as our beloved oaks need deep roots and healthy branches to grow and thrive, our schools need to be rooted in caring, respectful relationships and to cultivate strong partnerships if they are to provide students with the safe and supportive environment they need to be successful inside and outside of school.



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## FULL-SERVICE COMMUNITY SCHOOLS IN OAKLAND

In each of Oakland's full-service community schools, the mix of programs, services, and supports reflect the unique assets and needs of the students and families served. At Ralph Bunche High School, Restorative Justice practices are deeply embedded into the school culture and have become a "way of life," providing a framework for relationships, communication, and discipline.

### RALPH BUNCHE HIGH SCHOOL: Welcome to the School of Resiliency

It's a Thursday morning in December and Betsy Steele, principal of Ralph Bunche High School, is holding her weekly new-student orientation session. She sits at the small table in her office talking with Antwon, the school's newest student, and his grandfather. As they review Antwon's academic record, Steele asks questions, jotting down notes as the 17-year-old shares about the courses he likes and those he found challenging. When it comes time to talk about Antwon's disciplinary history at his previous schools, Steele looks through the sheets of paper detailing the young man's transgressions and then stops, hands Antwon the stack of papers, and invites him to throw the sheets in a nearby garbage can.

"What happened before has no impact on what will happen here," says Steele. "That's all behind you. From today forward, we're 100 percent focused on getting you to graduation."

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Like other continuation high schools in Oakland and elsewhere, Ralph Bunche is often viewed as the "last chance" school for its students, the vast majority of whom arrive in Steele's office after unsuccessful experiences in one or more other high school settings. Many of the school's 175 students have a history of suspensions and expulsions. Some have "rap sheets," having been in and out of juvenile hall. Although barely past childhood themselves, some students have children of their own or are responsible for parenting their younger siblings. Some may live in a group home or on their own.

And while all of these realities can make just getting to school on time every day an accomplishment, Steele and her staff have set their sights on a bigger prize than regular attendance alone. They are committed

to supporting students from that first intake meeting until they walk across the stage at graduation. Together, school staff and their partners have created an environment that marries discipline with respect, accountability with support, and an appreciation for the challenges facing students with an unflinching belief in their ability to graduate high school and take charge of their futures.

**"Our students are bright young men and women with big dreams."**

"We construct a plan for success for each student and then support them with the resources they need to make it to the finish," says Steele. "Our students are bright young men and women with big dreams," she

adds. "Our staff creates a supportive, caring community to help students make meaning out of their education and realize those dreams."

## A Culture of Discipline, Not Punishment

First time visitors to Ralph Bunche High School quickly sense something different about the “feel” of the West Oakland campus, even if they can’t quite put a name to what they see and sense among the students and staff. But ask anyone – from a teacher to a student to the office personnel – and they’ll quickly tell you what makes the school different: it’s the commitment to Restorative Justice as “a way of being together,” providing the framework for building and sustaining trusting relationships in and out of the classroom.

“Restorative Justice teaches a simpler, more humane way of being that is focused on communication and being in relationship with each other,” explains Eric Butler, the Restorative Justice coordinator. Rather than continuing the pattern of suspensions and expulsions that are all-too-familiar to their students, the staff at Ralph Bunche focuses on developing clear agreements and building a culture of trust and accountability, so that when conflicts inevitably arise, there’s a strong foundation and common framework for their resolution. All staff members receive training in restorative practices, and Butler provides extensive one-on-one support to teachers as they put the concepts into

practice in their classrooms. “It’s the difference between discipline and punishment,” says Butler. “If I focus all of my energy on punishment, I’m doing that for myself, not for the student whose behavior I am trying to change. In a culture of discipline, we’re treating incidents as learning opportunities – as a chance for students to grow.”

The approach is working. The school doesn’t suspend or expel students, and has a track record of resolving conflicts with conversations rather than confrontation. More than 90 percent of the students who arrive at Bunche as seniors walk the stage at graduation – a testament to both the abilities of the students and the culture of success that has been nurtured by Steele and her team.

The commitment to Restorative Justice means that students leave with more than a diploma, says Vice Principal Donnell Mayberry. “It gives students back the responsibility of self-managing and teaches them to be good communicators and good listeners,” he adds. “Those are skills they need for life.”



African American Male Achievement class



**A Restorative Justice circle at Ralph Bunche High School**

## Intentional Conversations

Butler’s classroom is home to the school’s primary space for holding Restorative Justice circles, a foundational element of the practice. Circles are used to facilitate intentional conversations and to build a culture of understanding and trust. Butler or another staff member may use a circle to talk through a dispute between two students or a conflict between a student and teacher. Circles are also used to engage a broad cross-section of the school community in important conversations, and to create a space for many voices to be heard and valued. The school staff holds circles at the start of the year, and circles are routinely used to welcome new students. Instead of the typical job interview for potential teaching candidates, finalists for an open position join staff and students in a circle.

One Tuesday afternoon, Butler has invited members of the men’s basketball team to his classroom for a circle. After losing an important game the prior Friday, members of the team had responded with anger and frustration at one another, the referees, and their opponents. It was a disappointing moment for the team, and for the adults at the school, who knew the young men were capable of better – on and off the court.

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Seated around the circle, the players begin by reliving the game, their frustration rising as they reflect on missed plays and bad calls by the referees. Over time, though, with the skillful facilitation of Butler, their mood shifts and they become more reflective. “We didn’t play as a team,” says one. “We got upset and lost focus,” says another.

By the end of their time together, the players have complimented one another on their strengths and reflected on their challenges, and their coach has done the same. “The problem is you don’t trust one another,” says Coach Leon. “You have to be able to fully trust one another if you’re going to play and win as a team.”

The experience with the basketball team is a powerful example of the skills students are gaining through the school’s commitment to restorative practices, says Steele. “The coach could have yelled at them and punished them for their behavior, but instead they were able to stop and reflect. They were able to cleanse their angry feelings at each other, at the referee, and at their coach,” she observes. “Most students don’t have that kind of opportunity for growth and closure.”



**Principal Betsye Steele inviting a student to toss his "rap sheet"**

## Teaching and Learning: Making Meaning Together

Recognizing that many students arrive on campus with few positive academic experiences and little confidence in their academic abilities, teachers are intentional about connecting classroom learning to students' lives and creating spaces for student voice to be heard and reflected in the design and structure of classes and assignments.

In the wake of the highly publicized killings of unarmed African American men by White police officers in Ferguson, Missouri, and Staten Island, English teacher Sean Gleason developed a six-week unit that combined the study of protest literature with an opportunity for students to express their own anger and frustration at current events. After a close reading of James Baldwin's "A Letter to My Nephew," for example, students were tasked with writing their own letters to reflect on current injustices, such as Baldwin did in 1962. Later, during a schoolwide assembly, one of Gleason's students reads a poem she wrote as part of another assignment in the same class.

In Nestor Gonzalez's third-period art class, students begin their time together with what the veteran

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teacher describes as a "brain dance of mindfulness." Standing in a circle, they toss a medicine ball back and forth as they talk about their day and gently transition to their class time together. Later, Mr. G (as he is known by students and staff alike) walks around the large worktable where students are in various stages of completion of sketches in their art journals, offering technical tips on shading or scale, and inviting students to talk about their work with their classmates. The environment is relaxed, and students are engrossed in the task at hand.

"We have to create an environment where it is safe for students to learn, and to have fun as they are learning," says Gonzalez. "It can take two to three months to get to a place where a student trust me," he adds, noting that many students have put up protective "shields" in response to a history of negative school experiences.

Besides encouraging self-expression through art, Gonzalez has dedicated a giant white board to student expression – from graffiti to poetry to whatever thoughts are on their hearts and minds on any given day. The space provides Gonzalez with insight into students' thoughts, moods, and needs.

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Student contributions to the white board have been the impetus for formal art projects and a few words written after a particularly rough night or morning can signal that a student is struggling and needs additional help and support.

In addition to traditional academic subjects, Ralph Bunche offers a course for African American males as part of OUSD's African American Male Achievement program. The Manhood Development class combines literature with class discussion to create a unique space for students to grow in their appreciation for the gifts and contributions of African American men, and to develop the confidence and self-esteem that will be critical to their personal success.

"I can't expect them to retain everything we talk about, but what I can hopefully give them is pride of who they are and where they come from," says Aquil Rasheed, who teaches the course. Through their readings and discussions about African American history and writings, students grow in their appreciation for the struggles and contributions of those who have gone before them, he adds.

## Preparing for Graduation

Students arrive at Ralph Bunche at different times of the year and at different stages of their high school career (though most arrive in their junior or senior year). All are focused on one singular goal: graduation. In addition to supporting students' efforts to earn the 190 credits they need to receive their diploma, school leadership is advancing three initiatives designed to help students develop important academic and life skills that will be critical to their success after graduation. "Our goal is that our students graduate with a vision for their life after high school," says Mayberry.

A Linked Learning program, begun in Fall Semester 2012, connects classroom learning with industry-specific knowledge and job skills. The first area of focus for the Linked Learning initiative is the hospitality and tourism industry. Through guest lectures, internships, site visits, reading, and discussion, students are learning about the growing industry and exploring both academic and career options after high school. Linked Learning instructor Esther Dixon has forged a partnership with Visit Oakland, a local non-profit focused on increasing tourism in the city, and Visit Oakland CEO Allison Best has provided the class with resources and assisted in outreach and partnerships with areas businesses in the hospitality and tourism industry.

All students are required to complete a senior project as a condition of graduation. Students choose the topic and then are coached and supported by one of the teachers on a staff team that leads this effort. The project is an opportunity for students to demonstrate academic skills, explore a critical issue, and

begin to develop a plan for life after high school. One student, for example, used his senior project as an opportunity to explore a career in fire fighting. He researched the career online, conducted interviews with fire fighters at a nearby fire station, and created a road map for his future. Because of the research and the relationships he developed, the student is now enrolled in a fire fighter training program.

***"Our goal is that our students graduate with a vision for their life after high school."***

Another critical component of preparing students for graduation and for life is developing students' reading ability. Many students arrive at Ralph Bunche with reading levels well below the average for high school students. Through improved diagnostics, one-on-one tutoring, and online tools that can be tailored to student needs, the goal is to accelerate progress. Two staff members -- Romany Corella, a teacher on special assignment, and Alice Swafford -- work with students and support other teachers to provide personalized support for struggling readers across subject areas. Besides the focused work to improve students' reading levels, Corella is focused on instilling a love for reading among students and a culture of reading for pleasure among both students and staff at Ralph Bunche. The school has adopted a 22-minute silent reading period one day a week, and students are encouraged to explore both fiction and non-fiction and discuss what they're reading and learning with their classmates.



## Promises Kept

The educational supports and the collective commitment to a restorative school culture are critical elements of a promise that Steele and her staff make to their students when they enroll at Ralph Bunche: follow the plan and you will graduate and earn a high school diploma.

Although students may initially be skeptical of this assurance, on Graduation Day all traces of doubt have been replaced with confidence and hope for the future. As Pomp and Circumstance plays, students enter the auditorium in pairs, and many dance down the main aisle towards the stage, as family and friends clap and shout their approval and congratulations. It's a scene of pure joy and celebration.

In their short time at Ralph Bunche (on average, students are there for about one year), the graduates have created a new future for themselves. With the assistance of a staff committed to their success, students have defied the odds and silenced the skeptics. Although they'll walk across the stage with many of the life challenges they carried with them when they arrived

at the school, they've grown more resilient, more willing to trust, and more able to dream.

In the last few minutes before the graduates are handed their diplomas, classmate and valedictorian Terrance Tucker shares some final words of encouragement, echoing the support that has enabled him and his classmates to make it to that special day.

"We are the holders of the dream. We are creators of our own future. We have the strength to overcome any obstacle."

## Circles of Truth and Healing

Eric Butler holds the talking piece in his hand and asks a question of the students and staff gathered in Room 7 for a Restorative Justice circle: "Was there a time when you were treated unfairly by police?"

The room is quiet for a moment with the weight of the question. Only a few days earlier, a grand jury in Ferguson, Missouri, had voted not to indict the White police officer

who had shot and killed Michael Brown, an unarmed African American 18-year-old. The decision had sparked protests throughout the country calling for justice and an end to the criminalization of Black boys and men.

"It's important to create a space to bring in what is real in the lives of students," says Aquil Rasheed, who teaches the Manhood Development course at Ralph Bunche and joined with other African American men on staff to convene the circle.

Over the course of the next hour, students and staff share their experiences with law enforcement and their feelings of anger, frustration, and sadness at the recent verdict. Towards the end of their time together, they each are encouraged to imagine how things could be different, better.

For Butler, the opportunity to express feelings of anger and frustration and to share hopes and dreams is therapeutic for adults and students alike. "We are healing each other in a way that is unbelievable," he says. "You can actually see the transformation right there in the circle."





## Forging New Relationships Between Staff and Students

By the time most students arrive at Ralph Bunche High School, they've become disillusioned with school and distrustful of teachers and school staff.

"They've put up walls for their own self protection," says Kameelah Mitchell, who coordinates the student leadership program. It takes a community of committed adults to break down those walls and help students begin to build trusting relationships with adults, she adds.

Principal Betsye Steele has taken care to assemble a diverse team, and places a high priority on having staff that reflect the community and cultures of the students. (The student body is 67 percent African American and 24 percent Latino.) Both she and Vice Principal Donnell Mayberry are African American, as is the school counselor. The diverse teaching and other professional staff include Latinos and African Americans.

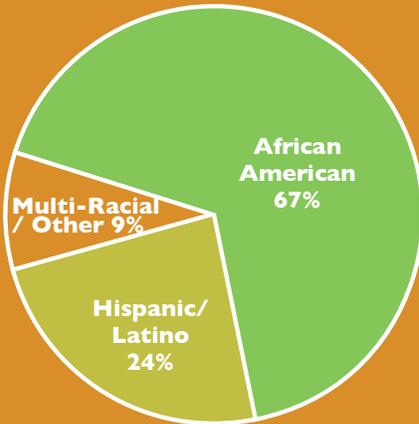
"I came here because I wanted to be a role model for

young black men and to help them get back on track," says Mayberry. "I've never been in another school like this in my life. There is so much caring, so much support, so much love."

When tragedy strikes, that love and support becomes especially important and can make the difference between a student staying in school or dropping out. That was the case in late December 2014, when staff received word that a student had been shot several times at close range. The young man was seriously injured and for the first few days it wasn't clear whether he would survive.

Restorative Justice Coordinator Eric Butler was at the hospital nearly every day, providing support and encouragement to the student and connecting his family to much-needed services. Other school staff also visited the hospital. "At that point in his life, it was important that he knew we were there for him," says Butler, "and that we would welcome him back when he was able to return to school."

## 2014-15 DEMOGRAPHICS



**Number of students: 175**

### Students' Home Language

English: 73%

Spanish: 24%

Arabic: 2%

Mien (Yao): 1%

**Students Receiving Free/  
Reduced Price Lunch: 78%**

## HEALTHY SCHOOLS, THRIVING STUDENTS: Key Themes in Community Schools

A full-service community school shares much in common with one of Oakland's stately old oaks. Just as our beloved oaks need deep roots and healthy branches to grow and thrive, our schools need to be rooted in caring, respectful relationships and to cultivate strong partnerships if they are to provide students with the safe and supportive environment they need to be successful inside and outside of school.



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## FULL-SERVICE COMMUNITY SCHOOLS IN OAKLAND

In each of Oakland's full-service community schools, the mix of programs, services, and supports reflect the unique assets and needs of the students and families served.

# Healthy Schools, Thriving Students: Key Themes in Community Schools

A full-service community school shares much in common with one of Oakland's stately old oaks. Just as our beloved oaks need deep roots and healthy branches to grow and thrive, our schools need to be rooted in caring, respectful relationships and to cultivate strong partnerships if they are to provide students with the safe and supportive environment they need to be successful inside and outside of school.

What follows are the key elements of vibrant and supportive community schools, which are being featured in more detail in our case studies (see accompanying pieces), and can be seen throughout all schools in Oakland.



## Tight Integration and Coordination of Services

Successful community schools have developed the systems, strategies, and culture to manage and coordinate the range of services offered to maximize their impact on student success. Close attention to the integration and coordination of services can reduce students' time out of class and provide for ongoing evaluation and refinement of schedules and activities.

Community School Managers and site-based teams play a particularly important role in this process, connecting school leadership with leaders from key partner organizations and service providers. Coordination of Service Teams (COST), for example, create a structure for staff to discuss student needs and then create a coordinated plan that activates appropriate services.

*Case studies in which we see these themes highlighted include Roosevelt Middle School, Coliseum College Prep Academy 6-12, and Oakland Technical High School.*

## Strategic Partnerships

At their core, community schools are about partnerships – tapping into the capacities, expertise, and talents of area agencies, community colleges and universities, businesses, and nonprofits to provide students and families with the diverse array of supports that are critical to students' success.

Although the mix of partners varies by school site, key services and supports that are typically provided through strategic partnerships include: healthcare, including mental health services, after school programs, expanded learning opportunities, such as through internships and specialty classes (robotics or STEM, for example), mentorships, and structured opportunities for students to explore and prepare for post-secondary education options.

*Case studies in which we see these themes highlighted include Martin Luther King, Jr. Elementary School and Coliseum College Prep Academy.*

## Shared Leadership

Each of the schools profiled in our case studies has invested time and resources to developing a shared vision for student and school success and each has nurtured shared leadership to support the implementation of that vision. Parents, teachers, site administrators, students, and community partners all have a role to play in a distributed model of leadership.

Practicing shared leadership allows schools to tap into the diversity of talents and viewpoints on campus and to cultivate the broad and deep support for programs and strategies that is critical for sustained success, even during times of staff transition.

*Case studies in which we see these themes highlighted include Martin Luther King, Jr., CCPA, and Ralph Bunche High School.*

## Connecting to Neighborhood and Community

Community schools don't just exist within a neighborhood; they become part of their neighborhood, leveraging local resources and contributing to the improvement and safety of their surrounding community.

Participation in neighborhood and community service activities, connecting to larger issues of social justice and equity, and partnering with local community-based organizations are all strategies that are being employed by Oakland's community schools. Deepening connections to the surrounding neighborhood and broader community has the added benefit of increasing the understanding and cultural competency of school staff.

*Case studies in which we see these themes highlighted include Coliseum College Prep Academy and Martin Luther King, Jr.*



## Commitment to Staff Diversity

In a city with the cultural, linguistic, and economic diversity of Oakland, it's important that the adults on campus -- teachers, administrators, and support staff -- reflect the diversity of their student population and understand the rich history and cultural influences of the neighborhood in which their school is located. While many of our schools -- like schools around the country -- still struggle to recruit and retain a diverse pool of teachers and administrators, our community schools are making important steps in that direction, as evidenced by the leadership of staff of color at each school and the investment in community school staff that are from Oakland and that speak the home languages of the parents and students.

*Case studies in which we see these themes highlighted include Roosevelt Middle School and Coliseum College Prep Academy.*

## Support for Students' Social-Emotional and Mental Health

Many of our families grapple with multiple challenges that have a direct impact on students' ability to be in class on time and ready to learn. Immigration status puts some parents at risk of arrest and deportation. Economic insecurity translates into missed meals, frequent moves, and periods of homelessness.

Gun violence, which is all-too-familiar in some of Oakland's neighborhoods, contributes to trauma and a deep sense of loss and insecurity. Each of these community schools has invested heavily in providing students -- and at times their families -- with an array of social-emotional supports: mental health professionals on staff and available through partner organizations, support groups for students dealing with similar life challenges, training in trauma-informed practices for teachers and staff, and one-on-one support for students through mentorships and other adult-student relationships.

*Case studies in which we see these themes highlighted include Roosevelt Middle School, Ralph Bunche High School, and Oakland Technical High School.*





## Promoting Physical Health and Well-Being

Understanding the link between student health and academic success, community schools provide a wide-range of programs and services to address students' medical, dental, and behavioral health needs. School-based health centers often serve as primary care providers for many students, helping to manage chronic health concerns, like childhood asthma, as well as providing routine care, such as immunizations and physical exams.

Health center staff members are part of school-based teams to ensure coordination of services and to minimize student time outside of class. Annual health fairs, community gardens, and workshops on everything from healthy eating to managing stress and positive discipline practices are also part of fostering a culture of healthy living among students and their families.

*Case studies in which we see these themes highlighted include Roosevelt, CCPA, and Martin Luther King, Jr.*

## Partnership with Parents

Decades of research point to the essential role parents play in students' academic success. Community schools featured in our case studies, like schools throughout Oakland, are implementing programs and strategies to build relationships between parents and school staff and provide parents with the tools and capacities they need to support their children.

Among the many strategies being employed in our community schools:parent-teacher home visits, parent education classes, partnering with parents in Restorative Justice circles and other positive discipline strategies, parent resource centers, Parents Raising the BAR [Behavior, Attendance, & Reading] trainings, workshops on understanding the Common Core or college admissions and financial aid, and school-wide events that bring families on campus to explore and learn together, develop strategies to address school or neighborhood equity concerns, and celebrate the rich diversity of school communities.

*Case studies in which we see these themes highlighted include CCPA, Martin Luther King, Jr., and Ralph Bunche.*

## Expanded Learning

The traditional school day and school year often do not provide students with enough time to master academic standards and ensure they are on a path towards graduating college- and career-ready. Expanded learning time also creates opportunities for students to explore educational opportunities beyond their campus and community.

After school programs that combine enrichment activities with academic supports are a common use of expanded learning time. Other effective strategies include summer academic and enrichment programs (both on school sites and off campus) and computer-based tools that allow students to accelerate learning and advance at their own pace.

*Case studies in which we see these themes highlighted include Coliseum College Prep Academy and Roosevelt.*

## Culturally Responsive and Restorative School Culture

Community schools are embracing strategies and practices that promote a positive and supportive school culture. Restorative Justice practices and Positive Behavior Intervention and Supports (PBIS) are being used to build community, foster authentic and respectful communication, and to provide alternatives to harsh discipline policies.

Gender and race-specific circles and groups are creating a culturally responsive space to support students' social-emotional needs, and mentors and counselors are providing students with additional caring adults on campus to whom they can turn for advice and support. Through the African American Male Achievement initiative Manhood Development Program, several schools have introduced a unique academic mentoring model designed and implemented by African American males for African American males.

*Case studies in which we see these themes highlighted include Ralph Bunche and Oakland Technical High School.*





## Fostering a College-Going Culture

For many students, particularly those who will be the first in their families to go to college, preparation for post-secondary options and success requires the development of a range of supports, services, and activities that make attending college not only expected, but possible.

Developing a college-going culture begins in elementary school and includes talking about college and setting clear expectations about college attendance; it includes providing students, particularly during the high school years, with the range of information and resources that is necessary to help them navigate the complex college admissions and acceptance process, including financial aid. It also involves supporting families, many of whom rely on their older children for practical support with siblings and with income, and many struggle with the emotional challenges associated with a student leaving home for the first time.

*Case studies in which we see these themes highlighted include Coliseum College Prep Academy 6-12 and Oakland Technical High School.*



## HEALTHY SCHOOLS, THRIVING STUDENTS: Key Themes in Community Schools

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## **Appendix 2: Meeting Agendas & Notes**

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# AGENDA FOR MEETING WITH NETWORK SUPERINTENDENTS TO DISCUSS VRP

September 19, 2014 12:30pm – 1:15pm

## **Meeting Objectives:**

- ✓ Provide overview of VRP purpose and progress, including new structure
- ✓ Explore ideas for how network superintendents can further advance VRP progress

## **Agenda:**

- 1) The Voluntary Resolution Plan with the Office of Civil Rights: Past and Present Focus (Curtiss) *5 minutes*
- 2) New VRP Lead Team Structure and Three-Year Plan Overview (Maira) *10 minutes*
- 3) Challenge for the Three Year Plan: Integration, Access & Accountability (All – Discussion) *30 minutes*
  - a. How to ensure prioritization of VRP goals in all aspects of the district?
  - b. How to get PD to the teacher level?
  - c. How to address unconscious bias?
  - d. How to support principals in moving away from exclusion?
- 4) Action Items (Maira) *5 minutes*

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# NOTES FROM MEETING WITH NETWORK SUPERINTENDENTS TO DISCUSS VRP

September 19, 2014 12:30pm – 1:15pm

Monica Vaughan, Wes Jacques, Sara Stone, Ron Smith, Kevin Taylor, Mark Triplett, Monica Thomas, Sondra Aguilera, Brandi Patterson, LaResha Martin, Kyla Tramell, Charles Wilson, Renard, Allen Smith, Curtiss Sarikey, Moira DeNike

## **Key Take-Aways:**

- ✓ **We should not frame the work as reducing suspensions.** Several discussion participants articulated that when schools hear about reducing suspension, they will get fixated on suspension and not on the solutions that need to be in place to get at the underlying causes of the behavior that has traditionally resulted in suspension. Reduced suspensions are an indicator of change, not the change itself.
- ✓ **Engaging students and families.** There was agreement around the table about the importance of authentic engagement of African American students in the classroom. This was coupled with an acknowledgement that there is often fractured trust between African American families and the schools – without addressing this there won't be real change.
- ✓ **It's our job.** As central office staff who have the capacity to support and enforce expectations, a number of people voiced that they felt it was their responsibility to advance goals around engaging African American students more effectively – to support school principals as thought partners, to hold accountable, and to provide supports for more effective work.
- ✓ **Inspect what you expect:** Many people brought up the need to incorporate expectations around improved student engagement (especially for African American students) into cycles of inquiry at the district and site level.
- ✓ **Trauma responsiveness.** A theme that was repeated again and again was the need to recognize the depth and breadth of trauma in OUSD schools, and to equip adults on campus with trauma-informed training and tools so they can de-escalate delicate situations that may be rooted in trauma.
- ✓ **RTI and COST.** There was recognition around the table that existing frameworks like RTI and COST are great sources of support for this work.
- ✓ **Resource allocation.** Some mentioned that more resources need to be allocated, particularly toward teacher PD.
- ✓ **Community Partners.** There was some discussion about the potential resource that exists

## **Action Items:**

- If anyone has additional thoughts that he or she was unable to express at the meeting, or wants to weigh in on the question of how we address unconscious bias as a district, please do not hesitate to send me your input: [moira.denike@ousd.k12.ca.us](mailto:moira.denike@ousd.k12.ca.us)
- We look forward to continuing this discussion at the first full VRP Lead Team meeting October 9 (only Network Superintendents are expected to be in attendance)

**Agenda:**

- 1) The Voluntary Resolution Plan with the Office of Civil Rights: Past and Present Focus (Curtiss) *5 minutes*
- 2) New VRP Lead Team Structure and Three-Year Plan Overview (Maira) *10 minutes*
- 3) Challenge for the Three Year Plan: Integration, Access & Accountability (All – Discussion) *30 minutes*

**Detailed Discussion Notes:**

- a. How to ensure prioritization of VRP goals in all aspects of the district?

Monica V: I think school are aware and fixated on reducing suspension. I want to change the conversation so that is on how do we support students so they don't resort to/succumb to suspendable behaviors.

Mark T: The unintended consequences of focusing in reducing suspension is people have gotten fixated on and the solution is just not to suspend. That is not the true intention b the VRP. We want schools to create cultures where suspendable behaviors happen less. Our goal should be to reduce out of class time.

Sondra: The way we use our time in front of school principal. Professional learning has to be rally intentional and not just about the content but making the content relevant to students and how do you engage them. It's about effective instruction. The other thing is COST teams. I don't feel like we allocate enough resources toward COST. The people who are most skilled in helping are the Sp Ed dept. It's not automatic that special ed or psych participate on the COST team.

Brandi: I think it's also about how we support schools to not look at reducing suspension by Saturday school or yard cleanup. But how they use school culture expectations as the foundation for changing those, so school culture and relational work at the center. Age-appropriate expectation. Not being dismayed by an adult-like action, it's the adult's opportunity to model. A lot of de-escalation and intervening not intervention.

LaResha: In terms of prioritization of the VRP I was thinking about schools having a strong RTI (includes COST). Intentionality around what schools have in place and that it's aligned to VRP goals. If the school is using PBIS to reduce African American students out of class, that we monitor and support that. That's been a missing piece. They don't have a structure for it.

Kevin: half of the high school leaders are first or second year. The leaders understand the why and the disproportionality, the how is an areas that will help us ensure that prioritization. It's not that they don't want to take it up. It's about the how. The vast differences in the network, and how to practice, go see somewhere where it's happening, talk to someone who knows how to.

Sara: One of the things I was thinking about when we are talking about African American students staying in class and actively engaged in the classroom not in the back of the room. The other piece is there has to be a mindset shift with our teachers about wheat they are actually teaching. They have that they are teaching content, but SEL is just as important.

Kyla: I guess it's the phrase "inspect what you expect." Our roles - that's the first thing. If we are going to be in sites, how are we asking these questions? Thinking about all, but looking at targeted. For many people it's "we are going to do this for all my kids," but looking at the root for these kids [that are struggling]. It's going to be about classroom management, about COST, about parents not feeling safe. How are we helping these schools think through what is the root? We are looking at suspension as one way of saying are we making progress, but that can't' be our frame. It becomes a game. That's not helping the kids and families. How are we maintaining that

positive frame? Provide targeted feedback so it's on the mind of teachers, how are we going to do this differently There were the Race Matters talks. And one thing that came up is people don't know how to deal with trauma. [Teachers say] "I don't know how to do it without escalating." How do you deal with families in constant stress?

Monica T: I think about prevention, intervention, response. I do also worry that we are sending the wrong message around just don't suspend. Fragile school cultures that are making gains when confronted with a difficult incident there's a need for principals to thought partnership with central district people. There are times when a suspension is warranted. There are times when it is preventable and intervene-able. That line is hard for principals to walk alone. We need to be intentional about our work with principals. How are we centrally supporting that thought partnership? You have a homeless foster youth who punches the principal in the face. Suspend? Maybe not, but maybe. There are cases when not suspending does harm. In our school that are in the most trauma, having things that happen like that, leaders need one on one thought partners, that they can think through responses to without fear of reprisal, without fear.

Charles: Those of us that have been in Oakland a long time don't recognize the level of trauma in Oakland versus the level of trauma in other cities. Talking to some folks who had been in Bedford Stuyesant and Brooklyn – they thought they had experienced rough conditions there, but they told me they had never seen the constancy of trauma. As schools we are sometimes the only institution that are there to address this. Oakland is way out there in terms of an extreme level of trauma our kids are experiencing. My years of being a principal in East Oakland, I've organized parent input, the single most challenging thing is to get significant involvement from African American parents. I can organize the Latino community, no problem, but not African American families, and I don't know why. We have a real broken trust with the African American community and we haven't done was much as we could to repair it. Until we embrace the whole family we are not going to make real change.

b. How to get PD to the teacher level?

Ron: We have to be really intentional to leaders that this is a heavy part of the work. The effort going into this is intentional and intense and is going to take a lot of energy. When it comes to PD that has to be embedded in the cycle of inquiry. At West Oakland Middle School we had an abundance of support. They did teacher and student trauma training. Teachers had "look-fors." Teachers hadn't realized that they have traumas until they started to identify the signs of trauma (look-fors). They carry the traumas and their energy comes out in their interactions with students. Without naming it and holding it we are not able to meet the kids were they are at. We need a system with our leader where the cycle of inquiry includes social and emotional, using the counseling and mental health staff and support to name the trauma in a cycle of inquiry that takes place at each school.

Monica T: This is ultimately about instruction. One thing we can do is not make this about VRP but about all students. By engaging in smaller cycles of inquiry that are focused on kids' performance. Every single adult on the campus is responsible for a group of kids they know really well. On the teacher PD it can't be in the box of VRP. It has to be more about integration around knowing students well, SEL, those are the "whats," and the "why" is that students need and demand the support from us – when they don't get it we end up with this problem of disproportionality. Being very focused on instruction is important.

LaResha: It starts with us and what we are going into schools and seeing and supporting. What we represent to principals as priorities. Teacher leaders – making that a part of the school culture as well who is driving that vision at the school. It could couple with COST and RTI. Kevin and I both came from Aspire. We don't spend money on what we value. Teachers are our greatest asset. At Aspire they had a two week training, very data driven and specific. We have to look at how we structure our funds to support schools, differentiated by evidence and data.

Kevin: At McClymonds I tried to do what we had done at Aspire and it didn't work the same. The critical thing we went on a community walk before we did any PD, and this is bad, there was a murder on the walk a block away. And the PD that we had after that the first thing I said was we will not change our expectations but we do need to understand the trauma. We went on that walk to go visit three students' homes. Many of our teachers are not from the area. To get them to understand PD holistically. I may feel sorry for you but my expectations don't change – that's actually love.

Sondra: We haven't integrated SEL. What we are investing in teachers, thinking that they are going to figure out how to integrate. We have never given them a foundation of what Kyla was talking about. We need to teach them how to do that first. [Otherwise] we are doing the same exact thing. Teachers are going to figure it out and integrate SEL. Doing the same thing is not going to be effective. We are the people who have to make it different.

Kyla: We have invested all this money in SQR but we can benefit from looking at the trends of struggling areas. Our schools don't have systems to support individual students. If you don't know individual students you can't target supports. When you start hitting large schools you have to have this stuff systematically in place. You are looking through an inquiry cycle of where are our students? Our schools need a lot of help. We do not have all the answers. There's all of these partners in our city where they do have that expertise. We have partners who have been grinding doing that work of organizing African American families. There's a lot of feeling that the district doesn't want to work with community partners. It would be great if our per-pupil allocation went up but in the mean time we need to partner, and we need to create structure for working with individualized kids (who's hungry?). Knowing where all your kids are.

Allen: Two analogies come to mind: You never leave the game in the hands of the ref. You have to take control of what you can't control. We have relied on people to come in and to the work for us and they focus on discipline. If you focus on discipline that's your focus. Second, the best options for a good offense is a good defense. You don't focus on the discipline you focus on everything around it. You focus on engaging students. I'm ready to show them [OCR] everything else that we are doing that is engaging student that is lowering these numbers. If we do these things well we can see a decrease in discipline and get more kids to the finish line. How many books are out there? How many people have tried this but are unsuccessful because there hasn't been a true commitment to doing this and doing it well. We can't talk about it and not put into schools and put it in action. We can't go on school visits and see black kids in the hallway and allow them to stay there without asking the questions. If we are going to commit to this we have to be clear on what we are saying. This is a commitment. So we got to really think about what that means.

Renard: I want to piggyback on something Kyla said about resources. As a school district we have to work better with our partners. Part of that is not just the resources in terms of dollars but articulating to them what the goals are. Some of the reasons they have been not as effective is because we haven't articulated to them what the goals are and how they can best work with us. To work in our schools these are our priorities and district priorities and if an org is not helping a school reach its goals and its mission, maybe they don't need to be there, maybe they need PD to get to where they can help.

c. How to address unconscious bias?

Please think about this and send me your thoughts.

moira.denike@ousd.k12.ca.us

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# NOTES FROM VRP LEAD TEAM MEETING

September 24, 2014

In Attendance: Theresa Clincy, Barb McClung, Laura O'Neill, Danfeng Koon, Gerald Williams

## **Key Take-Aways:**

- ✓ Barb's team just won two grants to support PBIS and Trauma/RJ!! Now we will need to enlist support from the broader Transforming School Culture Lead Team to make sure the trainings reach school level personnel this year
- ✓ There is a need for clarity around how any additional changes to the Discipline Policy (including Matrix and Ladder currently being drafted) get final approval
- ✓ There is trepidation about including the Suspension and Expulsion Handbook in the OCR report. Legal would prefer that we state that the Transforming School Culture and Climate Manual is still being worked on. There is nevertheless a need to make changes to the Suspension and Expulsion Handbook as this will be a piece of the Transforming School Culture and Climate Manual. There is still work to do on this manual – target date is March 1, 2015.

## **Action Items:**

- Laura will email Curtiss today to discuss what gets included in the Sept 30 report (she prefers that we not send the existing suspension & expulsion handbook and rather say we are working on Transforming School Culture and Climate Manual due in March 2015 and include the pre-referral intervention guide)
- Theresa will work with Seth or Laura to review what's in the suspension and expulsion handbook and develop a timeline for revisions (within the next two weeks).
- Barb will see if she has the PD calendar for teachers and principals for 2014-15. If so she will pass along to Moira today for inclusion in Sept 30 report. If not, Moira will reach out to Sondra Aguilar.
- Barb will send a report to the Network Superintendents re: who did and did not show up to PBIS training (will prepare something in writing and send it via email to Network Sups probably by Friday).
- Barb will prepare a PPT with brief overview of what is PBIS and then show who has not been showing up at trainings and what the implications are (for Oct 9 meeting)
- Barb will send Moira PD schedule of PBIS and RJ for 2014-15
- Moira will send a note asking Allen to reiterate that school administrators need to attend their PBIS and RJ trainings. That the grants were won (!) and that at the next principals meeting (October) there will be a sign-up opportunity for a 2-hour site-based trauma training for all teachers – schools need to sign up.
- Curtiss will respond to Theresa's question about the process for approving any changes to discipline policy.
- Theresa will set a data for a meeting with Barb, David, Lauren Cherry, Laura O'Neill to meet to align discipline Matrix and Ladder to RTI.
- Barb will give Gerald responses from SSO training and he will turn them into a brief report (just numbers), by Monday for the Sept 30 report.

## **Detailed Discussion Notes:**

### **1) Update from Moira**

New team structure (“Transforming School Culture Lead Team”). This is the last meeting with this configuration. On October 9 we will meet with larger group which includes Network Superintendents & Allen Smith.

Process for getting the OCR draft report done – please get me edits, corrections and input as soon as humanly possible (Thursday (tomorrow) if possible)

Process for getting 3-year plan done. A draft has been completed, but it is really only a space-holder for the next month and a half or so as we get the entire team to set plans and objectives in a process that I will facilitate once we meet the impending Sept 30 deadline.

## **2) What work are you doing and how can Lead Team members help support that work?**

### **Barb:**

OUSD just won two new grants, one for PBIS and one to address trauma (includes restorative practices). The question is getting on the PD calendar. The grants require specific deliverables in first year to ensure ongoing funding (both are 5-year grants).

***For PBIS Grant:*** 10 new schools have come on to PBIS this year. Barb has to look at what specifically was promised in the grant. We said that PBIS would be implemented at 60 schools over 5 years. If we do 12 schools a year we will nail it. What is really needed is for schools who are on my list but not doing PBIS, I need someone to push them into action. Because they are on the list some other school is not, and when they don’t show up to training, it’s just a waste of resource. Skyline is not showing up to training for two years in a row – they missed half of the trainings already this year. Barb needs support in putting teeth to these schools’ commitments to adopt these practices. Madison said they’re doing it and backed out last minute. Both of these schools will have to wait another year. Oct 17 is next PBIS training and that’s for Tiers 2 and 3 – it is important that the schools that are scheduled to come come. And the principals need to come so that they can be leaders. They can’t just send their staff. We need to enlist support from our new Lead Team members to help advance this message and ensure that schools follow through. Moira will write to Allen Smith. Barb will send a note to Network Superintendents and prepare a brief overview for October 9 meeting.

***For Trauma Grant:*** The trauma grant says we are going to train in trauma and restorative practices to teachers. We need people to make space within their schools to do trauma training. The trainings should take place on the school sites. Perhaps through Wednesday PDs at the school sites? How many hours? Two hours with every school (86) in front of every teacher in 2014-15, to start with. Barb has to go back and see what we promised. Principals need to make space in their school sites PD. The grant says we will do three things: 1) training to school staff/faculty, 2) expand trauma screening for violence-related discipline (for that we will train up mental health staff and implement tool (Dr. Joyce Dorado has the tool)) – we need to get principals and APs on board with that, too. 3) Students that are involuntarily transferred will get RJ circle of support and accountability (year-long group to support them). Last year 115 kids or so were involuntarily transferred, 20 were officially expelled. What about kids coming back from community day? They are not doing well in regular high schools – last year that was about 30 kids. Now that the TAP Center is closed (Temporary Alternative Placement center, where students referred for expulsion “sit” for 30 days while they await expulsion proceedings), all students referred for expulsion will sit at home and have homework packets. TAP center has been closed because it is understaffed. We need something else. That could be a time of intensive intervention. Could they get services from the Trauma/RJ grant? They are tier 3. Last year 32 children went to TAP center. The trauma/RJ grant could help fill this gap – just ensure that the students get wrapped with services as soon as they are referred (rather than once they are involuntarily transferred).

Theresa: On the trauma screening for violence-related discipline, what about the danger of the implication that all kids who have a fight are in need of mental health services? And what about the danger of then referring too many African Americans? So often Oakland gets in trouble because what they do is misconstrued. It will be important to make sure it's not framed as Mental Illness.

All schools need to sign up for a 2-hour slot. It would be really great if the Network superintendents could develop a calendar for us. Get principals to commit to 2-hr timeslots at the principal meetings. We will push VRP cohort schools to the top. We could send emails out to the VRP schools – but we have found this is the most inefficient way to get anyone to sign up. Barb will prepare a schedule (once she has spoken with Joyce Dorado to find about her and her team's availability) to be distributed at the next "Third Thursday" principal gathering on school climate, with a request that all schools sign up for a slot. There must be a specific push to get the VRP cohort school in early slots.

**Theresa:**

***Student Discipline Handbook:*** Theresa will send me. Laura prefers that it not be handed over. We give them the suspension and expulsion guide and say it's under revision. Transforming School Culture handbook is under revision. There have been changes in the Ed Code. We should have gone through a process of vetting. The drafting process has been extended over one year and a half– starting Spring 2013. Theresa has done four drafts. Still don't have full agreement on the content of the manual. Have employed graphic designer. The challenge is that we are not sure what should go in this manual. Who are the end users, what do we want them to gain? The last version is a question and answer. Question: What does the data say? Answer. Question: What are the conditions needed to transform? Answer. Theresa is meeting with Kristina Tank Crestetto to discuss tomorrow. It bridges Theresa and Barb's expertise. The current goal is that the Transforming School Culture and Climate Manual be ready for distribution March 1, 2015.

***Discipline Policies:*** We have done the first draft of the policies. We need assistance in sharing those changes with the principals. It has been said that Antwan Wilson needs additional changes made. We need to confirm whether this is true and if so, what changes in particular? We are developing a Matrix and Ladder, but what is the approval process? Who gives us the go/no-go under the new system? Theresa needs to get clarity from Curtiss on whether (and what) changes need to be made to the discipline policy. The draft Ladder and Matrix need input from Barb and David Yusem to align with RTI.

**Laura:**

***OCR:*** Tammi and Gloria from OCR are coming to the Principal PLC tomorrow. But will the meeting reflect VRP work? Barb's time got cut to ½ hour. Theresa's piece got gut to ½ hour, as well. What is happening instead? A review of the chapter of book on school climate. There will also be a focus on transitions (passing periods), although probably not contextualized within RTI framework – a plan for having good transitions is part of setting up a good Tier 1 (the book does not frame the issue as RTI). Barb will check to see if she is still on the schedule for tomorrow. Should Tammi and Gloria be told to come another day? Not necessarily.

***Moira:*** Should we spend any time looking at research on SSOs? Because the SSOs are largely African American (80%), they are often actually the caring adults, so there may not be research that really is applicable. In Listening Campaign it was clear that school personnel perceive SSOs and OPD officers very differently. Not a good place for resource. We do need to compile responses from the SSO training. Would be nice to have for Sept 30 report.

# AGENDA FOR VRP MEETING: FIRST MEETING WITH NEW LEAD TEAM CONFIGURATION

October 9, 2014 11:30 am – 1:30 am

- 1) Introductions (5 minutes)
- 2) Remarks from Allen (5 minutes)
- 3) Fortunetellers Exercise (15 minutes)
- 4) Report to the Board Update (5 minutes)
- 5) Tiered Systems of Support Overview PPT (15 minutes)
- 6) Planning Discussion Part One – based on responses to survey questions:
  - a. Establishing clear behavioral expectations (25 minutes)
  - b. Supporting intervention over exclusion (25 minutes)
- 7) Check-in on Current Progress (?? minutes)
- 8) Setting Meetings for October & November (5 minutes)

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# NOTES FROM VRP MEETING:

## FIRST MEETING WITH NEW LEAD TEAM CONFIGURATION

October 9, 2014 11:30 am – 1:30 pm

In attendance: Allen Smith, Jean Wing, Ron Smith, Sondra Aguilera, Kyla Trammell, Monica Thomas, Kevin Taylor, Danfeng Koon, Laura O'Neill, Chris Chatmon, Gerald Williams, Moira DeNike, Barb McClung, Theresa Clincy, Curtiss Sarikey

### **Key Take-Aways:**

- Meeting began with introductions, ice-breakers and presentation of PPT that will be shown to the Board on Oct 22
- An overview of PBIS was presented by Barb McClung
- It was proposed that culturally responsive PBIS be the frame for all schools in the district
- A rich discussion ensued that underscored:
  - That the language of a multi-tiered support system is baked into the new discipline policy language,
  - That a cookie-cutter approach won't work,
  - That good work in RJ, SEL, AAMA is not contradictory to the frame but works with it,
  - That there is a need to identify at what tiers the schools fall in terms of need, and that the very establishment of a solid Tier 1 could help with that (also a review of CSSSP reports),
  - That to be effective approaches must correspond to what schools are experiencing and have identified as their needs, and
  - That the value of relationship is key to transforming school culture.

### **Action Items**

- Allen will work with Barb and Chris to be sure they are scheduled for next principals institute
- Allen will work to make sure that the Superintendent prepares some language to frame this
- Chris will send out MDP report (not yet in published form)
- Chris will prepare a brief overview to present at the next Lead Team meeting to frame MDP and Unconscious Bias (Moira will check on his availability to do this)
- Moira will send the MDP report out to the whole Lead Team
- Moira will distribute the DRAFT Three-Year Plan to the Lead Team
- All Lead Team members will read and mark up the DRAFT Three-Year Plan in advance of the next meeting (Oct 28)
- All Lead Team members will read the MDP report in advance of the next meeting (Oct 28)

### **Tiered Systems of Support Overview and Discussion**

Curtiss: One thing we could do is to say we want all schools in the district to have a PBIS framework. All the consultants we're working with are the leading experts on culturally relevant PBIS. We have AAMA, RJ and PBIS. You still have to fill the tiers [of PBIS] with substance and approaches. There's one piece that has been a challenge and I take responsibility. How we have not been able to articulate this to principals so that they don't see these as separate lanes, but things that work together. We need to create more coherence about how these fit together.

Allen: My question for Network Superintendents is "Why wouldn't we make culturally responsive PBIS the frame across all schools"?

Ron: Are you saying either PBIS or some other thing?

Curtiss: The way the VRP was written makes it seem either or but it's not. You have the school culture framework of PBIS, but you are using RJ in Tier 2 for example. Each of these approaches does very different things. AAMA is a targeted approach, not a data-driven school-wide approach. They all have different purposes to lead you to positive school climate.

Gerald: The goal is to finding the best synergy of supports. What are these structures that are going to be best as a whole pie?

Allen: I'm trying to establish a foundation. One or more things may work, but what's the foundation? There has to be a foundation at least.

Kyla: It has been interpreted as a program, but I understand it as a framework. Each school is doing different things. Every school has established a big rock. Now the big issue is the unconscious bias. What training do they need to stop what's making these kids feel like crap? Some of these schools' COP work will be on culture. How do we make it clear that this is the framework, you are free to do what fits.

Sondra: I have a number of schools that aren't on fire in terms of behavior but they have complacent kids. They still need a positive behavioral system on the school. Engagement school-wide – what you need is a whole approach. PBIS could be that framework for all our schools. Right now it has been for the schools that have been struggling most. But if we handle some basic conditions, engagement will improve. Even for schools that are just ok.

Theresa: For me the question is does each school have an RTI frame? A lot of times schools can't articulate what Tier 2 etc. are and [they need to know it to correctly apply the new disciplinary policies because] the language of Tiers is in the new disciplinary policies.

Allen: We need to get in front of the principals. It's important that we do this and not leave it up to chance that they understand these things and are doing them right.

Monica: To me this is about rigorous expectations. It's not about a framework or a program. When I've had some conversations there's pushback. They don't know the "into." The second part is helping

principals with how to be loose and tight with their staff. How do you work with your staff who might not agree that this is where you need to start? Helping principals walk through that. We don't have so many schools that are truly on fire. They are in a more complacent place. To say to them you should do PBIS is low level and they are not connecting it to low expectations. The way we work with teachers and principals has to be more specific about the needs they are raising and turning it into something they can work with.

Gerald: VRP hasn't addressed academic in the past and that's a change now. The other thing is that implementation requires resources. From the Listening Campaign we learned that some principals have a plan and some say I'm not sure what to do and we haven't been able to get to them in time to say what they can do.

Kevin: I agree with what Gerald just said. When I look at the high schools that are implementing PBIS or RJ, the schools that have the least amount of structure and systems they say we need more resources. No. You need these systems. PBIS isn't going as well as it can be because you are not doing it with systems and structures. There's a disconnect between [them saying] "we are doing PBIS," but they have no systems and structures in place.

Kyla: At some schools, like McClymonds, they have the triangle in reverse because there are so many kids on probation. Or our continuation schools. Maybe that's work we can do for the continuation schools – create a diagram that reflects their conditions where it's more than just 15% in need of higher tier supports.

Curtiss: Those baseline structures if you're missing those, it won't work. Even at McClymonds, the majority of students will actually do OK in class if you have those structures in place. At a place like McClymonds [at Tier 1] you need a really structured trauma-informed approach. We need to go through and Tier out our schools – where are each of the schools? Maybe we have missed something. This needs to be part of our three year plan. It's not a cookie cutter solution – different schools are at different places.

Barb: We will know which schools are in Tier 2 or 3 when all schools have established a solid Tier1. [Note: the implication here is that getting the behavioral RTI or PBIS structure in place is a precursor to effectively identifying which schools are where]. Once you have that in place you can see which kids have trauma, which kids have unmet needs. Until that you have that you can have the appearance of an inverted triangle, and what we call false positives.

Theresa: I think we also need to be sure all schools agree what Tier 1 behaviors are. I don't think there is agreement among some schools.

Monica: What are the ways that we will be able to identify which schools are Tier 1, 2, or 3?

Gerald: We have that already – that's what CSSSP reports are.

Ron: I think we are jumping ahead. Every middle school did a lot of this tiers work. The question is fidelity and the little factors that are not on paper. That's where the loopholes are. How kids walk on

campus, how we address kids on campus. If we don't do that it's going to be a band-aid. We have to do the intentional dirty-work that you have to do. We have to name some of our other levers. We have to be really intentional. One size does not fit all. I don't want to give more work to principals, I really don't, but...

Laura: I think it's a great idea to have a foundation of PBIS. My hope is that we can increase the emphasis on PBIS while emphasizing the other phenomenal work of RJ and MDP.

Chris: We have a lot to learn from our alternative high schools. They are talking all about relationships. You have to have a school based framework. What Kevin did at McClymonds: Culture first. Transforming school culture. That is it. The PBIS or RJ, I just caution that, of just saying, I don't know if there is one way. To listen to Betsy and Robin, the value of relationship is key. Teachers are not teachers, they are facilitators of transformation. We have folks who are doing that.

Chris will send out MDP report – Allen thinks that we need to send it out in a unified way.

Moira: Are we ready for a discussion of the plan items?

Gerald: Maybe we should get decision making straight first?

Curtiss: from what I heard Chris say it didn't feel to him like there was equal time. Maybe we need to back up.

Allen: We have to be on the same page. We have got to live it.

### **What Underlies the Disproportionate Use of Suspension with African American Students?**

Moira: The DRAFT Three-Year Plan currently states:

*We believe that there are many things that underlie the disproportionate use of discipline with African American students, and that for the work of Transforming School Culture to be successful, all of these factors must be addressed. These factors include:*

- *Unconscious bias on the part of adults at the school and throughout the district,*
- *Alienation and mistrust between schools and the students and families they serve,*
- *Disproportionate trauma exposure among lower-income African American students that can result in students with elevated sensitivity whose behavior is easily misinterpreted,*
- *Deeply ingrained habitual responses to student misbehavior whereby adults inadvertently escalate tension, mistrust and undesired behavior*

Moira: What do we need to add to this? Are these the underlying causes, and if we address these things will we get to the problem?

Gerald: I think something is missing around creating a positive frame that is a counter-narrative to the negative frame of African American students

Jean: A highly engaging school in terms of the academic side

Barb: The sense of overwhelm that teachers seem to have – there's some sort of support that teachers are not getting – the work needs to resonate to teachers in the classroom (the majority of teachers haven't had training in classroom management or in working with special needs students)

**Action Items**

- Allen will work with Barb and Chris to be sure they are scheduled for next principals institute
- Allen will work to make sure that the Superintendent prepares some language to frame this
- Chris will send out MDP report (not yet in published form)
- Chris will prepare a brief overview to present at the next Lead Team meeting to frame MDP and Unconscious Bias (Maira will check on his availability to do this)
- Maira will send the MDP report out to the whole Lead Team
- Maira will distribute the DRAFT Three-Year Plan
- All Lead Team members will read and mark up the DRAFT Three-Year Plan in advance of the next meeting (Oct 28)
- All Lead Team members will read the MDP report in advance of the next meeting (Oct 28)

# AGENDA FOR VRP MEETING: PLANNING MEETING WITH LEAD TEAM

October 28, 2014 2:00 pm – 4:00 pm

Superintendent's Conference Room

- 1) Introductions (5 minutes) – All
- 2) Remarks from Allen (5 minutes) – Allen
- 3) Overview of Planning Process (10 minutes) – Moira
- 4) Hopes/Fears/Shields/Strategies Exercise (30 minutes) – Moira
- 5) Engage, Encourage & Empower Presentation PPT (15 minutes) – Chris Chatmon
- 6) Planning Discussion: Solidify Items in Addressing Unconscious Bias and Integrating Goals Sections (50 minutes) – All
- 7) Action Items/Next Steps Review (5 minutes)

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# NOTES FROM VRP MEETING:

## PLANNING MEETING WITH LEAD TEAM

October 28, 2014 2:00 pm – 4:00 pm

Superintendent's Conference Room

In Attendance: Allen Smith, Chris Chatmon, Devin Dillon, Kevin Taylor, Ron Smith, Kyla Trammell, Monica Thomas, Sondra Aguilera, Lauran Cherry, Jean Wing, Gerald Williams, Laura O'Neill, Danfeng Koon, Moira DeNike

### **Key Take-Aways**

- As a group, we will hold the following values to prevent our fears from being obstacles to progress:
  - Courage
  - Clear vision, goals, outcomes and communication
  - Listening to our students and to our elders
  - Strong relationships
    - Presume positive intentions
    - Build love (within the team)
  - When something gets to you, not pretending that it's not there
  - Making it safe to go to the source
- There is a desire to leverage learning from MDP so that it's not stand-alone in a classroom in a school, but permeates throughout. To apply these lessons to populations that are not black men, the approach will need to be recalibrated and adapted.
- A plan for expanding or extending the lessons of MDP will be integrated into the three-year plan.
- The next meeting will focus very concretely on solidifying commitments for the Three Year Plan.

### **Action Items/Next Steps Review**

- Moira will re-send Draft Three-Year Plan to all
- All will read the Draft Three-Year Plan and make edits, comments

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### ***More Detailed Notes***

#### **Prompt from Allen: What are the ways to reach all students?**

Chris: We hear from boys of color that they feel like they are being treated as they have done something wrong when they haven't. Lean in, with greeting them, with random acts of kindness - calling parents with, "your son has done a great job today," and not just with bad news.

Allen: When we were at a school the other day Devin said there's an expectation that one group of students can do independent work and other groups need more guided, directed work. It's how it is set up from the beginning.

Devin: Kids who have not had those experiences need those most – group work, independence even at kindergarten.

Allen: In some of the schools we have seen that, but in some we have seen tight instruction.

Gerald: Positive environment primed with consistently high expectations.

Devin: When you have 85% of your kids proficient, what about the 15%? When you look at who are those kids, you have an equity issue. Identifying individual kids who are struggling. What more do these kids need?

Gerald: Gloria Lansing Billings – successful and very successful teachers.

Allen: The only way we are going to close the achievement gap is to know these students by name. If a student is quiet, rarely do they get called upon or checked on. It is "ok" if they are compliant. But then you ask the student, "What are you working on?" This kid wasn't working but the teacher didn't check. One of our principals said these are the "just add water" kids.

Monica: Time on task and goal-setting. When you as a teacher support policies on time on task and goal setting, you convey efficacy. You are able to have staff model for students. Giving the students why it's relevant and letting them know, "I will not stop until you succeed."

Allen: Our adult expectations get in the way of what we allow kids to do. For example we went into a classroom today and the students were standing doing the work. How many teachers let an African American student stand?

Laura: Is there a way to help build in relationship building? Where I see bias I have seen that relationship building should be stronger.

Allen: There are five of us here at the table who are African American men. If we did not learn, as African American men, to code switch we would not be here at this table. For generations there has been a situation where folks did not learn how to code switch. We need to be teaching this.

Gerald: How do we develop focal MDP schools? Intellectual expansion – code switching sounds like "talking white" – I like "intellectual expansion."

Devin: In LA we had MELD, an ELD block for African American students for students who came in speaking non-formal English. I think it was one of the promising things.

Jean: If you haven't read the MDP report yet, look for the examples in it.

Kyla: I was reading it this morning. During the teacher focal interview a teacher said we had chronic absence maybe we need to find kids a school closer to their neighborhoods. It's about the relationships.

Even at our schools that are making progress, we need to be figuring out systems so that leaders are having systemic dialogue. This person didn't bat an eye.

Kevin: I went to one of our more successful high schools today. There was a teacher and a teacher's aide. There were two African American males. They were being compliant, but one had Dre Beats on and sagging pants. The teacher never addressed him. He was just doing his thing for 5 minutes. I pulled him outside and asked him, "why are you acting like this?" (I said it differently). He told me, "I have been here 7 months [from Ghana] and this is what I have seen how you act."

Chris: That hits it on the head. This is what being African American is, if you're not getting it through corporate hip-hop you're getting it through internalized racism. When I talked to Wade Nobels, and this is in the report, while we as adults are trying to figure this out, we need to inoculate boys now. There's an assault out on black and brown children. I invite you to Nov 8 Graduation Nation where we are going to talk about lifting up African American students. If we listen to the students they'll tell us exactly what to do. World Café conversations.

Allen: We have to be nimble enough to see when a system needs to be updated. And we need to see that it's ok to do that.

**Overview of Planning Process**

See timeline attached

**Hopes/Fears/Shields/Strategies Exercise**

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Hopes (for what we can accomplish together)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <ul style="list-style-type: none"> <li>• Belief that this is what's right (not just doing it for compliance)</li> <li>• Close the achievement gap among races</li> <li>• Race/class/culture conversations from the district to the school sites</li> <li>• School culture that allows students autonomy</li> <li>• Oakland core values that offer a counter-narrative (what's embodied in AAMA)</li> <li>• That we have no need for these conversations in three years</li> <li>• That every single school has tiered interventions</li> <li>• That every teacher and administrator is asking "how are our African American students doing?"</li> <li>• That we are having data-based conversations</li> <li>• Significant reduction in homicide rate</li> <li>• That teachers and leaders in OUSD more reflect the demographics of people we serve</li> <li>• That we celebrate these things as part of changing the discourse</li> <li>• That Oakland schools are a place for healing and strengthening for African American students</li> <li>• That MDP students become teachers</li> <li>• That adults change their perspectives</li> </ul> |  |

|                                                                                                                                       |                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fears (potential obstacles)                                                                                                           | Shields (against those fears)                                                                                                                              |
| <ul style="list-style-type: none"> <li>• Political roadblocks</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• Courage</li> </ul>                                                                                                |
| <ul style="list-style-type: none"> <li>• Lack of collective will</li> <li>• Transitions that disrupt continuity of purpose</li> </ul> | <ul style="list-style-type: none"> <li>• Clear vision, goals, outcomes and communication</li> <li>• Listening to our students and to our elders</li> </ul> |

|                                                                                                  |                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Our own biases and philosophical differences</li> </ul> | <ul style="list-style-type: none"> <li>• Strong relationships                     <ul style="list-style-type: none"> <li>--Presume positive intentions</li> <li>--Build love (within the team)</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>• Worry about hurt feelings</li> </ul>                    | <ul style="list-style-type: none"> <li>• When something gets to you, not pretending that it's not there</li> <li>• Making it safe to go to the source</li> </ul>                                                      |

Strategies:

- Targeted reading intervention K-12, using data (LLI)
- All African American students have a plan
- Forums and spaces for people in the district and community to have these conversation (like what used to exist with BMOC, potentially the Mayor's Caucus for Ed)
- Leveraging and learning from MDP so it's not stand-alone in a classroom in a school, but permeates throughout
- Family relationships
- Training for all school site personnel in engaging pedagogy
- Empowerment systems like peer-mentoring
- Families having opportunities in a community to learn (like MESA – Victor Carey)
- Knowing students by name and by data
- Looking internally to places and people within the district with excellent outcomes for African American students
- Home visits
- Equity teams – naming the issue is not enough
- Training in de-escalation and trauma
- Explicit behavior management documents and guidelines
- Training that is interactive, with role-plays and coaching (that involve students)
- Pedagogy of patience

**Engage, Encourage & Empower Presentation**

See PPT attached

**Engage, Encourage & Empower Discussion**

Sondra: How can you become part of the Community of Practice?

Chris: It's a capacity question. What I would love to do is look at how we identify, especially now that we have URF, let's take those teachers who are referring African American students at a high rate and give them the opportunity to participate in the Community of Practice. To have a cohort with the right support, we could do that. The second most frequent problem of practice in LA is issues pertaining to African American males. They brought us down there. We'd love to identify that cadre of teachers.

Allen: How do we materialize something like that? We approach the teachers, we would like to help increase your knowledge. That needs to happen now.

Sondra: Whatever the school site that has a class, that instructor can stay on the campus on say Wednesdays and connecting that manhood development teacher with a cluster of teachers.

Gerald: Does that school site have the experts necessary? What's the reasonable expectation? Do you add them to the community of practice?

Allen: I am asking that we put together a plan around that. Chris can be the R, but I want other people working with Chris.

Devin: I like the idea of working with teachers who are over-referring. It doesn't tell us about who is not connecting with students, though. There needs to be something more universal.

Gerald: You have the teacher framework.

Monica: There seem to be necessary preconditions. Tier 1. Not just working with Tier 3 – the over-referring teachers. The Black Sunrise was awesome. How can we think about that expansion from already existing schools?

Moira: A caution on using the data that way before URF use has become institutionalized at the school sites. We do not want to make it seem punitive and discourage schools from properly implementing the URF.

Lauran: We do need to start using the data, though.

Moira: At the site level, the Network Sups can support principals in using it internally to show the power that those data can have.

Sondra: Smaller pilot group for MDP? Can we have something in the PD offerings for the summer? We don't set that. It could be something on a voluntary basis.

Chris: We want to run a whole summer institute. The focus is on teachers.

Laura: We could work with Macheo Payne.

Allen: What I would like to see is a plan around developing a community of practice that looks at data within the schools and comes up with strategies to address African American males.

Kyla: Community of practice planning that is already underway. This is the whole problem. The more "add on" it is then it's hard for people to see it as their core work.

Moira: Expect what you inspect – that's part of behavior change.

Chris: Let me be clear: I appreciate the call to action. I'd love to get a few of you and calibrate. Let me get a small group together. We are doing this for black men, and there will have to be a recalibration if we include people who are not black men.

Ron: When you build a program, it takes time. To have it in 30 days it's not going to be authentic and it's won't get the change we need. If we put something together, we need to pause and really be holistic in our thought process. Right now we're trying to build something. We've done a lot of work. Let's breathe and think about it.

Allen: My urgency is what I've seen and haven't seen. We've got to start doing something that's going to have sustainable results. We can see we've done a lot but we haven't done anything that's connected. How long before it starts being dictated to us?

Gerald: Four years ago we stated the same thing. We do need to start addressing things right now.

Moira: Can we build a plan to expand lessons from MDP into the three-year plan so that we have a single document that represents our commitments? And can everyone commit to reading and editing the three-year plan before the next meeting? That can be an action item for everyone.

**Planning Discussion: Solidify Items in Addressing Unconscious Bias and Integrating Goals Sections**

Postponed

**Action Items/Next Steps Review**

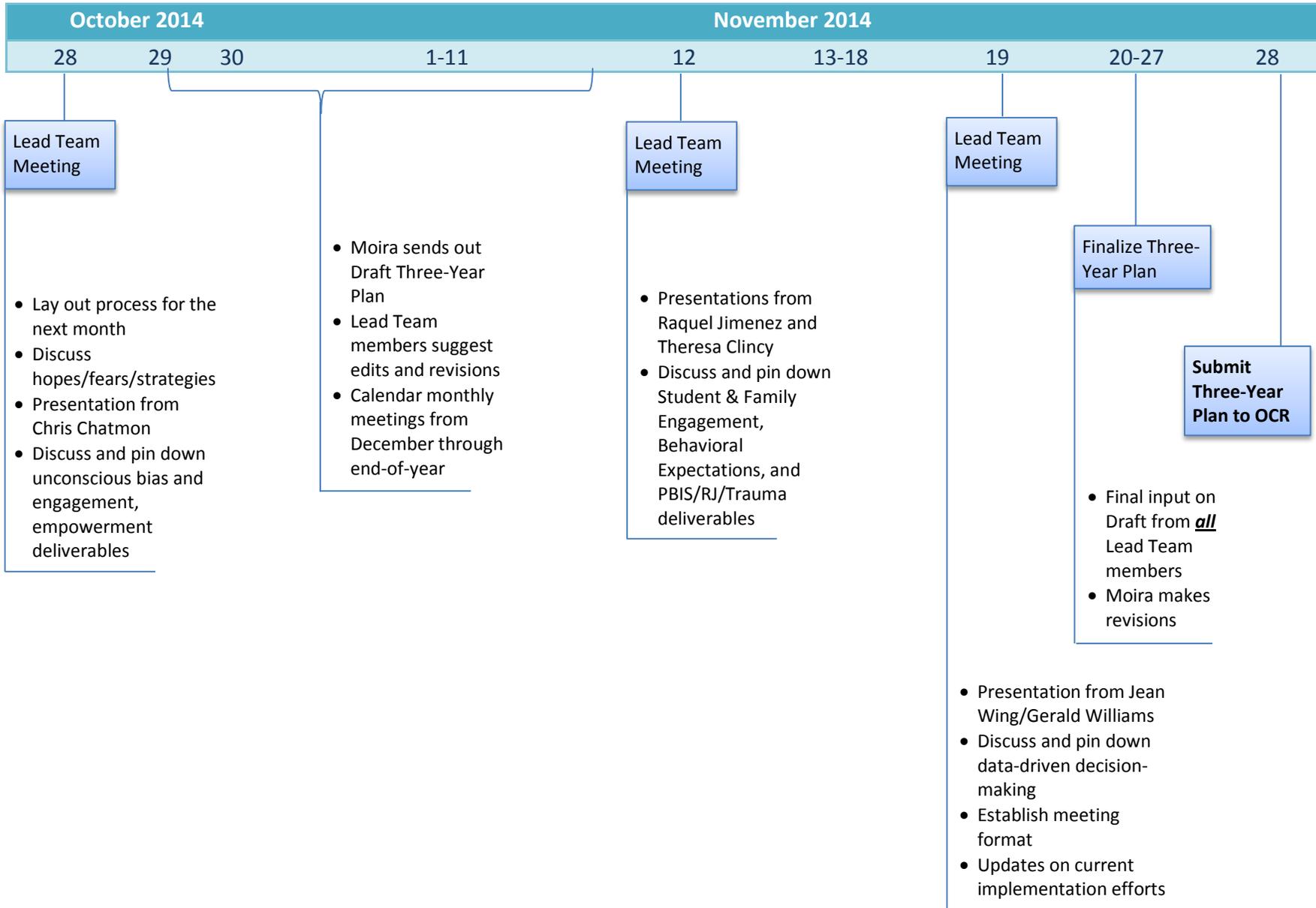
- Moira will re-send Draft Three-Year Plan to all
- All will read the Draft Three-Year Plan and make edits, comments

Additional Items:

Moira will send out email to Raquel, Jean, Curtiss, Joanna Locke and Rinat Freid re: Harvard Family Survey administration

Jean will send Moira more recent version of Black Sunrise and Moira will distribute

## Transforming School Culture Lead Team Schedule through November



# Meeting with OCR re: Progress Monitoring

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November 3, 2014

In Attendance: Tammi, Gloria, Barb, Laura, Curtiss, Moira

## **Key Take-Aways:**

- OUSD should focus monitoring efforts on implementation fidelity.
- OCR is looking for reductions in disproportionate suspension, but what they really need is to see is that suspensions that do happen are not because of discrimination, in other words, that the systems do not create *disparity*. “What we are asking the district to do is to have measures in place to ensure that racial disparities are not the result of unlawful discrimination.”
- RTI (especially culturally responsive PBIS) has the potential to be that system that ensures consistent and predictable responses to students, irrespective of individual characteristics (like gender and ethnicity) for 80% of the student population.
- The 10 components of the VRP are not going away, and OCR will always use that as the legal guideline for what is expected of OUSD, but at the same time OCR said, “If what’s in there doesn’t make sense we shouldn’t follow it.”
- The Three-Year Plan will enable OUSD to rewrite the plan without rewriting the whole agreement. OCR will comment on the 3-yr plan and once they sign off on it, it will serve as the new expectation, but OUSD will continue to have to answer to the elements named in the VRP (even if it is simply to justify that specific commitments or activities have changed).

## **Action Items:**

- ✓ Moira will get from Laura the beginning of her list of how current draft 3-yr plan corresponds to original VRP agreement
- ✓ The Lead Team will complete the Three –Year Action Plan and submit to OCR November 30
- ✓ The plan will articulate a commitment to PBIS or Behavioral RTI throughout (as distinguished from schools making the choice themselves)
- ✓ The plan will include a focus on implementation fidelity

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## **Detailed Discussion:**

Barb: At Chicago conference I heard PBIS described: Safe, Consistent, Predictable, Positive, Welcoming

Tammi: For the next three years what’s the best way to report progress? Behavioral health holds a lot and BH has the most structure in what we have asked the district to report on. The VRP was written by lawyers who don’t know as much about implementation with fidelity. Some of this is more information than we can use. Data in Action did a superbly thorough job with the RJ report, but we don’t know the district’s capacity to do that kind of report on other things. Practically speaking, what’s in place, is that

level of program review necessary for your purposes? It was a lot more extensive and comprehensive that we as lawyers would have framed the question. Your goal is not just compliance but true transformation to support all students so they can learn and be successful.

Laura: So that covered RJ, what are the other buckets? Is it other program evaluation?

Tammi: That's what we wanted to discuss today. On page 10 there is the caution to the reader. There is another which is that each school had discretion in choosing what we refer to as RTI. Some schools in the country are using Behavioral RTI to articulate all the things, including trauma-informed, etc. Are we speaking about disproportionality than disparity in services? In our dream in 2017 disproportionality will be eliminated. But what the data are showing is when there is implementation with fidelity, disproportionality is preserved. Overall use of suspension has gone down. So then can we show that there's no disparity in the services, so that the disproportionality is occurring because of some non-discriminatory treatment. If you can show that everybody has equal chance to be served at each tier. Our legal framework is that difference between disproportionality and disparity. No one wants to conclude that black students are bad. But in that there is something going on with school personnel practices – we want to rule that out. Our thesis is that that's how all kids will be treated the same (if we have all the pieces in place). The question is, is the system in place to make sure that that kid gets picked up?

Curtiss: At the end of the day I would like for there to be no disproportionality and no disparity and no conclusion that African American kids are bad. To actually do what you just said we have to do is way more than what is in the VRP. The VRP leaves out all the academic work. What we know about what keeps kids in school. When kids are engaged in a pathway to the future they have higher graduation rates, etc. It's an undue burden that we have placed so much of it on behavioral health and SEL, and we've left out the central mission of the district (instructional practices). There's huge disparities in educational experience. At the end of the day it's bigger than what we are reporting to you. It's everything from credit recovery – kids who don't feel that they are going to be successful. These are all major pieces of work that we have to do. An entire educational system that has no disproportionality is a bigger question. SEL team has made inroads on teacher PD. How are we using those times more productively. We just got an enormous grant from Atlantic Philanthropies for health career pathways and we named having more AA and Latino kids – overrepresentation in those health pathways.

Tammi: It may never be zero [disproportionality], and we want to contrast that with academic success. I loved what Supt Wilson did. He presented the suspensions. The decrease and the decrease among African American students. And if we can see increase in measures of success at the same time, then it's easier to show. So that's the conversation shift that we need to go beyond in reporting this. There is a possibility that in 2017 you will not have reached zero disproportionality. You all have the foundation. Superintendents are saying we support this work. You are putting in place fidelity measures. We don't need to be here anymore if we can see that what's left of the suspensions is not because of discrimination.

Barb: How would you ever be able to say that those 10 African American kids who were suspended, how could you ever say that it wasn't because of implicit bias? It's really the subtle things; it's the subtle things that are happening between the kids and the adults. So our goal is to be able to see who are those teachers, and who are those kids?

Tammi: We can't [ever say that it wasn't because of implicit bias]. I'm the law; no I'm not the law, but, I used to work with social cognition scientists, what is intent when it's not what it used to be (no signs excluding people from bathrooms, etc.). But you have historical racism. Those same institutions exist. There's implicit bias. We as an agency have not started to use the implicit bias test to try to figure out how much of it is bias. In the law we haven't adopted a test of implicit bias. What we are asking the district to do is to have measures in place to ensure that racial disparities are not the result of unlawful discrimination. Maybe based on teacher referrals and offering support (red, yellow?). We are looking for systems to be in place.

Barb: We are trying to get to is it the child or adult who needs additional supports, is it policies? I like the notion of including the academic side (the academic side has all the money but behavioral has the charge). But what worries me is this focus on "services," because the focus needs to be on systems. We have been doing services for a long time, but if the system is broken the services are reactive. I'm interested in us being proactive. One thing in Chicago was getting parents together and getting to policies and looking at where the bias happens. Each school and classroom is different. Being able to say this is where the system has the bias. You might not even have a racist to perpetuate racial bias. In fact it's the conditions. I think it's held in the conditions. When you interact with the students, they don't seem like "bad kids." The promise of RTI is that we get that 80% right. When they really look at the data of school violence it's a small number of kids who are responsible for all the violence. And I think that we are going to find out that it's the same with teachers. We need to clean up what we mean by RTI. They are not all the same thing. MDP is not RTI. I wish as a district that we would commit to academic RTI as well. You can't say that the root cause of disproportionality is not racism, but you can say that the school systems and supports are not racist. We have teachers who haven't got the capacity. We could change the behavior but the teacher cannot do it because he/she has got 34 other kids. It's really the impact of trauma and if you had that one-on-one you could do that. But you can't. That's our system. The best chance that we have is getting the 80% right. The sites that are doing it they will say this is the best thing that we did, working on the tier 1 (Garfield, Montera).

Tammi: The "services" term came from statistics. It would be helpful for us to know from you the difference between system and services. We were talking about the same thing but using different language.

Curtiss: I think the most important thing we can look at is implementation fidelity. How sites take up any systems change is the implementation. How well you do something is how well you train for something (like a marathon). Until you actually do that, you can't tease out where the bias is. If you can't have that discussion at the school, then you can't have it at the higher level. It's not a "gotcha" but how do we support that? In terms of what you actually want us to report on...Moira and I had a lot of discussion on p.10. There is no evidence that any combination is going to be more successful than anything else.

Barb: It's all correlation. Although it does make me want to know what is the impact on the school culture that having MDP has on the whole school culture?

Tammi: I encourage you to have those conversations at your sites, because we had those conversations three years ago, not always with a positive reception. Even then it wasn't an isolated piece of the school environment. Those teachers often do other work during the day when they are not teaching MDP. AAMA was never MDP if you look at the agreement. It's about implementing the things laid out by the AAMA task force [much more detailed and extensive than MDP classes].

Barb: One of the challenges with those recommendations, they are something that need to be owned by everyone in the district. I don't know that AAMA ever had the authority to implement that.

Tammi: What's the relationship between AAMA as a department and Behavioral Health?

Barb: We have a good relationship, but we don't work together much. We have systemic universal approach, and they have a very targeted approach.

Curtiss: It was not universally felt that it was a good move that AAMA move to FSCP. And some felt it should be in teaching and learning from the get-go. But those who are in AAMA have a lot of strength in culture. Now it sits under instruction. It will get more and more embedded in academics. The original 7 goals of AAMA were set up to say this is what the district should be doing to serve African American students. But in fact, they have never been involved in chronic absence. It's a great goal and should be in there. If you're looking at incarceration rates – one department can't do that on its own. It was really about how the system should be operating differently. There's a new strategic plan – There's a whole other set of recommendations re: AAMA out of that. Done by Greg Hodge (consulting firm).

Tammi: One thing we have always said is if the plan doesn't make sense we shouldn't follow it. If it doesn't make sense for what the district needs to do to serve African American students. We need to be able to say, if someone says why didn't they do ABC, then we can say because...they are doing things that are having an effect, if these things don't make change.

Barb: We don't want to spend time on things that won't make real change.

Laura: I've heard you say that. But that conversation needs to be between Curtiss, Jackie and me. I've heard it reported back that "oh Tammi said we don't have to worry about those provisions of the VRP" – if we as a district feels something else will work better, then that has to be from the district. I've been concerned. We can't lose...if someone hears we don't have to do X anymore, that person is really busy – she won't do X. I would prefer that that openness is communicated with leadership and not confuse the people on the team.

Tammi: The ten components are not going away. But it's how we implement. Like now we know that MDP is not RTI. It can't be assessed in the same manner of PBIS or RTI...it's apples and oranges. Is it worth going through formalities of changing the actual agreement? The risk is you put the entire agreement up.

Curtiss: I think we can clarify that in the workplan [3-year action plan]. We can lay out the RTI pyramid as the framework. We have MDP as tier 2, we have No Nonsense Nurturing where that type of intense teacher coaching is useful. No principal actually chose to do any of these things. We started doing PBIS because of disproportionality in special ed. This has put some wind in our sail, but how schools have taken it up, it's not as if principals were given a menu. Allen has made it clear that PBIS is going to be foundational to all of our schools. Barb has suggested that "safe" and "respectful" be in place at all of our schools. I think we will make another big reduction. We have plateaued because our implementation fidelity is not where it should be. We are going to be monitoring that, then I think we are going to see another big downward trend.

Barb: I agree. When we were at the national leadership PBIS convening, some challenges are about getting schools. For us it has been getting the top of the district. Being able to have some consistency from grade to grade, we will be able to see that. Then if we have another plateau we will be able to look more deeply at that. One of our big issues is kids swearing at teachers. I was sitting with a mom and a son he was 4 and she was really swearing at him a lot, not in an abusive way, and that was just in their family culture, and when a student says that to a teacher, that's going to be a problem. So when you have a situation between the haves in the school and the have nots, you're going to see culture impact and that's going to be a clash. When we get past defiance, we're going to come up against the swearing. How are we going to inoculate teachers?

Tammi: I think that what will be helpful, as you finalize the action plan, to also incorporate Laura's comments, is that the implementation. Then OCR will give suggestions and its stamp of approval. We are asked to talk about progress annually. Is what we expected to have a positive impact working? We could go down the path of formally revising, or we can let the action plan provide an organic implementation plan.

Laura: If we get the stamp of approval on the action plan, what's the data request we are going to get in August?

Tammi: In a lot of ways that was the purpose of this meeting. We could parse each type of intervention/support. But that would be a ton of work and I don't know how useful it would be. So is there a way to bucket the work? Or are we looking at something like an RJ report?

Curtiss: I think it would be ideal, given the new grants, is that we share those reports with you guys and we are not duplicating. Barb has a great grid. The project Prevent impacts 6 high schools, but not the whole VRP cohort. So I think it would be good for you to know.

Maira: The logic model in the three-year plan draft can provide you an idea of the framework on which an evaluative report might hang. As a point of clarification, though, the draft 3-year plan that was included in the appendix is not our plan. Please do not provide feedback on that. The plan will be coming at the end of November.

Tammi: We will be able to give you specific feedback on the action plan before we give a stamp of approval.

Laura: I want clarity on what is expected in terms of the actual VRP.

Tammi: Its' hard because [OCR] leadership on it has changed every year. Now there's more understanding. For example of the overlap between SEL and RTI. What we get asked to report up on is the quick data summary. How many PDs how many teachers how many suspensions? Rightly or wrongly our agency is likely to correlated progress with numbers.

Curtiss: A lot of the punch-list were accomplishments for the first year. What I'm hearing from you is what's going to give us our best shot at getting there at the end game of no disproportionate suspension in 2017. Maybe it's not youth forums. And I think that's how we are approaching the plan. And I like this new focus on disparity.

Tammi: Those discipline ladders are something that we glom onto. If you want our feedback on that we can provide that. If it's in the VRP and it's not in the action plan we will ask about it, if it's something you mentioned in the monitoring report.

Laura: I have a specific job. You pointed to the AAMA steps, those are not in the current draft of the action plan.

Tammi: There's consistency between the two years of data request, we don't need to see every SEL PPT you've ever done. In this year's request, saying we needed less paperwork, that was a "we trust you." We are not going to asks for something we haven't asked for before.

Laura: Particular line items that we haven't heard about before, do we still have a commitment to do it? We will talk separately. It sounds like you will review the action plan, and I want to make sure that we are making a decision that we are not going forward on certain items. Can we then have confidence that if x is not in the action plan, you won't hold us to it?

Tammi: Let's say stakeholder engagement, for example. If we don't see the specifics (stakeholder forums) in the action plan, we may ask, "are there other opportunities for the stakeholders to be involved?"

Barb: You can think about it like antibiotics, if you have a 10 day antibiotic course, you can't assess on day 2.

Tammi: A lot of the progress monitoring has been organic. We said we would release a public document with our concerns, but we didn't think that was a good idea from either perspective. The evolution of the plan is the organic piece. It's a plan that we know is going to change once you see the data. That's when the action plan will change, and we will expect it to.

Laura: Ideally the next data request will correspond to Action plan rather than VRP.

Tammi: We will always refer to the VRP, but the monitoring request may or may not be structured along the VRP.

Curtiss: We should add mapping of VRP items to Action Plan.

Laura: I have already started that.

Barb: I will continue to do my monitoring, with a focus on implementation fidelity. The one request I have, there's a very confusing message in the VRP, the having people choose, has made it difficult for me to do my program. If we could have an agreement between you guys and our administration that all schools will be doing Behavioral RTI aka PBIS aka multi-tiered systems.

Curtiss: I think that should be in our plan, then Gloria and Tammi say we concur, then that's a roadmap. This is our opportunity to re-write without re-writing the actual agreement. We need to codify the PBIS commitment at every school in the plan.

Laura: There has been training on the new discipline policies and because these new policies bridge BPIS and discipline, there needs to be another training to clearly emphasize PBIS tier 1, etc..

Curtiss: We don't have the capacity to look at each combination's work. Also, the updated strategic plan, has 4 key goal areas: accountability, quality community schools, talent, instruction. Restorative approaches are within one of those approaches, culturally responsive PBIS fits in there too. The Superintendent's goal, he said it, he wants restorative approaches at every single school. He's not into different choices at each school. I think that new plan is an opportunity. That's going to be a roadmap. That's what people are held accountable to. That will be a positive as well.

## Transforming School Culture Three Year Planning Session

November 12, 2014

|                    |                                                                   |                                                          |                                                                                                        |                                                                                        |
|--------------------|-------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Round              | Support the establishment of consistent expectations for behavior | Build capacity and tools for intervention over exclusion | Integrate VRP goals into all district efforts to support and enforce high-quality academic experiences | Infuse data-driven decision-making and evaluation into school sites and VRP as a whole |
| <b>Anchor</b>      | <b>Theresa Clincy</b>                                             | <b>Barb McClung</b>                                      | <b>Allen Smith</b>                                                                                     | <b>Jean Wing</b>                                                                       |
| Round 1 Propellers | Ron Smith<br>Sheilagh Andujar<br>Laura O'Neill                    | Kyla Trammell<br>Devin Dillon<br>Danfeng Koon            | Kevin Taylor<br>Gerald Williams<br>Moira DeNike                                                        | Sondra Aguilera<br>Monica Thomas<br>Curtiss Sarikey                                    |
| Round 2 Propellers | Sondra Aguilera<br>Kyla Trammell<br>Moira DeNike                  | Ron Smith<br>Kevin Taylor<br>Monica Thomas               | Devin Dillon<br>Danfeng Koon<br>Curtiss Sarikey                                                        | Gerald Williams<br>Laura O'Neill<br>Sheilagh Andujar                                   |

- Anchors: Lead discussion, take notes and report out.
- Propellers: Contribute to the 2 discussions, suggesting specific changes and additions to each section.

Structure for Anchors to facilitate Round 1 discussions: (30 min)

- 1) Quietly review section (5 minutes)
- 2) What do we like? (5 minutes)
- 3) What questions do we have? (need for clarification, definitions?) (10 minutes)
- 4) What recommendations do we have? (intermediary steps or precursors that need to be included, timeline or deliverables made more realistic, etc.?) (10 minutes)

Structure for Anchors to facilitate Round 2 discussions: (30 min)

- 1) Quietly review section (5 minutes)
- 2) Briefly present what the other group discussed (5 minutes)
- 3) What do we like? (5 minutes)
- 4) What questions do we have? (need for clarification, definitions?) (5 minutes)
- 5) What recommendations do we have? (intermediary steps or precursors that need to be included, timeline or deliverables made more realistic, etc.?) (5 minutes)

Report out: (10 minutes per Anchor = 60 min)

| Three-Year Plan Item                                                                                                                                                                                                                      | Important   | Feasible    | As is      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|------------|
| During 2016-17 ongoing PLCs and coaching will take place to support school sites and individual personnel who desire or need additional support in moving unconscious bias.                                                               | <b>7.78</b> | 6.89        | <b>.50</b> |
| By the end of Fall 2015 a minimum 10 hours of PD on unconscious bias will have reached principals from all VRP cohort schools.                                                                                                            | 8.20        | 6.50        | .70        |
| By December 2014 the Lead Team will have worked with principals to identify a cadre of teachers within OUSD who are exemplars in engaging African American students effectively.                                                          | 8.40        | 7.80        | .60        |
| By the end of Summer 2016 principals and teachers from all VRP cohort schools will have participated in a minimum of 20 hours of PD on unconscious bias.                                                                                  | 8.40        | <b>6.30</b> | <b>.50</b> |
| During Fall 2014 the Lead Team will identify a list of experts with whom the district will consult in the design and execution of PD focused on eliminating unconscious bias.                                                             | 8.70        | 7.70        | .80        |
| In 2014-15 the Lead Team will develop a Professional Learning Community (PLC) for each VRP cohort school to focus on engaging African American students effectively.                                                                      | 8.83        | 7.50        | .38        |
| By Spring 2016, all accountability processes and tools will include a look at African American disparity in engagement, discipline, access, and expectations.                                                                             | 8.89        | 7.11        | .63        |
| By January of 2015 the Lead Team will have put PD for addressing unconscious bias on the 2015-16 calendars.                                                                                                                               | 8.90        | 8.00        | .89        |
| In the Fall of 2014 the Lead Team will begin seeking out funding partners to ensure the district has adequate resources to implement effective professional development on unconscious bias (with coaching).                              | 9.33        | 7.67        | .60        |
| Late Fall of 2014, the Lead Team will begin the campaign to change the narrative around African American students by preparing and disseminating a one-page index of materials that frame African American students in a different light. | 9.33        | 7.67        | .60        |
| By Spring 2017 equity and effective engagement of African American students will be built into teacher standards and evaluation criteria.                                                                                                 | 9.67        | 7.67        | .60        |

| <b>Establishing Clear Behavioral Expectations</b>                                                                                                                                                                                                              | <b>Important</b> | <b>Feasible</b> | <b>Item as is?</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|--------------------|
| During 2014-15 the Lead Team will ensure that trauma-informed trainings are included on upcoming PD calendars so that all teachers at all VRP cohort schools receive no less than 2 hours of PD in trauma-informed practices.                                  | 9.6              | 8.8             | 10.0               |
| By Spring of 2015 the Lead Team will ensure that all schools in the VRP have been notified that they are expected to post an agreed-upon set of 3-5 behavioral expectations in classrooms, hallways and offices.                                               | 9.4              | 8.8             | 5.0                |
| From Spring 2016 thorough Spring 2017 members of the Lead Team will conduct site visits to ensure that behavioral expectations are posted and that these expectations have been infused into school culture (includes polling 10 students at each site visit). | 9.2              | 8.1             | 6.0                |
| In Fall 2014 the Lead Team will develop a very clear discipline matrix and ladder to help remove uncertainty and prevent uneven application of the new policies.                                                                                               | 8.5              | 6.9             | 9.0                |
| During the 2015-16 academic year, the Lead Team will review and revise as necessary the new discipline policy that was first rolled out in Fall 2014.                                                                                                          | 8.2              | 7.6             | 6.0                |
| In Spring 2015 the Lead Team will disseminate the discipline matrix and ladder to all VRP cohort schools.                                                                                                                                                      | 8.0              | 6.9             | 9.0                |

**What's missing?**

- Monitoring to see if the practices set fort are working correctly with flexibility to revise.
- Race Neutral strategies have shown locally and nationally not to eliminate disproportionality. Missed opportunity to not align and / or lift up the work of AAMA.
- Rubrics for how to evaluate whether schools are implementing positive behavioral practices.
- I think much needs revision here in terms of language, dates (e.g. discipline policy needs revision this year). Also confused about feasibility ranking : )
- Do we have the capacity to accomplish these tasks? How will future funding be prioritized to support the accountability pieces of the VRP work?
- Lead Team will assess the level of implementation of Multi-Tiered supports and provide feedback and support to schools as indicated.
- I'd like to the clarification of "Spring" implementation. I think most of the "Spring 2015" items should be at latest by the beginning of Spring semester (end of January), but I actually don't see why the posting of behavior expectations and the site visits can't be done in November-December (or even October) of Fall Semester. This is a "NOW" action item -- the sooner the better.

| <b>Supporting Intervention Over Exclusion</b>                                                                                                                                                                                                                                 | <b>Important</b> | <b>Feasible</b> | <b>Item as is?</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|--------------------|
| During 2014-15, 2015-16 and 2016-17, OUSD's Behavioral Health Department will continue to support the faithful implementation of Restorative Justice and PBIS interventions (Tier 2 & 3), with enhanced involvement of Network Superintendents to ensure site-level fidelity. | 8.6              | 8.2             | 7.8                |
| During the 2014-15 school year the Lead Team will exert pressure on the schools in the VRP cohort which have not yet implemented an RTI approach to adopt PBIS and/or Whole School Restorative Justice.                                                                       | 7.8              | 7.4             | 1.0                |

**What's missing?**

- All schools need clarity about interventions on the URF. Training around these preventative interventions seems really important.
- School wide culture / practices that affect the tier I space of school sites.
- Race Neutral strategies do not eliminate or reduce disproportionate suspension rates for AA Male students.
- Rubrics for how to evaluate whether schools are using interventions over exclusion
- Support for sites to develop Response to Intervention - this is really needed when you get to Tier II because you also need academic interventions.
- Missing some kind of PD and "certification process" for those who are monitoring fidelity of implementation. Also need some form of data collection, rubric, etc. that can be evidence of fidelity of implementation, so that we can look at impact on students as compared to the level of implementation of PBIS at each site.

**BUILD CAPACITY AND TOOLS FOR INTERVENTION OVER EXCLUSION**

School personnel can become habituated to excluding students when they engage in rule-breaking and disruptive behavior. Part of this is because it is impractical to manage a classroom full of other students when one or more are behaving this way. Another part of this is because teachers and other school personnel are often untrained in methods of de-escalation, positive supports, or restorative interventions. Over the next three years OUSD will continue to support the implementation of Restorative Justice and evidence-based interventions at Tier 2 and 3 of PBIS. These approaches have been shown to decrease the use of suspension (Lewis, 2009; Olson & Viola, 2007), and increase empathy and accountability (Morrison, 2003; Wong, et al., 2007). The Lead Team will also see to it that training in how to be trauma-informed reach administrators, faculty and staff from all VRP cohort schools. Research shows that traditional responses to student misbehavior, including rational arguments, often escalate bad situations with trauma-affected youth because they are physiologically unable to access self-regulating functions when they are in a triggered state. By contrast, trauma-informed responses can help to de-escalate and improve student responsiveness (West, et al., 2014). Research also shows that African American youth have higher rates of trauma exposure, especially lower-income urban African American youth (Alim et al., 2006; Fitzpatrick & Bolizar, 1993; Singer, et al., 1995), making trauma-informed classrooms a very relevant approach to address disproportionality.

**(1) During 2014-15, 2015-16 and 2016-17, OUSD’s Behavioral Health Department will continue to support the faithful implementation of Restorative Justice and PBIS interventions (Tier 2 & 3).** Since the beginning of the VRP/ATR OUSD Behavioral Health has offered PD, technical assistance, and site visits to school personnel within the VRP cohort. This will continue uninterrupted over the next three years, and will be further enhanced by lessons coming out of an RJ outcomes study already underway. (Lead: Barb McClung)

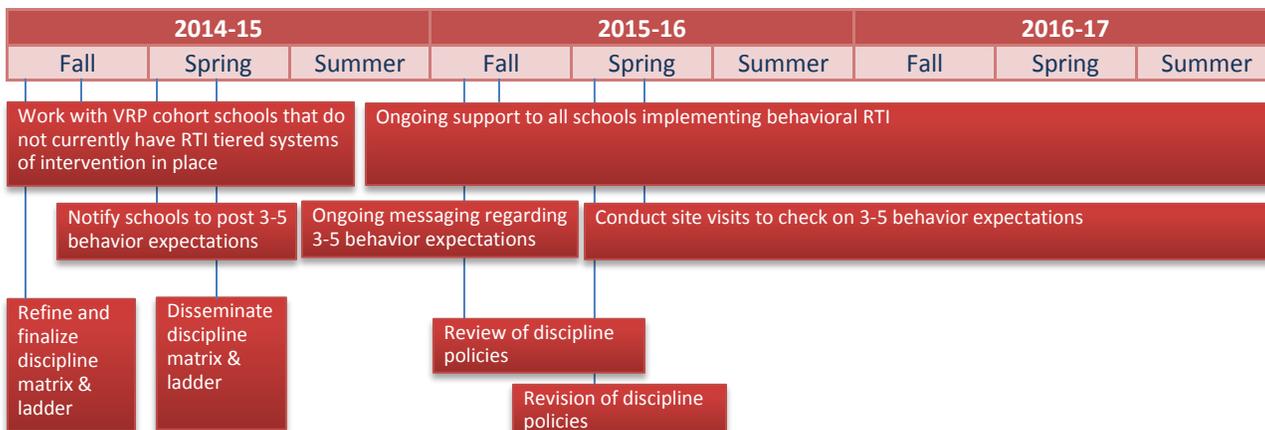
**(2) During 2014-15 the Lead Team will ensure that trauma-informed trainings are included on upcoming PD calendars.** Through this work the Lead Team will push for trauma-informed PD to be delivered in 2015-16 and 2016-17 to ensure that personnel from all VRP cohort schools receive no less than **XX hours** in trauma-informed de-escalation techniques. (Leads: Barb McClung with Moira DeNike)



SUPPORT THE ESTABLISHMENT OF CONSISTENT EXPECTATIONS FOR BEHAVIOR

In 2012-13 the Student, Family and Community Engagement Office of OUSD facilitated a student-led research project which revealed that students perceive discipline to be delivered in a biased manner. The establishment of very clear behavior expectations and consistent responses to student behavior are an important first step to moving school culture towards equity. The Lead Team will work over the next three years to ensure that everyone, from principals and teachers to parents and students, has a common understanding of what to expect when school rules are violated.

- (1) In Fall 2014 the Lead Team will develop a very clear discipline matrix and ladder to help remove uncertainty and prevent uneven application of the new policies.** These will be tools that can be posted on campuses to ensure that all school faculty and staff (as well as students) have a clear understanding of the expected responses to behavior. The Lead Team has already begun to draft such a matrix, but will look to existing models for a structure as we work to finalize ours (sample [Discipline Matrix and Ladder](#) and from Denver Schools). (Leads: Theresa Clincy and Barb McClung)
- (2) In Spring 2015 the Lead Team will disseminate the discipline matrix and ladder to all VRP cohort schools.** (Leads: Theresa Clincy with Network Superintendents)
- (3) During the 2014-15 school year the Lead Team will push the 4 schools in the VRP cohort which have not yet implemented an RTI approach.** Tiered systems of support are a fundamental way to establish behavior expectations and clarify anticipated responses to violations of rules. Currently, most of the VRP cohort schools have either PBIS or RJ in place, but there are some schools that have not yet implemented a tiered system of supports – Lead Team members will support those schools in adopting some form of behavioral RTI. The RTI system must include a site-based implementation team, a solid foundation of Tier 1 supports, as well as a systematic method for identifying students in need of Tier 2 and Tier 3 supports. (Leads: Barb McClung with Curtiss Sarikey and Network Superintendents)
- (4) By Spring of 2015 the Lead Team will ensure that all schools in the VRP have been notified that they are expected to post an agreed-upon set of 3-5 behavioral expectations in classrooms, hallways and offices.** PBIS research indicates that the 3-5 behavioral expectations should be positively stated, easy to remember, and significant to the climate. (Leads: Barb McClung with Curtiss Sarikey and Network Superintendents)
- (5) During the 2015-16 academic year, the Lead Team will review and revise as necessary the new discipline policy that was first rolled out in Fall 2014.** As we look ahead, we are laying out plans to review the implementation of the new discipline policies after they have been in place for one year. We anticipate a thorough review of the policy would be a six to nine-month process that would begin in September 2015 by soliciting input from Network Supervisors, principals, teachers, students and families. If the review results in any changes to the policies themselves, the revised policy will be submitted to the Board for approval by April 2016 for implementation in 2016-17. (Leads: Theresa Clincy with Moira DeNike)
- (6) From Spring 2016 thorough Spring 2017 members of the Lead Team will conduct site visits to ensure that behavioral expectations are posted and that these expectations have been infused into school culture.** Consistent with research, the Lead Team is setting the standard that 8 out of 10 students asked should be able demonstrate an understanding of the (positively stated) 3-5 expectations. (Leads: Barb McClung, Network Superintendents, Moira DeNike)



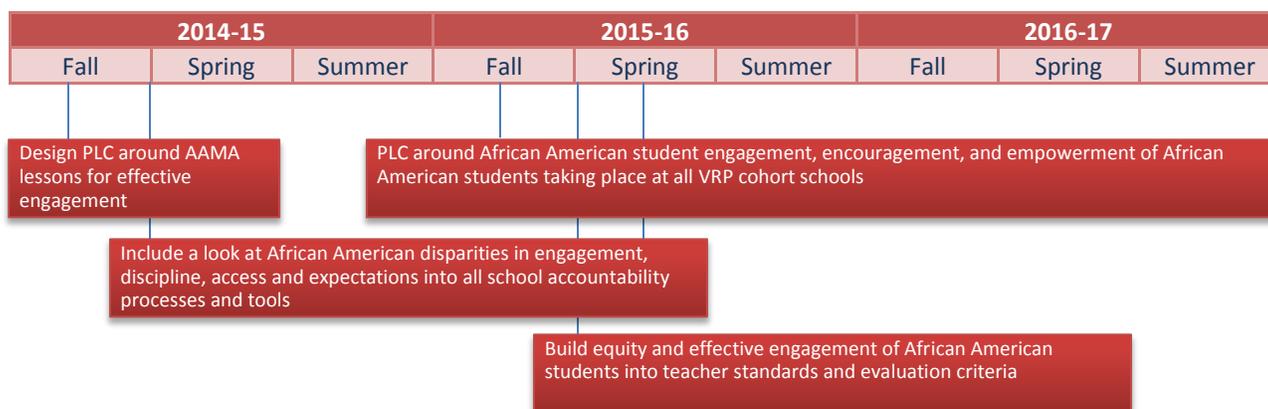
**INTEGRATE VRP GOALS INTO ALL DISTRICT EFFORTS TO SUPPORT AND ENFORCE HIGH-QUALITY ACADEMIC EXPERIENCES**

Improvements to OUSD schools cannot be promoted in isolation from instruction. Students spend the vast majority of their days in school, in front of teachers. How these teachers approach teaching depends on how they are supported by the school and district administrators that oversee their work, set standards, measure their performance, and enforce expectations. As long as meeting the safety and behavioral needs of students is seen as separate from meeting students’ need for quality academic experiences, the two sets of expectations will be understood as unrelated and the two sets of supports will compete for meager resources. In fact, research shows that when behavioral supports are insufficient, learning objectives cannot be met. It is far more useful, therefore, to recognize *effective engagement* as an integrated part of excellent instruction. When working with a population that may already be disengaged from school, may be dealing with unresolved trauma, and has faced years of systemic racism, effective engagement is a unique challenge. Over the next three years the Lead Team will work together to infuse intentional engagement, encouragement, and empowerment of African American students into the district’s academic approaches. The primary strategies will include putting together a professional learning community around AAMA’s most effective practices and building African American student engagement into accountability processes and tools.

**(1) In 2014-15 the Lead Team will develop a Professional Learning Community (PLC) for each VRP cohort school to focus on engaging African American students effectively.** The design of the PLC will be led by the AAMA and will include no less than one PLC meeting per site per month. The PLC design will go into effect in Fall 2015 and continue through Spring 2017. In order to accomplish this, the Executive Director of AAMA will work collaboratively with the Chief Academic Officer, with support from all members of the Lead Team. (Lead: Christopher Chatmon)

**(2) By Spring 2016, all accountability processes and tools will include a look at African American disparity in engagement, discipline, access, and expectations.** These accountability processes and tools include the CIG, Site Plan Tracker, and Network Superintendent site visits. (Leads: Network Superintendents with Allen Smith)

**(3) By Spring 2017 equity and effective engagement of African American students will be built into teacher standards and evaluation criteria.** [OUSD Framework for Effective Teaching]. This may entail work with HR and possibly with teacher unions. (Lead: Allen Smith with Network Superintendents)



VRP Lead Team Meeting  
11.12.14

Allen:  
Good afternoon  
Tightly packed agenda  
Moirra and I – mainly Moirra – put together

Unconscious bias and parent engagement – want to have a conversation there too but those two are not present so pushing it out.

Round 1: Barb

What do you like? What resonates?

Devin: I like the first sentence a lot. Gives the problem statement and the why. Gives an idea of why this is happening. I wonder – what did we have to support that. People probably know – but what can support that that is what is happening.

Kyla: Like the citing of the research – powerful – once upon a time a school district thought this was good thing to focus on – systemic issue and .. Why focus on AA populations. Evidence on trauma exposure. Calling out of trauma rather than misbehavior. Helps to frame what we are addressing.

Back in DC. Grantee meeting – big trauma informed grant. 5 or 6 ways that trauma informs behavior. What are the behavioral skills that are impacted by trauma? They were empathy impulse control, anger behavior, ... because brain is in flight or fight mode, brain is - either bail or attack to get the other away. For kids that are really traumatized – build those skills anticipating that they are coming in with that. Focus interventions on what we know about this.

D: appreciate citation to research, wonder whether there's more recent research on these topics. Some are 11, 10 years old.

B: what kind of questions comes up.

D: What substantiates this? Lots have happened in the field since this. 1995, 2007. Anything around sufficient number of hours. Would those be delivered by the principal or your team? On line modules. How do we create consistency on delivery? Some sort of documentation to ensure that 100% of staff are trained. Either through sign ins or agendas.

B: definitely be a way to tell who is trained. Pretty good way to document a way to figure.

D: if people are absent how do we deal with that so we can say 100% of staff is trained? Think about the low cost training. If we look at online platform or digital piece that you can turn out to schools – way to think about that. Maybe. Press play and a quiz at the end so you have standardization. Less engaging than live training but you make sure that you're getting the same training and it's cost effective. Anything out there in the field – probably not – that would address need developed by somebody else. Something we can purchase rather than have to ... second step was the gold standard but not really.

B: we have a relationship with UCSF – will be doing PD – sustainability piece – work with them to do that. Get our behavioral health staff to do that every year- maybe every other year. What would be the scope and sequence of bringing someone up to having a trauma informed classroom. What's Trauma informed SEL. Teaching SEL in Danville may look different than in Oakland. I wondered... double digit hours of training for people. From your perspective how realistic is that. Over 3 years, that's one thing. 2 six-hour trainings. In a year, it's been hard to get all staff to anything but a 45 minutes training. What do you think about the realistic?

K: silent. Thinking about 4 and dance of central v. site based training. As a district, central trainings make people aware of an issue of expectation – see this is site visit – see when sites are falling down.... When you get to execution and implementation – difficult to figure out how to do that whole scale. Go into blended learning modules we need some expert contact – but we need 10 – 15 nugget and we need time with my staff to figure out in context what to do. When you think about trauma informed in West Oakland v. Fruitvale ... that's where we fall down – because that's ... bell curve – we have two ends we don't hit. One thing of the model. The standard. We need something for 30 hours. Seeing yourself as a T and P (Paul tuff book – and bayview) to be experts in that 30-40 hours. How are we thinking about the amount of time? That's where we fall down. Not a lot of built in PD time. We fight with sites over the time. Successful schools say they don't want to do that. I'm not giving it up for anything else. We have to do this. We should do it. How are we given the time that we have developing modeuls where it makes sense central and what we can provide in depth conversations at the site?

B: the site level is a good place for trauma –informed – can talk about the impact of the trauma on adults. Differ from site to site. The skills for adults working – caregiver affect regulation. How do I keep regulated when I have these unregulated kids in my face? Understanding the brain – is this a real threat or is this actually their in fear and how do I not come back hard to them. It really brings to bear about what you believe about behavior and the function of that. Skills.

D: two parts – how to work with youth and also teachers' role in that. New teachers into – some part of induction – include a piece of this work – support them in their first year in the district. This is the population and this is how it might affect you. Part of this. Approach around ... also is there a mechanism from teachers of experiencing – is there something a process in place that I can get more support.

B: Maybe I'm the teacher with four second graders that are off the ... some teachers are overloaded and some ... how do we bring central office supports.

K: who within our system – any PD – doesn't matter how high quality the first session is – this is really about beliefs and this is really hard to change. Deeply entrenched beliefs about black boys. 6 hour PD is a good start but there are strategic reasons why some kids are stacked with ... because some teachers do better. Who are the FTEs that we are going to invest in above and beyond that we can rely on. They might not be experts – tentacles to the clinics... they can learn about what they are learning in Bayview – other people they can call on. Two in terms of PD

B: **mental health providers- one of the goals – have them trained as trainers.** All but one of our schools. Goal – they are often asking to do this PD and they really know the impact and as we are able to bring them in. press on the county, want them to be able to do this. Make sure they are all trauma informed ... permeable to make bridge between what they do with students and .... How do we remove some of those triggers?

K: renegotiating the job description.

B: has to do with how they are funded. Funded through medical – bill a certain number of hours with someone with diagnoses. We want 10% of their time to be unbillable. But they are fielding crisis. Move away from crisis management to prevention we can say we want them to be able to offer PD – trauma informed in the brain and then de-escalation. **What's happening in the brain and how to de-escalate a kid? We can introduce secondary trauma. To shift people's beliefs and look at themselves.**

K: does the first one have to face to face – could that be more ... summer – can't force people to go.

B: We can incentivize them. We can make it an expectation and... get them something engaging and not just a webinar. Something interactive and offer something more. Offer them something they can come out to if they want more. A teacher that we really will invest in and a role around trauma informed. Social capital someone that wants to do that.

D: this would be good to require that staff and some accountability – provide the rationale. This is the VRP, it's required, and you – the principal will certify that all of your staff. Like child reporting. The requirement piece we can push.

B: we had a very hard time- 9 years – never mandated reporting training. Never had the infrastructure to do any of that. We train the principals if we can get access. Somehow it is up to them to get it to staff.

D: any follow up. That's really scary. Coming from LA – twice a year – every employee – miramonte – reaction to. Don't want to be reacting to a terrible lawsuit or a child being harmed.

B: our staff does mandated reporting for ay staff that will let us get – 15% of sites that take it up. We should have to do it every other year.

D: we need to do it every year and at this level we need it every year. Because it's such high stakes. Not a federal or state mandate.

K: We do it – easy to mandate bc of the ed code and the credential.

D: How are policies made in the district and what's left up to sites.

B: these are the

D: these are the requirements. All schools must do child abuse reporting. good to know.

Allen: important talking about integrating VRP goals into academics. This will really have to do with you and Chris. We have to have measurements. Without true measurements people won't do it – don't want it just for compliance or checking off a box – two and three seem really solid. We had a question about 1. Is this really a community of practice? Is there capacity? What are your thoughts?

D: two and three – what are the academic measures we are including. Like to see that more explicit around students achievement data.

A: taken our CIG – SRDR – comprehensive achievement by subgroup.

D: two reads- is about engagement... read more like academic achievement and that to be specifically called out.

A

D: and expectation for student achievement for graduation, reading achievement, math achievement. Reads to be more about social behavior. Not that it's not important but it's about both. I would wonder about 3 – how will that part of teacher evaluation. Element that addresses that

C: is culturally relevant teaching...

D: does it call out AA students? What is it about the framework that is speaking to the effective engagement of AA students? To talk about 1 – we can have a PLC model

without pulling teachers out of the classroom. Wednesday – early release day... a group that is ... don't need resources.

C: PLC is used so loosely – any 2 or 3 are gathered. Be clear about what it is. If a school already has blended learning. How would we insert in what a school is already doing – how does this show up for AA students. What do you think – the outcomes, we want to systemically – respectful communication, personal learning, high expectation, and relevancy to instruction. Here are the 5 things we want all adults to know to move the needle for AA boys. If it's another separate thing – we are going to study that here – how are you going to apply it – so it shows up. You could be doing linked learning but doing a crappy job for AA boys.

D: would want to know – it's a data team – data cycle will be devoted to looking at AA males in each of the schools.

A: that's good and what we thought of. We have some data quality issues right now. G talked about that. Right now it's not connected and built out. That has to be built out. G said he

D: looking at student work by subgroup = 5 from your AA males. What are we seeing ... that's the best data actually – looking at student work?

C: bigger goal – read the first goal –

D: want to look at school and subgroup data, and then looking at student work, is it in math, reading, more showing up in some area. If hs is it AP course rate. And then creating a strategy. Data cycle might be a better way to get at this.

C: we have MDP in 16 schools – who are their talent and skills being used in PD with the other teachers. Would they be able to hold engagement with teachers and have a discussion – book study – article – might be doable.

D: could read the black sunrise.

C: I feel like it's an untapped research actually. Need to make explicit connection to SEL work in the district. Where they are intersecting – new teacher induction, hiring, summer teacher PD, all of our work in common core and SEL – how do we bring the cultural lens into that.

D: language on the engagement – a lot of effective engagement – what does that mean. Does that mean that... maybe it's spelled out on effective teaching?

C: writing TSC manual – PBIS conference – organizing along effective academic instruction – effective behavioral interventions + culturally .... End goal is to excel student achievement and... If we incorporate VRP – shows up in the SEL, behavioral pieces, how you're looking at data. In that rubric there should be something named.

What does engage, encourage, empower look like – we need to paint that picture very clearly – rubric 1, 2, 3...

D: Third sentence: loaded sentence – can we frame it more positively. How can we say that it is not happening – since it is a legal document – understand that they are related.

C: not really

D: when – citation on the research – in sentence that starts, “In fact...” Loaded – instead of maybe – the population of Oakland we know is facing...

C: A lot of assumptions built into this. Build on the assets of the district – the whole child. Have to do both – strong academic engagement and strong SE supports to graduate all kids.

C: Leveraging leadership – maybe start with that.

A: way I’m thinking about it is that it’s not one beautiful document that someone shelves. Academic guidance – did this for schools that I was overseeing – now talking about all schools. Had SEL, teaching and learning, climate and culture. What is the need, expectation? Maybe – 10-15 pages broken up into different parts. All schools get it and – we can easily put that in the document. We need to get together and working on it – owning –

We’re going to call it an academic guidance. What I called it was a school framework. I’ll show it to you.

C: frame for steps to success. If we said. The reason why Atlantic gave us the grant – school discipline reform is in the context of community schools and whole kids piece. Maybe we can take his and combine it.

A: gather the folks that can put it – one are the components, what are we going to work and get this out. If that’s something...

C: if we look at the framework – Effective academic... effective... culturally relevance... continuous databased decision making...

A: I want to show you this and I think it fits in perfectly.

Theresa:

- Language in #1, sentence structure, clear coherence – response to intervention. Most of our conversation focused on combining 2. Item 4 – explicit about sped students meeting behavioral expectations, need to include SPED ... no mention of that. re... organization of this bucket with Behavioral expectations bucket – some fit better in that stream.

- What's missing – how do we support families to be better advocates for their children – home visits, authentic conversations?
- Tweaking site visits – questions to capture data – whether schools are following
- Triangulation with domain #1 – how are we capturing through P walk throughs.
- Developing 2-3 questions we can ask students to gauge school climate.

Barb

- I had the best two groups.
- Three things – how do we reduce exclusionary behavior?
- Talked about trauma informed in both groups- less developed.
- Liked problem statement and citing of research
- See want more updated research. I don't believe anything written before 2010. Just kidding.
- Second group focused on WHY – why are we doing PD trauma informed – to accelerate instruction. Not just so kids can feel better but our core business is academics and graduating kids. Need to be more explicit in this.
- Protecting against – teachers are identified as traumatized – don't want it to be an excuse for why you don't succeed – or lower expectations.
- How would we get double digit pd to teachers. Given the lack of time for PD. One recommendation – think about ways of various modules – site level, face to face, some summer, some webinars. So variety of ways for teachers. Include in new teacher induction- could be a teacher retention plan.
- Notion about mandating v. voluntary. Difficulty we've experienced about mandating things and what we want teachers to have in SE and put it into policy.
- Moira: XX – did you land on number of hours. All staff should have 30 hours. In some...
- Curtiss – not realistic. So many things need 30 hours. If you think about whole school transformation. Talking with David Osher earlier. What's the baseline we want for every single school. If we say all have to be trauma – culturally relevant at every tier. What does it look like? If we come with PBIS as foundational piece look like – what does PD look like? There are certain SEL standards and indicators that mirror trauma sensitive .... Some things in AAAMA grid on EEE, what parts need to be there? School climate guide –I can't have a guide that goes out that has 6 different checklists. We have to pull together for schools – what are the fundamental thing- this is at 1 or 5. Differentiate where kids are at. 5 comprehensive schools – high level of trauma – those 6 schools did this many hours of trauma piece. How do we differentiate? Different schools are going to need different doses but everybody needs some foundation – every school has traumatized ... need to land on the baseline and that's the rubric. Not going to happen. The unconscious bias – the unconscious bias needs to be embedded in PBIS. In Oakland when you do PBIS, you need to be self-awareness piece... is it year 2

cohort. Need to fit into that framework. How many hours – if we took every hour to common core- just for unconscious bias.

- B: always happens to us and that's why we never get off the ground. The question is – some of it is time.
- C: we know how many hours there are. We need to maximize our time – and do it in the most integrated way so P are experiencing an integrated. Worried about SEL or unconscious bias to do these standards. We are never going to get enough hours. We can differentiate and give different doses on a whole set of data to tier schools about what they actually need.

#### Jean - Data

- Having a rubric that has concrete descriptors of what it looks like – self-assessment to see progress over time. It would be a school culture rubric but it would be linked to academic.
- Moira: is there currently a school culture rubric
- B: Nothing that we are using that we have adopted for the nuance
- B: there are a lot of tools. They are going to deliver a school climate tool – AIR. Coming any day. Will be the department of ed. School climate assessment guide.
- B: the goal is not to go around and say that kid is trauma informed. But build systems to anticipate that we will have kids that have been impacted by violence. Some of it is about how our adults build certain skills. Caregiver affects management – adults get deregulated. When you go on a camping trip you bring certain things. We should plan.
- M: well put – Jean are you ready.
- Jean:
  - Liked early focus on implementation data before looking at trends
  - Looking at implementation with fidelity with foundational elements we want all schools to have.
  - Excited that this team will go through cycle of inquiry – which is new to this team.
  - Some questions about Harvard student...
  - Recommendations - including more a sense of to what end. What kind of decisions like looking at fidelity of implementation, differentiating support, tier the schools some way to figure out what level of support, lift up those schools that are making sustained progress on school culture and codify what it took to get there and make them a place to learn for other schools to learn from. In the realm of learning from each other –other opportunity when P can put a problem of practice on the table to get the best thinking of their peers that are site specific to getting to the ... whether integrated into network meetings. Consultancy practice embed. In a safe environment to put a problem on the table.
  - Rubric – a whole other data set – where are schools on that continuum – what motion do we see. Not just looking at discipline data – still heavy emphasis on discipline data – but want to reframe

that. Whether we want to keep using referral language – discipline more punitive language – in one of the other section it's replaced with "responses to behavior"

- Gerald: creating space to develop relationship with trust to solve on problems – accountability but not judgment. Less inclined to share information.
- Principals are people to – eye rolling, laughter.
- Leverage leadership – use school culture rubric from North Star – may want to link... very specific about transition from classroom to lunch. Describes what it looks like at different levels on the rubric.
- Barb it's going to be
- M: there's the need for a rubric – some standardized way to go into schools and look for the same kind of thing. It would be a tool primarily used by network superintendent, also all the folks coaching at the sites.
- Monica: We were raising rubric – because talking about quality and not just about presence – check we have a pyramid, rubric would be more about quality. Stage 1 – is that.. . And stage 4 is that your kids are also reading.
- J: piloting this year – want to get feedback – same thing about survey.
- M: We may look at side by side

#### Allen

- We integrate into everything else we are doing – don't want this to be specific bc we have the order to do so.
- Looked at a couple of things
- Creating a PLC – engage 38 schools – but we had some questions about the capacity and impact – is there another way to look at it. Input from all of the folks – starting points
  - Site visits
  - Examine bodies of work – AA male student work – compared to others
  - Don't need to pull people out of the class and school
  - If we wanted it to be truly integrated – has to read more explicitly, #2 – all accountability tools will look at... in academics, college career readiness, etc. within that... there were some data streams that were listed to measure this work – some not actually the right tools. CIG not get at what we need, added CSDR. Teacher effectiveness framework.
- By spring 2017 – we wanted to call out specifically what does this exactly look like – do we have a system that will measure this. Not sure. Gerald says that we have some data quality issues – before we start to look at that need to iron out data quality.
- SPF are yearly measurement tools – to measure quality schools. CSDR will get at some of those measures.
- More comprehensive tool for these things to get measured.

Allen: Hate bloom Borg – extended site visit.

M: is there room to integrate EEE of AA students – into the TGS –  
Some degree – of overlap.

Integrating that – can we do that this year.

Allen: SPF should be ready this year. Yes, active in it. Will advocate for it.

M: Have to have this 3-year plan Nov. 30<sup>th</sup>. Have presentation on URF so far. Shift our gears – not just thinking about these topics.

T: Barb, Chris, Curtiss not here.

All will be here – superintendent report on strategic plan.

3pm for next Thursday.

Final vetting – will have to be online.

Don't over commit. Do what we know we can do. Worry – about...

Gerald: Submit something – internal calibration to make it align. For the sake of time we have an external internal game.

## ENGAGE FAMILIES AND STUDENTS

Strong, trusting relationships between schools and the students and families they serve are fundamental to positive and equitable schools. Recognizing that for many African American families trust in the public school system has been fractured, the Lead Team will dedicate considerable energy over the next three years into engaging parents/guardians and amplifying student voice. As a generalized goal, the Lead Team will work to frame family engagement as directly linked to improving school climate and specifically eliminating disproportionality. We believe that building family engagement *measures* into evaluative data reviews will help advance this notion. We will launch an informational campaign to reach parents and guardians with a plain-language explanation of the new discipline policies. We also plan to involve family advocates and family liaisons already stationed at schools into the Transforming School Culture work. This has not been a part of the work in the past, and we feel it is an error to overlook this potential set of allies.

**(1) In Fall 2014 the Lead Team will launch an informational campaign to reach parents and guardians with a plain-language explanation of the new policies, including procedures for recourse when policies are not followed.** We will post written materials as well as a video on the website. We will also send out a “robocall” and a press release to draw attention to new information, and enlist the help of school principals to send out information and links to the web postings.

**(2) During 2014-15 the Lead Team will begin to use the Harvard Family Survey to track progress toward authentic family engagement.** The Harvard Family Survey has just been adopted by OUSD. The first administration of the Harvard Family Survey is scheduled for February 2015. Data from the survey will be available by the Fall of 2015 for the VRP Leads to use to assess our progress in engaging families in general, and the families of African American students in particular. **MAKE A PUSH TO GET GOOD RESPONSE RATES ON HARVARD FAMILY SURVEY.** (Leads: Raquel Jimenez and Gerald Williams or Jean Wing)

**(3) By Spring 2016 Harvard Family Survey measures will be incorporated into district-wide school quality improvement measures.** As soon as results from the survey are available the Lead Team will begin advocating with OUSD’s offices of Research Accountability and Data (RAD) and Continuous School Improvement to build findings from the annual administration of the survey into quality measures for all schools. (Leads: Raquel Jimenez and Gerald Williams or Jean Wing)

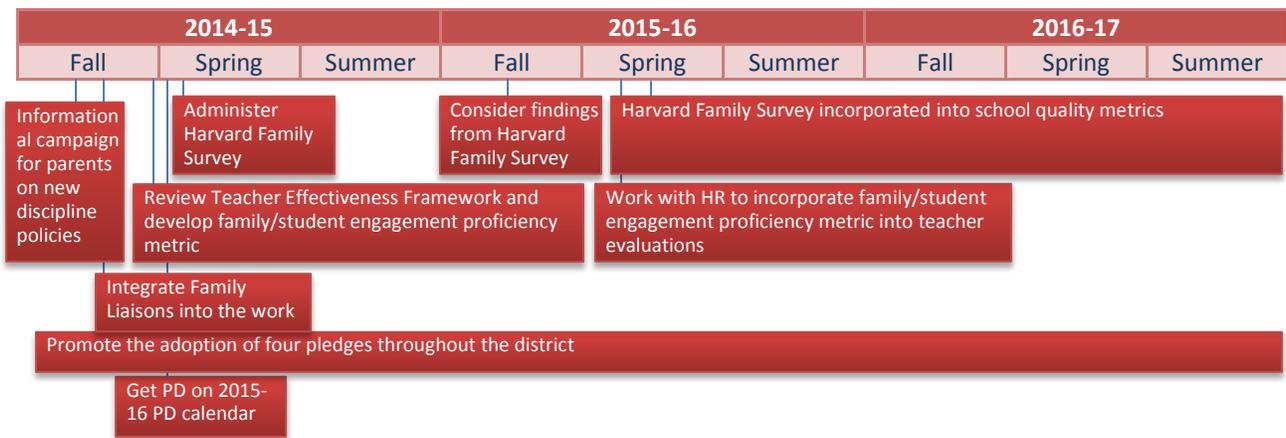
**(4) In 2014-15 we will begin to review Teacher Effectiveness Framework to see how family and student engagement proficiency metric could be built into staff performance evaluation.** The Lead Team will work with high-ranking OUSD central office executives and Human Resources (HR) to review the appropriateness of incorporating measures that look at how well teachers engage families and students, with a special emphasis on African American families, into teacher evaluations. If it is decided that the Teacher Effectiveness Framework is not the appropriate tool, we will find another mechanism for including family and student engagement into expectations of teachers and work with HR to have this built into teacher expectations and evaluative tools. (Lead: Raquel Jimenez and Allen Smith)

**(5) In 2014-15 we will work to build family engagement into mandatory professional development for 2015-16.** In an effort to thread student and family engagement into academic priorities the Lead Team will begin advocating for the inclusion of family engagement practices (particularly culturally-specific practices for engaging African American families) into the PD calendar for 2015-16 and 2016-17. (Lead: Raquel Jimenez and Christopher Chatmon)

**(6) In 2014-15 the Lead Team will work toward a better integration of Family Liaisons and Family Advocates currently serving at VRP cohort schools to advocate for Transforming School Culture goals.** (Leads: Raquel Jimenez and Curtiss Sarikey)

**(7) Over the next three years (2014-2017) we will continue to promote the adoption of the four pledges throughout the district.** In 2013-14 student leaders translated student recommendations for fair and proportionate use of discipline into four pledges. Principals from all six high schools signed at least one of those pledges in Spring of 2014. The 2014-15 academic year will entail following through with the six high schools to ensure that they are carrying out their pledges, as well as more generalized advocacy for even more widespread adoption of all four pledges at all school sites. (Lead: Raquel Jimenez)

**(8) In Spring 2015 we will design a parent workshop that is specifically for parents of Students with Disabilities pertaining to their rights vis-à-vis discipline.** This will be delivered in 2015-16. (Lead: Raquel Jimenez)



## ADDRESS INHERENT AND UNCONSCIOUS BIAS AGAINST AFRICAN AMERICAN STUDENTS

While there are strong models for reducing the use of suspension and improving school climate more generally, there are no “evidence-based” approaches to eliminating *disproportionate* use of discipline.<sup>1</sup> It is a problem that has not been researched adequately in large part because no school districts around the country have succeeded in eliminating disproportionate discipline. So while we as a district can feel confident relying on research-based approaches such as Positive Behavior Interventions and Supports (PBIS) and Restorative Justice (RJ) to move schools away from the use of exclusion in general, the models upon which we can rely to move school away from biased use of discipline are far less clear. Instead we must use the knowledge and expertise that does exist to develop our own model.

Over the next three years the Transforming School Culture Lead Team will work to refine OUSD’s approach to engaging, encouraging, and empowering African American students. Toward this the Lead Team will develop mandatory professional development (PD) in unconscious bias for all 37 VRP cohort schools and launch a campaign to change the narrative around African American students. The proposed PD will include lectures and presentations, peer-learning, and coaching. The campaign to change the narrative around African American students will primarily rely upon a dissemination of materials collected and developed by OUSD’s African American Male Achievement (AAMA) initiative.

**(1) In the Fall of 2014 the Transforming School Culture Lead Team (the Lead Team) will begin seeking out funding partners to ensure the district has adequate resources to implement effective professional development with *coaching*.** The district will approach and make appeals to philanthropic partners to further our efforts in professional development to support this work. (Leads: Moira DeNike and Curtiss Sarikey)

**(2) Late Fall of 2014, the Lead Team will begin the campaign to change the narrative around African American students by preparing and disseminating a one-page index of materials that frame African American students in a different light.** Over the past three years the AAMA has gathered and developed videos, issue briefs, posters, and other verbal and visual materials that defy stereotypes and promote a strengths-based approach with African American students. These materials will be made available to all OUSD teachers, with a particular emphasis on staff and faculty at the VRP cohort schools. In November of 2014, a one-page inventory of all of these materials will be disseminated to every OUSD school along with a letter that encourages schools to adopt and utilize these materials to engage and empower African American students more effectively. (Leads: Christopher Chatmon and Danfeng Koon – community volunteer)

**(3) During Fall 2014 the Lead Team will identify a list of experts with whom the district will consult in the design and execution of PD focused on eliminating unconscious bias.** In the next year we expect to put in place mandatory PD in unconscious bias. We want to work with experts in the field who understand the manifestations of unconscious bias in a school setting, who can speak to the historical context in which we as a school district find ourselves, and who recognize the special challenges that public school employees face on a day-to-day basis. We are currently developing a list of potential experts to approach – people with deep knowledge around the underlying issues behind systematic exclusion of African American students, transforming systems, unconscious bias, and targeted universalism. On the list currently being considered are:

- John a. Powell: Professor of African American Studies and Ethnic Studies at the University of California, Berkeley School of Law, leads the UC Berkeley Haas Institute for a Fair and Inclusive Society; writes extensively on institutional racism in systems and conducts workshops on how to move systems toward equity.
- Macheo Payne: Assistant Professor, Cal State University East Bay; Director of Equity, Lincoln Child Center; wrote a dissertation on teacher qualities and practices associated with non-exclusion of African American students.
- Russell Skiba: Professor in the School Psychology program at Indiana University, nationally-recognized expert on discipline disparities; author of multiple peer-reviewed journal articles, including "Race Is Not Neutral."
- Glenn Singleton: President of Pacific Educational Group, author of *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*.

<sup>1</sup> Culturally-Responsive PBIS has been shown to have some potential to reduce disproportionate use of discipline (Skiba et al., 2010; Tobin & Vincent, 2010), but no approach has been shown through validated research to *eliminate* disproportionality.  
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- Shawn Ginwright: Associate professor of Education in the Africana Studies Department at San Francisco State University, author of *Black Youth Rising*.
- Jeff Duncan-Andrade: OUSD teacher and San Francisco State University Associate Professor, author of *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools* and *What a Coach Can Teach a Teacher*.
- Lee Mun Wah: Founder of StirFry Productions, filmmaker of *The Color of Fear*, author *Let's Get Real—What People of Color Can't Say & Whites Won't Ask*.
- National Equity Project: National nonprofit organization offering training, coaching and consulting to support education equity in complex systems.

We are still in the process of identifying the specific roles each of these experts will have in supporting VRP implementation moving forward. Some have been involved in the past, and our ambition is to deepen the work they started by investing additional resources toward reaching more classroom level personnel and providing ongoing coaching around transformation. (Leads: Christopher Chatmon with Curtiss Sarikey and whole Lead Team)

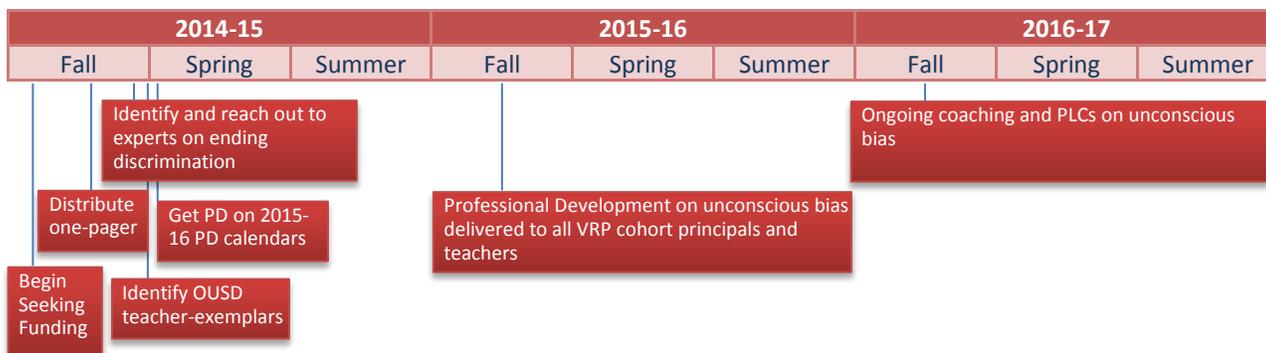
**(4) By December 2014 the Lead Team will have worked with principals to identify a cadre of teachers within OUSD who are exemplars in engaging African American students effectively.** Network Superintendents will alert principals to the task of identifying a preliminary list of teachers who can serve as peer-learning leaders and peer-coaches over the upcoming two years. These teachers will be interviewed and if they are willing to make the commitment, enlisted to lead presentations and group discussions or coach their peers. (Leads: Network Superintendents)

**(5) By January of 2015 the Lead Team will have put PD for addressing unconscious bias on the 2015-16 calendars.** We are committed to seeing some significant PD (for principals and teachers) happen over the coming three years, to address inherent bias and to redefine academic excellence with an equity lens, with a particular focus on reaching African American students effectively. A good deal of the academic PD calendar for 2014-15 has already been set (many decisions are made in January of the previous year), so we are aiming for a major push in 2014-15 that will go into effect on the 2015-16 schedule. (Leads: Allen Smith, Curtiss Sarikey and Network Superintendents)

**(6) By the end of Fall 2015 a minimum XX hours of PD on unconscious bias will have reached principals from all VRP cohort schools.** (Leads: Allen Smith, Christopher Chatmon)

**(7) By the end of Summer 2016 principals and teachers from all VRP cohort schools will have participated in a minimum of XX and XX hours (respectively) of PD on unconscious bias.** This PD may include large-format presentations, professional learning community (PLC) and small group discussions, and coaching. (Leads: Allen Smith, Network Superintendents)

**(8) During 2016-17 ongoing PLCs and coaching will take place to support school sites and individual personnel who desire or need additional support in moving unconscious bias.**



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# NOTES FROM VRP MEETING:

## PLANNING SESSION ON STUDENT/FAMILY ENGAGEMENT

November 20, 2014 3:00 pm – 4:00 pm

Lakeview Conference Room 3

In Attendance: Jean Wing, Raquel Jimenez, Danfeng Koon, Moira DeNike

### What do we like

Raquel: I like #4. This is necessary and we need to figure out how to do this. Aaron Townsend is the lead on the Teacher Effectiveness Framework.

Danfeng: #5 is exciting

Laura: I was happy to see 5.

### Any clarifications

Jean: #2 Family engagement questions adapted from the Harvard Family Survey incorporated into OUSD parent survey.

Raquel: Item #4 would involve fighting the union.

Moira: It would be good to know if the pilot schools that Aaron Townsend is working with to pilot the new teacher effectiveness tool overlaps with the VRP cohort.

Raquel: There was student voice in the development of the tool. Students will help disseminate the survey in the classrooms. The only place for parents to be involved is as a community observer. Teachers are observed by peers, and maybe one or two seats for a non-teacher to participate. Aaron said that could be an opportunity for a parent. The VRP had no influence per se on the development of the tool.

Moira: Add item to collaborate with Aaron Townsend to lift up VRP goals on Teacher Effectiveness tool.

Raquel: #8 I'm not the content expert. Let's pull Sheilagh Andujar.

Laura: what is #6

Raquel: we have parent coordinator, coordinator assistants. So we are doing PD so that we are all working toward same goals, and some of those goals pertain to school culture, disproportionality. Raquel is doing outreach to all schools, more targeted, but that's not who we get. We get the schools

that already have robust engagement. I don't know yet where we have parent coordinators unless they have parent liaisons at those schools.

Jean; can we get network sups to help id who is at those school. There may be some who are contracted.

Sondra: Have HR run a 700 report. We could, but Raquel should get it, Tara Guard.

Raquel, then getting confirmation that they can come to the January session.

Jean: for those who don't show up on the list, we can check to see if there's a contract. At least all the VRP 37 schools.

Item: identify current parent engagement personnel resources (parent liaisons and similar positions – some are contracted positions) at all VRP schools and...item #6 lanugage.

Ron: How do we fund those positions? Is ti going to be an expectation that all school have that? If so hwo does that get paid for?

Laura: One thing I'm curious about, what is the representation of African American liaisons? Is there good representation?

Raquel: I think it's pretty even, it's a pretty diverse group of Af Am and Latino liaisons.

Ron is bringing up the systemic issues. We have articulated how important that family engagement is, but how can sites resource that?

Gerald: the things we can commit to, then those are the things we should do.

Kyla: is it too basic to say, there's a crop of schools that do family engagement really well. What about getting clear on what those practices are, because we know they get more black and brown families.

One of my schools, one of their big rocks is diverse parent engagement. Resources from AAMA, robocalls, simple things, we are getting more parents. That's basic but since we don't have a lot of funding and most of our schools do traditional things and get the conventional turnout.

Gerald: we have something like that...a rough document of notes from SQR. Those are tangible steps that we really can take.

Laura: do you have a sense that there are funding streams that are drying up?

Ron: Elev8 is gone and now Community Schools grant. The first thing they pull is anything outside the classroom. Internally we need to have a plan, or we will lose the momentum that happened from that. West Oakland is all black kids. We have to be intentional and name that.

Jean: part of the role of this group is to advocate for what is essential to support this district. Or else we go backwards.

Gerald: we need to recognize where the highest concentration of black students is.

Jean: In general these are all good things. **What would it look like to target the places where we have the largest concentration of African American students.** So it's not just Raquel looking for funders. What are doing with the resources we have got.

Rawuel: we have had a partnership with AAMA, but this year we have a relationship with Kim Shipp. And we have coordinated with the MDP. They work on parenting skills, supporting you teenagers, and now they are more involved.

Sondra: can we suggest that these types of roles and positions, trying to get more schools connected with positions, assigned based on sliding needs. And we costed it out and it was way too expensive. It was expensive but it wasn't a priority. Maybe we could get it on the radar to be more of a priority. There are certain positions I would like to see as part of the base, and this is one for me. If we could wrap it into the plan as a recommendation. BASE is how we budget for the school sites. And how LCSF funds.

Raquel: these are some of our LCAP goals, but they are unfunded priorities.

**Gerald: Connecting the VRP with LCAP.**

Jean: It's already in there. Every district has to address family engagement.

**Devin holds the LCAP.**

Raquel: I wanted to add one more strategy – the SSCs are supposed to have family engagement subcommittees to SSCs. Garfield and 4 other schools that are starting that. That's a named goal that we already had, that **SSCs would create a subcommittee to engage AA families, unless school has AA majority.**

Gerald: Engaging Parents and Critical Allies – conducted out of interviews. Greg Hodge I **the AAMA strategic plan**, Lean Into the Wind.

Gerald: It usually takes us a while to get information back. In #3: integration.

Raquel: we have merged the HFS items with California School Parent Survey.

Sondra: #5 is that mandatory PD for teacher or principal? If that's the case then I would reference home visits, so list some items...home visits, perhaps?

### **Suggestions (missing preliminary steps, items not feasible)**

**Jean: #7 can we name the actual pledges here?**

**Moira: Add "existing" to #6 and add that we will highlight and support best practices from within the district.**

Laura: I don't see a "student engagement" bullet. Further student engagement.

Raquel: the reason I don't want to put something in student engagement is that' how we have framed student engagement is around school culture. And we have several goals under student engagement. I'm not sure how to put it in a bullet for VRP. Part of the ongoing work is student research team [Da Town} about what's working and not working in school culture and climate. **Follow through on that research**

Sondra: we do **student focus groups in extended site visits**, and the information I'm getting from students is valuable. There are some culture issues, students are confirming. I don't know if it would be worth it. Students talking about peer interactions, teachers. **It's a source of data.**

**Jean: it could be written up as part of how the district is incorporating.**

R: so this shows a deepening of student engagement.

Sondra: for future sessions, I'm going to be asking for more targeted students to talk to. **We could say we want to talk to kids with the most referrals.**

Gerald: I think we can push for standards, part of the discussion with URF. We have data quality issues.

Theresa: We are tracking more than we intended to track. The URF was designed to track referrals, we are also tracking interventions. We don't know yet how to separate the two. We are going to have a conference call tomorrow morning to bring this up. Is it as simple to add a drop-down.

Moira: what about adding looking at kids getting disciplinary referrals to the student groups that are done at extended site visits?

Gerald: one of Allen's goals is to have something that makes these extended site visits easy for you. So we were thinking about more things to look at. We are not sure of what you are having to look at now. The goal is for it to be more concrete. The extended site visit tool that captures the information – how you get it how you use it.

Kyla: my biggest concern is OCR doesn't really care about our process. They want to see that we are doing something.

Laura: VRP is going to look at how are we looking at extended student engagement. In some ways it's a moving target for OCR. It's an incredible goal to eliminate disproportionality. Now they are looking for disparity in systems. **I think OCR would love to hear about extended site visits.** It's clear that we have said, "adopt RTI" but they have not seen evidence that we are pushing into schools. It will help us make the case, but I don't know if we have to add it to the plan.

Kyla: I was asking that because I'm selfishly thinking of **how to align it to what we are already doing.** The clearer we can be about why we are there, the purpose for it. If there are certain questions that are tight, that we know are going to be aligned to the VRP, then there are the things where the big rocks are. Then we are killing two birds with one stone. **I think it might be worthwhile to add some questions.**

Monica: I would rather have analysis feeding into. It's a data source. It would change.

Kyla: for the data to be of.

Gerald: as much alignment as possible, the better.

Jean: whatever opportunity we have to embed listening to students. We find a way to hear from kids.

Danfeng: there is something about who is doing. There's something [powerful] about the network sups doing the questioning, [as distinct from the listening campaign].

Raquel: the bullet that we can put in there is the student research teams report. May-june every year. They have a different tool and different focus.

Raquel: what I wanted to come back to is the original VRP. I wasn't going to do the student forums this year.

Laura: OCR wants to make sure we make progress on this. They do a data request each year. The difficult thing is, if at some point they want to bring an enforcement action, this documentation is their process. In case they want to go to court.

Raquel: #7 and #8 speak to the evolution of the student engagement work. So why would they have another discipline forum when the focus should be on implementation.

Laura: I want student voice to continue to inform this work.

Kyla: #5 we are making the space in the COP (principal PD). Can some of this PD be aimed at our afterschool providers. Often afterschool providers have relationships with families that schools don't.

Theresa: we have to build the capacity of teachers.

Sondra: Teachers community are doing modules. Certain content areas have been successful. They have gone to the school site. They do three in a row. Module based.

Raquel: it's hard for me to get in. I have the capacity for 5 workshops for an all-school training. Weller, she can do it at 10 schools

Sondra; we can help you do it. But you need to do more than 10 if there are more than 10 schools.

Ron: bring schools together.

Sondra: it doesn't seem to always work to bring schools together.

Laura: I want Kyla and Sondra's input. There is a new law that bans defiance susp at elementary level. How to get that message out?

Sondra: Dec 18 operaitonal kiosk, go thorough Davina Golwasser.

**Action Item:**

- ✓ Gerald will send Raquel his notes on best practices from SQR.
- ✓ Raquel will make HR request Tara Gard
- ✓ Gerald will send out Lean Into the Wind.
- ✓ Laura will send legal alert and brief information that can be used for December PD and Operational Kiosk (should go to Davina Goldwasser and Karen Bullock)

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# AGENDA FOR VRP LEAD TEAM MEETING: URF DATA QUALITY REVIEW

12.16.2014

## **Meeting Objectives:**

- ✓ Develop a better understanding of current URF data quality
- ✓ Orient the group to the interactive action plan

## **Agenda:**

- 1) Data Dive: A look at URF implementation and data quality (Jean and Gerald)
  - a. Worksheet for small group activity
  - b. Report out
- 2) Interactive Action Plan Google Doc (Moir)
  - a. Walking through sort and find features
  - b. Q&A
- 3) Upcoming Items

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# NOTES FROM VRP LEAD TEAM MEETING: URF DATA QUALITY REVIEW

12.16.2014

In Attendance: Gerald, Jean, Allen, Kyla, Raquel, Monica, Sondra, Ron, Barb, Theresa, Laura, Danfeng, Chris, Moira, Kevin

## **Key Take-Aways:**

- At this point it does not appear that the URF is being used consistently
- Even when forms are entered into AERIES.net, there are many fields have not data, implying that personnel are not filling out forms completely
- Many sites have stacks of paper forms that have not been entered into AERIES system
- Inconsistent use of the form may be an indication that there is a need for more training and support
- The URF must be framed very clearly within the broader goal of reduced disproportionality and increased use of positive, constructive responses to behavior, or it runs the risk of feeling like a meaningless chore to school personnel
- The Action Plan is housed on a Google doc that is editable by everyone on the team – for regular meetings, this document will help us identify our progress through the plan – all team members should find their own names (initials) and coordinate with their teams on their items (all team members are listed by initials, except Network Superintendents who are all listed together as NetSups)

## **Action Items:**

- Gerald will send out a soft copy of the URF data materials that were provided in the meeting
- All Network Superintendents made a commitment to advocate for more systematic and complete use of the URF, including at the next Thursday meeting which will include clerical staff
- Barb has offered her team to assist in further training to support comprehensive implementation of URF

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## **Data Dive: A look at URF implementation and data quality (Jean and Gerald)**

Background (Barb): OCR identified that we were not collecting data in a consistent way across schools, particularly around pre-referral interventions. So we developed URF to look at precursors not only responses once escalation had taken place. PBIS is a strategy that was developed to create equity in responses around discipline. Each student gets the same chance for a positive response. PBIS has a system for collecting data, and principals liked report-out for SWIS (real-time accessible graph), with who what where and why. People didn't want two different systems, so instead of adopting SWIS we

modified AERIES. The system can identify which students are frequent fliers, what time of day, what time of the month or year discipline is taking place, then allow the use of data to prevent recurrence. Training for using the URF – Theresa and Barb have been responsible for providing this. There has already been training for office staff (clerical) and principals on how to use URF (at the all admin institute). We have provided PPTs and materials for administrators to provide training to teachers for filling out URF. These have been followed up with TA at individual schools sites as requests are made (number not known – probably a couple dozen). There was an optional training at all admin retreat on creating a school culture and climate team. There have been some technical glitches so we are in the process of updating AERIES to make sure tools actually do work, so lots of meetings with Technical services have taken place as well.

Spreadsheet with High School completion rates by field. Worksheet for small group activity.

Report out:

Ron: Two things we saw: At some sites they have a stack of paper and have to figure out the data entry piece. At one site, they are using Jupiter.

Sondra/Kyla: There's a need for training for the support staff, the clerks the admin assistants. We are going to do that on Thursday with the clerks there. So that they will understand the rationale and how to do the fields. In my former district I used SWIS, our first year we had 1800 referrals, so there is a management system if you are trying to do all of those fields, so management. Sharing the data quality data with the school site personnel could help illustrate the need.

Gerald: We can't make data-driven decisions without good data – a challenge with the ADS table is that it's a catch-all, but Gil has added a referral y/n field.

Jean: We were finding that truancy was showing up because they assign detention for tardies, so we are going to separate that out. On these forms we decided to remove the actual number of referrals because we didn't want the conversation diverted to talking about which schools are referring the most.

Monica: The data quality makes sense, but I would be hesitant to share this data – I would think it's important to clearly frame as data quality. But I would want to see the number as well to understand.

Chris: The black representing zero, we should flip the color dynamic, so that everything black is bad is not perpetuated. No ethnicity listed.

Gerald: The URF rolls out to district district-wide. But we can't disaggregate without data completeness. The frame here is data quality and completeness.

Chris: If we are being transparent, we need to be lifting that up (race).

Kyla: To me this goes back to the point that Montes brought up – we have a data quality problem. The root of why kids are not achieving can be different things for different kids. **Comprehensive Student Data Roster should include a field for discipline.** This is our role – we need you to enter the data. So

that they understand how this is helpful and why you have to do it, or nobody is going to do it. So the framing is important and needs to be tied to a deliverable.

Barb: The data are available on the data warehouse on intranet data reports. A whole lot of those referrals are for attendance and it's worth looking at. We should think about the customer service approach: if we were working for Cisco and people weren't using our product, we would support them in how to use it, and it's on us to develop that system of support for use. To me this looks like absence of training. There's a lot of zeros. How do we check back with the site? How do we get that support to them? I'm happy to offer my people up for that.

Sondra: Can we put this out there for tomorrow?

Gerald: I can email it out a soft copy of this.

### **Interactive Action Plan Google Doc (Moir)**

Walking through sort and find features

### **Upcoming Items**

Developing Unconscious Bias training, ensuring quality and accountability systems are looking at race, changing the narrative on African American youth...

Chris: I would like for us to co-construct how to make changing the narrative district wide. There are learnings from AAMA – how to make them permeate through the district?

Danfeng: Is there a space where as a group we can talk about change the narrative.

Chris: Literally we have a strategic communication plan. That one pager has been done. The challenging thing with our department is we function as this niche outside the rest of the district. But nationally we have an audience. To get the strategic communication plan – get that in front of the group would be valuable. The current narrative perpetuates self-oppression.

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# PROGRAMS FOR EXCEPTIONAL CHILDREN (PEC) & COMMUNITY SCHOOLS AND STUDENT SERVICES (CSSS) COLLABORATION MEETING

December 18, 2014 (9:00am-12:00pm)

In attendance: Valerie Lopes, Kara Oettinger, Sheilagh Andujar, David Yusem, Andrea Bustamante, Curtiss Sarikey, Sandee Simmons, Rob Churchill, Barbara Parker, Sharon Falk, Barb McClung, Bernice Stanley, Moira DeNike

## **Key Take-Aways:**

- There is tremendous amount of consensus in the recognition of overlap in the work CSSS and PEC do, and the need to be more coordinated
- Consistent themes emerged from all corners of the room around equity, interdepartmental coordination, and seamless experiences of support for students
- A next step is to articulate a *continuum of supports* – we should leave our next retreat with this in place
- There is a need for knowledge sharing around work that has already been done to develop multi-tiered systems of support – meetings should be planned to ensure non-duplicative work, leveraging of work already done

## **Action Items:**

- ✓ Moira will send out notes from the meeting and Curtiss and Sheilagh will distribute to their teams
- ✓ Sandee will send out an invitation to representatives from Barb's team (Barb will designate), and Kara, Sharon, Valerie, Bernice and Barbara Parker, to discuss PBIS and get together on a single vision for multi-tiered supports [this should happen before next retreat date]
- ✓ Sheilagh will invite additional people to the Monday meeting
- ✓ Curtiss and Sheilagh will schedule a second retreat with everyone who participated today
- ✓ Curtiss, Sheilagh and Moira will develop a preliminary agenda for that meeting, which will be distributed to other team members for input prior to the meeting date

## **1. Welcome and Introductions/Framing the Day (Sheilagh/Curtiss):**

Building a sense of team; pre-planning and laying ground work for a retreat/joint work day in January; build out effective school support structure; develop continuum of student supports and interventions prevention to intervention/general ed to spec ed services and settings.

- ✓ Goals: Begin to build PEC/CSSS team; Gain a common understanding of our collective work; Establish next steps and planning to further work started today
- ✓ Roles for All: Hold a growth mindset; Be present throughout the morning; Bring our best thinking
- ✓ Norms: Assume positive intentions; Step-up, step back; Share the air; Stay student-centered (keep students at the front of the work)

Sheilagh: There’s tremendous overlap between two departments, and the strategic plan speaks to the integration of departments. This is the time to come together to establish a continuum of behavioral health and therapeutic services that is understood by us and our system as a whole. So that we are thoughtful and intentional, and not reactive and crisis-driven.

Curtiss: We need to think seriously of our continuum of supports from general ed through special ed, with services and supports along the way, be it special education, restorative justice, 504, mental health. Our goal together is to work with the district to get out of the mindset that special ed is where you send kids to get them out of the way. Same with COST. How we articulate how we see kids along the way. How do we effectively support schools so that they have the capacity to serve all kids? Step in and provide the right kind of training and support, so that some kids are not treated as second class citizens? And how do we come together to provide the right set of supports? I asked Barbara Parker to be here because of the role of nurses and the oversight of 504. Barb, David, Sandee are here because they deal with how are we trying to address disproportionality with targeted supports. Andrea’s work is serving the whole child, with partnerships.

Valerie: Immigration issues are emerging, how that impacts both Sp ed and support for transition.

Curtiss: Unaccompanied minors specialist hired (supervised by Barb).

Bernice: Foster youth specialty?

Curtiss: One of the target populations in LCAP.

Barb: But it is a place where we could tighten our interface.

**2. Community Building Activity (Maira/All)**

- What brought you to this work?
- What is your single greatest challenge and hope in your current work?

Name	Position/Office	Greatest Hope and Challenge
Andrea Bustamante	Community School Partnership	Hope: to continue to integrate and collaborate, and trust each other across the district; Challenge: finding the time for the dreaming
Bernice Stanley	PEC	Hope: to work collaboratively so we are not duplicating services, and so that when students start to demonstrate signs of distress that SpEd is not the first thing to come to mind. Challenge: I don’t want to become the poster child for making more SpEd programs. If you build it they will come.
Rob Churchill	PBIS	Challenge: applied behavioral analysis is recognized in SpEd but not as well applied n general Ed, so trying to apply as prevention is a lot of work because it’s not familiar to general Ed teachers. My greatest hope is a prevention model.
Sandee Simmons	Behavioral health program manager, RTI	Challenge: I was born sensitive, so I feel conflict deeply. My challenges is not to be afraid of that. To be open to hearing different perspectives. My hope is that we do that.
David Yusem	RJ	Hope: something I do see happening, that RJ becomes the culture of our school district and I see people in the district using the tools – that makes me feel good. I’ve trained quite a few SDC teachers – RJ resonates with them. Challenge: a couple of weeks ago there was a psychologist asking detailed questions about SpEd and RJ and it was an area I need to know more about. I’d like to put together a focus

		group of SpEd teachers and identify how it's differentiated. And a challenge is the amount of transition in principals – consistency in leadership is key.
Sharon Falk	PEC	Challenge: our department is charged with significant paradigm shifts. We have to address educating student in less restrictive environments, and then we have litigation that takes away money away, and we have lots of levels of reform. I'm glad to see a group where we understand that behaviors in children stem from a number of things. A lot of times we will address it from ONE perspective and we need the voice from multiple perspectives.
Barbara Parker	504	Challenge: to advocate for services for children in regular Ed who need accommodation. My work intersects with special ed – we are cousins. I get their challenges. Hope: to see this communication, intersection and collaboration.
Valerie Lopes	PEC	Challenge: how do we help teachers understand differentiation? How do I use psychologists in a broader way to accomplish that? Consultation? What is it in the consultation model that is effective? How do we get teachers on board? Do we do that with broadening the role of psychologists? How do we get there? Hope is to work on that.
Kara Oettinger	PEC	Challenge: moving target. This week it was the inequities of how families access services from PEC. It's not necessarily kids who need it most. Hope is to create that continuum and change the mindset that there's a dividing line between general ed and special ed.
Curtiss Sarikey	Dep Chief of CSSS	Hope: this is a super complex system. My biggest challenge is finding these spaces, recognizing the big paradigm shift. The biggest challenge and hope is to land on those things – making decisions and structures to follow through on it. Whatever change we want to make, how do we create a structure to ensure it's systematic?
Sheilagh Andujar	Dep Chief PEC	Hope: inclusion and equity. I am struck by a lot of words and dialogue – people talk equity but it rears up in our department unbelievably. There is so much work that needs to be done around educating our students. Challenge: how do we build the capacity of the systems to have the strategies and the culture shift? It's a culture shift. If we don't get to that place shifting from a deficit model, separating out and creating layers of approaches, reactionary thinking, is not going to work. We have the opportunity to show that we have moved out of the 50s, the 30s, the 1800s - to say that we are really an inclusive society.
Barb McClung	Behavioral Health	Hope: is also the biggest challenge. That we can establish a culture in our district that is equitable. And the thing that inspires me is there is so much will for that. We get a bad rap as a district. Everyone I have met is a servant, committed to going above and beyond. What we need are the systems to keep it going. All of us are getting tired spinning our plates. The leadership keeps changing and everyone comes in with new machinery so we dismantle what took so long to put in place. The challenge is getting it in place and keeping it there despite the "churn." Without burning people out. I hope that we can be aware of the systematic things that divide us and come together in spite of that.
Moira DeNike	Consultant	Hope: to see the potential expressed here become real, especially around equity. Challenge: to help facilitate the process (well!).

### **3. Aspirational Goal Identification (Moira/All)**

In pairs, then share out – what are top 2-3 areas where PEC & CSSS collaboration would make biggest difference for students and support to schools?

- ✓ Site wide training all staff
- ✓ Continuum of assessment and intervention services
- ✓ Wrap-around to keep kids at community schools, like a multi-disciplinary team (Boston SpEd)
- ✓ Creating more BCBA's to serve all of our students
- ✓ School culture response team (like wrap-around, only for schools)- when a school is in chronic crisis mode, an interdisciplinary team that can respond to that school's needs in a proactive way
- ✓ Continuum of supports – more behavioral support planners and coaches so that instead of seeing gen Ed and Special Ed, that instead there's a continuum, perhaps designating but also that continuum goes back and forth
- ✓ Opportunity to provide mental health services in a more integrated funded model for consistency
- ✓ Support schools to create strong behavioral health program and goals
- ✓ Joint training for teachers, admin, aides
- ✓ Supporting principals on how they can support mental health issues
- ✓ RJ and school psychology connection. The school psychologist can lead circles in the classroom, or small group circles, specific targeted
- ✓ Reciprocal trainings – across departments
- ✓ True continuum of support for students – behavioral, social, psychological needs. What do we need for kids all the way up to the top of the pyramid.
- ✓ Develop a consistent and structured collaboration among service providers (ie teams represented here)
- ✓ Call out equity lens
- ✓ Think about the families, to be culturally sensitive
- ✓ Collaboratively mapping out the continuum of services...where do we have capacity and are there gaps
- ✓ Shared theory of action around responding to student needs and align practices
- ✓ Re-organizing in the service of the continuum, including blending funding so services don't drop off and pick up, seamless
- ✓ Leverage each other, get a coherent message

### **4. RTI (Kara and Sharon)**

Curtiss: There's a lot that Sandee and Barb have done with tier-ing out behavioral supports. Should get together to share that.

Valerie: Are we embracing RTI as a district?

Curtiss: yes, and we invited Sheilagh to join VRP team. Allen named PBIS as foundational to all schools and that will go into the Academic Guidance Document for all schools. Your team didn't even know about that. We should jointly engage the Network subs in what RTI framework is. This is how we serve kids at the base to the tip of the triangle and present a joint front. Maybe it's having Sheilagh and Kara come to our Monday meeting and work with Barb and her team around the behavioral side of the pyramid.

Barbara: I get the bridge from Tier 1 to Tier 2 is SST or COST, but where is the bridge from 2 to 3?

Kara: the superintendent didn't want to use RTI – didn't want to be focused on "intervention" preferred "response to acceleration" should we use that?

Curtiss: Multi-tiered systems of support. So we can name our Oakland language.

Sandee: I think that Tier I is a whole school culture frame, not just that all kids have access.

Action item: set up a meeting (Barb's team and Kara and Sharon and Valerie and Bernice and Barbara Parker - Sandee will set up meeting); Sheilagh will send out invitation for people to join Monday meeting.

## **5. PBIS (Barb)**

Barb: we have been working for 5 years to build the behavioral side to the multi-tiered system of support. It covers both mental health and behavioral. SST is embedded within COST – an intervention determined by COST. These are all things that haven't been resourced. In our office we have COST toolkit, tools for SST, we do training on SST.

Sandee: we also work closely with CBOs

Sharon: I know Valerie and Bernice have strong MH teams - where are they connected?

Sandee: the three of us work very closely.

Sharon: I didn't know that.

Val: it's important to me that those programs are included in the continuum of services.

Sandee: I'm confident that we can put that together.

Curtiss: the goal is that we develop a common understanding, and that's the whole point of mapping out the continuum. We haven't done this kind of work collectively as departments, this is your lane, my lane, the lane we share. We need to communicate that to sites and leadership (including Network Sups).

Barb: there has also been a huge amount of work on academic RTI. People think there's nothing there, when there's so much that has been done (on both behavioral and academic RTI).

Sharon: I don't know that I'd be able to speak to the programs as well as Val would, so she should be at that meeting, too.

Barb: PBIS is a three year implementation at minimum. Training and buy-in, systems, data collection and review – Tier 1 comes first. We have 30 something schools doing PBIS. And now we have a Universal Referral Form district wide that lets us know who needs Tier 2 supports. It's exciting. We received this year a 5 year grant to implement PBIS adding 10 schools a year. By the time we are done we should have 80 something schools, with continued coaching. URF is exciting because it allows us to shift from punishment to pre-referral intervention. PBIS focuses on intervention. Rob developed a training guide. Now we are looking at data quality. People have developed solutions to problems that were not based on data. Now we will be able to capture data to answer, what are issues related to the environment. Tier 1 is about getting the environment to be consistent, fair, equitable. Then we have a better idea of who needs Tier 2 supports. Now we have preponderance of Tier 2 referrals because Tier 1 is not in place. And getting everyone with a restorative frame. Relationships are key, and RJ does that. SEL skills as well. At Tier 2 it provides alternatives to exclusionary discipline and takes a reparative approach. Then at Tier 3, wraparound to bring those students back in. We are in the process of evaluating our PBIS implementation. How

can Network Sups support implementation? So we provide Tier 1 implementation fidelity inventory. We have a really nice tiered module that talks about SEL (which is different from behavioral), trauma-informed lens, and restorative practices.

Bernice: Will this expanded implementation involve more staff?

Barb: One coach per 10 schools. As soon as that money is loaded, I will be hiring.

## **6. Appreciations & closing**

Appreciations for leadership, vision of collaboration, opportunity to come together with students at the center

Not covered in this meeting to be included in next retreat agenda:

- ✓ Case studies (What are the Big Questions? Take-aways? How do these case studies inform our collaborative?)
- ✓ Building the Continuum

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# AGENDA FOR VRP MEETING: PROGRESS MONITORING MEETING WITH LEAD TEAM

January 12, 2015 8:30 am – 10:30 am

Superintendent's Conference Room

- 1) Welcome and Remarks from Allen (10 minutes)
- 2) Check-in on key activity areas:
  - a. **Support the establishment of consistent behavior expectations** (15 minutes)
    - i. Progress being made (URF and AERIES.net implementation, Discipline Ladder & Matrix, Trainings on discipline policies, Transforming School Culture Guide, etc.)
    - ii. How can team support this work?
    - iii. Action items
  - b. **Build capacity and tools for intervention over exclusion** (15 minutes)
    - i. Progress being made (PBIS, RJ, trauma training, de-escalation, etc.)
    - ii. How can team support this work?
    - iii. Action items
  - c. **Address unconscious bias** (15 minutes)
    - i. Progress being made (Campaign to change narrative, consulting with experts, build unconscious bias into PBIS etc.)
    - ii. How can team support this work?
    - iii. Action items
  - d. **Family and student engagement** (15 minutes)
    - i. Progress being made (Efforts to inform parents and students on new discipline policies, follow-up on pledges, etc.)
    - ii. How can team support this work?
    - iii. Action items
  - e. **Integrate VRP goals into quality standards and metrics** (15 minutes)
    - i. Progress being made (Build race questions into Network Superintendent extended site visit the protocols, Teacher Effectiveness Framework, School Performance Framework, School Quality Review, leverage LCAP, etc.)
    - ii. How can team support this work?
    - iii. Action items
  - f. **Infuse data-driven decision-making into process** (15 minutes)
    - i. Progress being made (quarterly review of multiple data points, evaluation design, etc.)
    - ii. How can team support this work?
    - iii. Action items
- 3) Close and adjourn

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## NOTES FROM VRP MEETING:

### PROGRESS MONITORING MEETING WITH LEAD TEAM

January 12, 2015 8:30 am – 10:30 am

Superintendent's Conference Room

In attendance: Sheilagh Andujar, Jean Wing, Allen Smith, Kyla Trammell, Monica Thomas, Chris Chatmon, Danfeng Koon, Barb McClung, Devin Dillon, Gerald Williams, Sondra Aguiler

#### **Key Take-Aways:**

- Oakland is a city that has a unique level of activism – the ingrained distrust will be solidified if we don't get this done, with commitment to continuity!
- A new field has been added to URF/AERIES.net to signify an office referral. Trainings still need to take place, but this is an advance in terms of producing clear and useful data.
- PBIS implementation is going well, but Network Superintendents need to know which schools are hung up on implementation (or have disengaged). District recognition of schools doing well with PBIS implementation would be helpful.
- Lessons of AAMA should be disseminated and integrated into approaches – first step would be PBIS workshops?
- Developing PD approaches that incorporate race, trauma and evidence-based tools is a next step.
- The first key step toward integrating race and equity into metrics and standards is to develop a rubric of what needs to be measured – this will then inform other tools. This can build off existing AAMA standards. Disproportionate referrals of African American students to Special Ed should also be worked into the rubric.

#### **Action Items:**

- Barb will pull together a “triad” meeting and figure out how to put together a training on the new “referral” checkbox and discuss a communication strategy with the networks re: URF implementation
- Network sups will discuss with chief of schools to come up with a more unified, synchronized communication approach (in general and re: URF and data requests)
- When Barb gets the evaluation reports back on PBIS implementation she will share those with Network Superintendents (so they have a sense of where implementation is hung up).
- Devin and Allen will sponsor some sort of model recognition for schools that are on-track with PBIS implementation with fidelity.
- Barb will send out to network superintends the schedule for summer PD.
- Moira will look at schedules and find a date for a meeting with Barb, Chris, Devin, Sheilagh, Kyla, Allen to discuss: integrated PD in unconscious bias, PBIS and trauma?

- Barb will send out announcement for Feb 20-21 PBIS; Devin will send out to cabinet
- Chris and Barb will talk about how to integrate Race, Equity and Healing in Feb 20-21 day
- Chris will send out one-pager that UC Berkeley produced
- Sheailagh and Gerald will get together to talk about referral data (Cat Kealey)
- Allen and David will put a rubric which will lead into how we measure this into school performance and network superintendent extended site visits (Allen will look at the AAMA standards to inform this work)
- Moira and Gerald will meet to talk about evaluation design
- Gerald will talk with Ron about which middle school for the OCR meeting (and stop Laura from communicating to OCR that Montera is a-go)

**1) Welcome and Remarks from Allen (10 minutes)**

Allen: We are already seeing some movement in how we are setting up systems so that this work is in coordination with (as opposed to apart from) the work of the district. Intensive school support meetings last week – Oakland is unique. I have never seen a student led protest with 500 students. I think it's really important that all of this stuff that we are doing – in a city that promotes activism, the leaders have to support it, too. I keep hearing that “this has been done before” (attempts at reform) but in actuality a lot of it has been started but not supported or sustainable. The commitment has to be how to keep this sustainable and not personality driven. That's why systems have to be changed. This is our chance. The ingrained distrust would be solidified if we don't get this done. Stay out of the weeds of the adult stuff. The adult stuff is killing us. I expect us to have push back from teachers and leaders but we have to stay the course and move forward. Thank you for your continued commitment to this work.

**2) Check-in on key activity areas:**

- a. **Support the establishment of consistent behavior expectations (15 minutes)**
  - i. Progress being made (URF and AERIES.net implementation, Discipline Ladder & Matrix, Trainings on discipline policies, Transforming School Culture Guide, etc.)

Gerald: Principals got print-out of referrals by teacher at December principals' meeting and a guide for to figure out ABS record by teacher. This is something Eaglesoft had missed. Now principals can do by query. Barb has been contacting Eaglesoft and we have been meeting with them regularly.

Jean: Quality control and completeness – we are getting uneven communication from data partners. Some want to see what's incomplete on a weekly basis. It's a broader issue about communication across networks. Can we get one communication that would be for all schools? Schools were asked to follow up on missing data. The focus has been on the clerk, but what about teachers? I would love if network sups can think about a unified way to communicate from schools and to schools.

Barb: Things are coming to me that way, too. Principals are coming to me and asking for different things. Eaglesoft was supposed to provide a graphical report on referral by student and that is extremely difficult to report. We are going to ask for, similar to suspension report, we are going to ask for referral

report. We are working on that (with Cat Kealey...who will work with Eagle to get that imbedded in the graphical report). The guy who worked on that left without leaving records.

Gerald: There's a new feature that has been added for school sites. We don't know what's what (when we look at the data) – we know if it's an in-school or out-of-school suspension, but we couldn't distinguish an office referral. We added the field, but people haven't been trained to check the box of whether it's an office referral or not. That will clarify a lot. The new field is about a month old.

Bar: So maybe we can pull together a triad meeting and figure out how to get that training out.

ii. How can team support this work?

Barb: I'd love to figure out who can be the contact with network sups.

Sondra: You mean structure with our data partners?

Jean: I mean we are getting similar requests from a data partner or a school improvement partner, then we hear different things, "the networks would appreciate if we did this." But to add something new on routine reporting, we have to do it for one school we do it for all (unless it's a one-time only). And we are getting similar requests across districts – we would prefer one communication.

Sondra: Our data partners have strengths in different areas. I believe they meet through David and David's work, and we should probably get more involved in that.

Monica: There is varied data proclivity so some schools are asking for specific reports because some data partners don't have that capacity, which could be an easy fix.

Barb: One possibility would be to build capacity – who has the capacity to deal with the URF. We should do some kind of training to simplify their work. So we will talk about that when we meet and maybe we will have a meeting with the data people (they meet on Thursdays).

iii. Action items

- Barb will pull together a "triad" meeting and figure out how to put together a training on the new "referral" checkbox and discuss a communication strategy with the networks re: URF implementation
- Network sups will discuss with chief of schools to come up with a more unified, synchronized communication approach (in general and re: URF and data requests)

**b. Build capacity and tools for intervention over exclusion (15 minutes)**

i. Progress being made (PBIS, RJ, trauma training, de-escalation, etc.)

Barb: in terms of PBIS, trauma, RJ and de-escalation, we are on track with our trainings. We just hosted 75 schools for PBIS, they asked for training in classroom management. We have a number of staff who can provide that. Our Insights to Behavior team responds to Tier 2 and they take data. They are finding that a lot of Tier 2 referrals are related to issues around classroom management. They are providing

coaching with the teachers around triggers and modifying the environment. I think that's really exciting. We also conducted for 10 schools, the school-wide evaluation tool (PBIS implementation fidelity tool). We will complete that with Tier 2/3 schools by the end of January. That is funded through the new grant. I was at Garfield – behavioral expectations were everywhere. What they need is more support with their Tier 2. It was gratifying – they rarely send kids to the office. PBIS is on track. I'm looking for a grant coordinator. Classified hiring freeze is a hang up. But we are getting Brigitte's support with that. We are holding a press conference on RJ report with promising data particularly for African American students (Wednesday 1/14 at 9:30 at Lakeview).

Allen: I have some questions about restorative approaches. How long have you been seeing the impact, and what is the PD?

Barb: This is the first evaluation. I can't give you longitudinal data, but the PD, we have almost 30 schools and PD is provided to all teachers and staff as the principal at the site makes them available. Teachers come out for training as well. The biggest challenge is getting the time in front of the teacher at the school site. Our model calls for ongoing PLC – we need at least a day ever year. We are finalizing speakers for a de-escalation training for all PBIS schools sites (not mandatory, but we always have good attendance). That is coming up in February.

ii. How can team support this work?

Allen: So how can we support? Is there a way?

Barb: Helping sites to figure out how to carve out time for training. There are some sites that just don't show up. If we are inviting 20 sites and 5 don't come, it's challenging to get out there. There are a few school sites that have just decided they are not coming anymore and I don't know what to do about that. My coaches have been trying to talk to them.

Monica: It's helpful to know that.

Barb: The first thing we do is try to talk with them.

Devin: Is there a way to offer a recognition for those who have reached implementation?

Barb: Yes. The idea is to move on from supports after 3 years.

Devin: Is there a model recognition?

Barb: I like that.

Moira: How is district-wide adoption of PBIS looking? Will the PBIS grant cover the entire district eventually?

Barb: Yes.

Allen: I think it's mentioned in the academic priority document?

Devin: I think there is a mention of that that Curtiss put in there.

A: That's one way to get it out. Another way is when we start planning the whole summer conference – that a piece of that be dedicated to that. That will be in August, probably.

Sondra: It's nice to tell schools now what's going to happen in June so schools can block that off? It would be helpful to know about that schedule as early as possible.

Barb: We can provide you dates of what's already expected for the summer.

iii. Action items

- When Barb gets the evaluation reports back on PBIS implementation she will share those with Network Superintendents (so they have a sense of where implementation is hung up).
- Devin and Allen will sponsor some sort of model recognition for schools that are on-track with PBIS implementation with fidelity.
- Barb will send out to network superintends the schedule for summer PD.

c. Address unconscious bias (15 minutes)

- i. Progress being made (Campaign to change narrative, consulting with experts, build unconscious bias into PBIS etc.)

Chris: [On the campaign to change the narrative around African American students] We have a series of documents, Lean into the Wind, Black Sunrise. The narrative has been the normalization of failure. The narrative has to be a city-wide campaign – we have strategies. The question now is how do we scale or permeate what we know to be true? We have been in our lane but we have never been positioned to be the through-line. If the VRP is that vehicle - How do you do that? If the system is unable to lift up healing, and I have never heard about OUSD doing that, RJ is the closest. We can lift up unconscious bias but without the strategies (it won't solve anything). We have some stuff and that's good, but it has not been in calibration with PBIS, academics. Glen Singleton's work, they have been in Portland and they are still struggling. Black boys have internalized oppression. Next steps around increasing leadership opportunities for black boys. I don't know that I've met an expert in this district. Race Forward, a teacher union presentation last month, Glenn Singleton, NEP.

- ii. How can team support this work?

Chris: Who is trained in PBIS? [a few hands raised]. I would love to get deeper training in PBIS. So I can understand how it applies to the work.

Barb: February 20 or 21 – in-house PBIS conference – come to one or come to both. I would like for us to unpack the lessons you've learned (in AAMA). I would like to know what those things are. What can you tell us about how you've successfully engaged AA boys in your work and how people of other ethnicities can do that? What can you share out that we can build into all of our work?

Chris: Last year UC Berkeley produced a one-pager. These are universal.

B: I would like a day with your team – to have them and you show us how to make that more accessible. How do the rest of us begin to embody that work? Could you offer us a one-day or half-day?

Devin: We need to live in that.

Chris: Yeah – it's just identifying the time and space. An institute for teachers in the summer.

Devin: I agree that we don't have in-house experts on it, but if we do it's you (Chris). Until we start taking a bite out of the elephant – even the conversation here is powerful. It's upon us – how within the system we have lift that up? Is there space within the PBIS institute to raise that, and if so, how? My mind keeps going this is an opportunity. If you (Chris) can guide us in that?

Barb: I'm getting a lot of request for support for African American girls – I think we need to put that into the narrative. They're the second most suspended group.

Devin: There's a group of AA women in the system who are Sister Sultana – doing a similar thing to what AAMA has been doing for boys, and we are thinking about how to invest in girls. There is some work bubbling up, and how do we institutionalize that work. IT speaks to our discussion about equity.

Chris: The evolution of AAMA – not just going into a watered-down equity office. We should weave them in strategic, intentional. I would reframe the proposed equity office as the office of Race Equity and Healing. I welcome playing any role in inviting them in. We will stay targeted in AAMA but there is also an opportunity to invite. If you want to see the spirit of how we get down, come Thursdays night. From there, Devin is my thought partner, and there are a few other people I'd like to involve because I'm still learning. On what is the scope and sequence. What do people want to come away with?

Devin: I wonder if having a half-day on AAMA is taking it back to silo. I wonder if instead it can be situated within the fabric of PBIS. Could it be incorporated into the February PBIS workshops? If not, then a stand-alone, absolutely. Is that possible?

Barb: I wonder about the amount of time we have to plan that...maybe a track on that in the PBIS days?

Chris: Yeah.

Devin: That could be a first step. Then some more co-facilitation.

Barb: We are offering this at Lakeview and we have limited space, but let's talk about what that would look like. Also, that week in June. All of us ought to know the lessons of AAMA. As should all the teachers in the district. These are some of the ways that we ought to be behaving as adults with our AA students. I would really like to hear from your team how to work with them differently.

Devin: Instructional rounds – this has to be a lens. In my group this came up. We know it's an issue, but then what?

B: We have incorporated SEL, but not the race piece. The guided action isn't in there.

Sondra: I think that the dilemma comes up in any issue in instructional rounds. There's no time to follow up, just to finagle that in the moment. Perhaps in the beginning we focus on school culture to cull out that.

Moira: Maybe a next step is a meeting with Barb, Chris and Devin?

Chris: I'd like someone from Allen's side of the house, and Sheilagh, as well.

Moira: So maybe a meeting with Chris, Barb, Devin, and Kyla?

Kyla: How do we take the frame of RJ and the work that Chris is doing – this is our design year. West Oakland re-design, healing has to undergird everything. One thing that I'm seeing and I'm not sure how to handle this – most of the leaders need support in facilitation. How you have these conversations with people – from the hills to the flatland I see leaders struggle. As a system we haven't really figured it out. How do you teach that? I think addressing unconscious bias, what does that look like for principals, but also for us? So I am interested.

Barb: I also want us to think about how we integrate work of trauma and historical trauma? There are good behavioral strategies for teachers but when we are talking about the healing work, that's got to be trauma-informed. Conflicts create trauma for students and teachers, and schools re-traumatize. I would like to invite a conversation on how we can use RJ and a trauma lens. My experience has been in trauma that it has created some big a-has. Self-regulation and response.

iii. Action items

- Moira will look at schedules and find a date for a meeting with Barb, Chris, Devin, Sheilagh, Kyla, Allen to discuss: How does VRP serve as the vehicle for addressing unconscious bias?
- Barb will send out announcement for Feb 20-21 PBIS; Devin will send out to cabinet
- Chris and Barb will talk about how to integrate Race, Equity and Healing in Feb 20-21 day
- Chris will send out one-pager that UC Berkeley produced

**d. Family and student engagement (15 minutes)**

- i. Progress being made (Efforts to inform parents and students on new discipline policies, follow-up on pledges, etc.)
- ii. How can team support this work?
- iii. Action items

[This item skipped because Raquel Jimenez not in attendance]

**e. Integrate VRP goals into quality standards and metrics (15 minutes)**

- i. Progress being made (Build race questions into Network Superintendent extended site visit the protocols, Teacher Effectiveness Framework, School Performance Framework, School Quality Review, leverage LCAP, etc.)

Allen: Looking at SQR, extended site visits, working with David Montes. What we have to do is create a rubric for what are we measuring and how do we make sure school leaders are getting the training they need? David and I meet 30 times a day. I don't think we will have a hard time putting that together.

Sheilagh: I would ask that Special Ed be included in that. The data points to similar issues around being heavily weighted on AA males and females. Maybe we can work together on that.

Gerald: Did you guys find a patch for data on Special Ed referrals?

Sheilagh: Maybe Gerald you and I can talk about that, for when the referral gets made. Quality control for SEIS.

Allen: I welcome any input on what should be incorporated into the rubric.

Gerald: A site observation tool is important and a consistent repository for keeping and then responding to that information. There's instructional rounds, site visits, etc. but it needs to be consistent.

Allen: I'll look at the standards for AAMA.

Gerald: That was derived from Teacher Effectiveness framework so there should be consistency.

ii. How can team support this work?

iii. Action items

- Sheilagh and Gerald will get together to talk about referral data (Cat Kealey)
- Allen and David will put a rubric which will lead into how we measure this into school performance and network superintendent extended site visits (Allen will look at the AAMA standards to inform this work)

**f. Infuse data-driven decision-making into process (15 minutes)**

i. Progress being made (quarterly review of multiple data points, evaluation design, etc.)

Gerald: OCR wanted to take on two site visits. Montera and Oakland High. They give a sense of reality.

Allen: Montera is work to rule. Maybe a different school. Gerald will you check with Ron Smith.

ii. How can team support this work?

iii. Action items

- Moira and Gerald will meet to talk about evaluation design
- Gerald will talk with Ron about which middle school for the OCR meeting (and stop Laura from communicating to OCR that Montera is a-go)

**3) Systems check-in, close and adjourn!**

Gerald: Tech services moved: Lafayette and McClymonds

Allen: Intensive school support – there has to be a tremendous amount of healing and we are at the beginning process. Brookfield, Frick , Fremont, Castlemont, McClymonds....this is not about turning these schools into charter schools. What we are doing is setting limits and expectations for charter schools, if they want to play, they will have to do this. For example, you have to serve students where you are located, you have to provide SEL, things that are going to eliminate some charters from wanting to engage. The intention is for the schools to be fixed from within. To do that we have to have a leader who can do transformational work. The other thing that is going to be helpful are five pillars. The intention is not to turn the district into charter schools.

Chris: From a systems level, we have to think of a counter-balance. The only people who would have capacity to engage is a charter school that uses a healing frame! Otherwise it doesn't matter how good this process is....yeah.

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# TRANSFORMING SCHOOL CULTURE PROFESSIONAL DEVELOPMENT SUBCOMMITTEE MEETING

January 28, 2015

In Attendance: Devin Dillon, Chris Chatmon, Sheilagh Andujar, Barb McClung, Moira DeNike, Danfeng Koon, Curtiss Sarikey

## **Key Take-Aways:**

- This group will constitute a new “subcommittee” concerned with developing a PD plan to “treat the water” – to get in front of school personnel (teachers, administrators, and classified) with training and support on strategies and tools for engagement and empowerment of African American students in multiple ways (summer institutes, all school culture and climate work, PBIS, etc.)
- The upcoming Summer Institute and Administrators Institute should include content focused on dismantling unconscious bias against African American students (and instead being relationship-building, asset-driven and empowerment-focused)
- An upcoming key task will be to identify the content and format of summer race, equity and healing PD (it would be good to know what worked and didn’t work at Sequoia and other school that did Jim Thrasher model for unconscious bias)
- Another upcoming key task will be to identify how the PBIS framework looks using an African American race, equity and healing lens (specifically considering lessons of AAMA as applied to PBIS tools)
- At the next meeting it would be helpful to have a brief presentation on key practices and strategies of AAMA that exemplify good teaching (to help inform PD content...recognizing that sometimes changing practices comes first, and changes in beliefs follow)
- There are key personnel in OEA who are supportive of a move in this direction of race and equity, who should be invited to partake in these discussions – their support could really help advance the work
- This work should not be divorced from the tiered approach. In fact, applying the multi-tiered perspective to a more intentional approach to engagement of African American students could also help remedy the disproportionate referral of African American students to Special Ed

## **Action Items:**

- ✓ Chris will prepare a tutorial for the rest of the group for the next meeting on key practices – high-leverage “do-differents” with African American students that exemplify the AAMA approach and why it’s successful
- ✓ Moira will look at calendars, book the next meeting (ideally in two weeks), and put together an agenda that makes time for Chris’s presentation on key practices and strategies, plus discussion

**Detailed Discussion:**

Chris: What is the current PD approach?

Devin: Every school has teacher leader in different areas, so 5 teacher leaders at each site. Most of them are in classroom positions and they go to a training once a month and they get strategies and tools from the content leads and they are tasked to bring back to the school with turnaround support or just developing those individuals as strong in that area. Next year we are looking at a blended model, some out of classroom positions, literacy coaches, we would love to have one coach in every school in language and literature, providing some direct support to students, some professional learning. Our hope is to continue to have the teacher leader model. So those 20 teachers would be unique in what they were doing and then everyone would continue in the teacher leader model. It would be valuable to have a special ed teacher leader cohort. Or culturally responsive. Some of the feedback we have heard from the field is that it's difficult to get time with the teachers, each teacher leader is vying for that, and it's hard to schedule because there's no cohesion. So it would be good to have fewer teacher leaders, with some crossover in subject area, or technology across content. So that's where we are in terms of planning.

Moira: Has equity and culturally responsive content come up in these discussions?

Devin: Yes, it has come up with some of the people. We have to think about bandwidth. Some don't have that competency themselves. But how does it look? Who is holding that work and pushing that agenda forward? Sometimes when everyone is holding it, nobody holds it. We have a meeting with Antwan next week about an equity department or office that is integrated. **What I don't want is to have an equity office that's a separate leg on the spider.** So my fear would be that it would live separately.

Barb: Maybe it could have representation from each department. Can I hand something out?

[Wisconsin dept of ed rubric for culturally responsive beliefs and practices]

Curtiss: I met with Trish Gorham a few weeks ago and there are people in OEA who are supportive. Part of the motivation is that AFT has unconscious bias training. I brought Jim Thrasher out when I first started. TCE funded Jim Thrasher's work at Sequoia and one other school. It would be good to check in on what worked, what didn't work. I want to get back to Trish. There's culturally responsive and there's how to incorporate unconscious bias. How do we embed it? It has to be framed that when you're doing this work, it's not an optional thing – we can't just preach to the choir. Everyone has to participate in it. If OEA gets behind it, it will go further.

Devin: Kay Swenson also is behind it.

Moira: Does this [Wisconsin] rubric line up with AAMA standards?

Chris: When we don't use "black children" I'm like, this is just talk. We have to call this out. Whatever we use needs to call out addressing the need of African American children. I don't hear us referencing African American. It has to be forward in everything we do. The bias piece, that is just a scratch on the surface. **Once you become aware of bias it does not change your practice. Then you have to change**

**the behavior.** I haven't been trained in PBIS, I want to believe. My only context is how we are going deep in MDP. **We are not going to PD ourselves out of this. You have to create a community and a culture.** We are ready. I want to calibrate. Until every adult can lift [engagement & empowerment of African American students] up in every situation...

Danfeng: What's the next step with this tool?

Devin: I imagine it came with lots of training, etc.

B: We have to develop a strategy that is multi-pronged. A strategy that only focuses on unconscious bias does not change behavior – I agree completely with you, Chris. What we do have is changing practice. Sometimes that changes behavior because you change practices and you see a difference. It's the actions. It's about the do-differents. And then we can work with those who are willing. I've been to a lot of these and I have not seen that change a system. I've seen it get some traction with some individuals. I've seen as much war started as I have seen healing. And I haven't seen it sustained over time. Some get defensive and can do more harm than good [as the result of a training]. Chris you are a strong amazing leader. I think about people who lack that. That's a process too. Developing enough social capital and personal confidence to get that feedback. It's really important. How do we lift up the things to build the capacity of our teachers?

Chris: The culture we are expecting, we have to practice. The ecosystem – this has to be the way we get down. Can we stay in anything to be in there long enough to change the culture? We have to practice and model that at every level.

Moira: Thank you, Barb, for sharing the rubric. I want to remind us that as a separate task discussed in the last Lead Team meeting, Allen is going to be working with David Montes to pull from the AAMA standards and develop a rubric, too, that will form the foundation of tools to be used in the field (Network Supt site visits, teacher effectiveness framework, etc.). I also want to remind us that we need to put together a plan for reaching teachers with PD, as many and as soon as possible, with an approach that is system-wide and sustained.

Devin: First it's framing the issue. If we start with summer institute. It's optional, you get paid and CEUs but not everybody comes. We reach a lot, but it's maybe a third, plus new teachers. I wonder about a blended experience. With child abuse reporting in LA we had to do twice a year. Once a year, and a blended training once a year. Everyone was required to do it. So we could say 100% have been trained. And it wasn't bad. Total OUSD teachers = 2,177.

Barb: I like the idea, but it has to be more frequent than twice a year. **It has to come up in every culture and climate training.** We have to be able to say, "these are our rituals," and we need to sustain it irrespective of new leadership changes. How do we embed it in structures that remain constant?

Devin: The summer institute (reaches one third of teachers) and the leadership institute (reaches 100% of administrators).

Sheilagh: It's a start. But then what? That's where what Curtiss was saying is key – if we can get OEA into it, it can take root.

Devin: It would be good for them to hear from teachers.

Sheilagh: And for them to hear – to hear from their constituents that this is their truth, and to hear from the leadership that this is the direction we are going in and it's non-negotiable. And if we share that same voice and message.

Chris: Students come in with assets. Making sure we enter the conversation with not just being a deficit focus, but that focuses on black boys who are doing great things. **The transferable things that MDP does can be applied.**

Barb: Could you bring that? I'm dying to know about that and how I can **immediately** apply that in our work with RJ, bullying prevention, with everything we do. **Let's right away look at what you've got and how do we each walk away and take that back.** We can bring it out to our staff and we make sure that – what's our 10 point plan? It has to be guiding principles and actions.

Sheilagh: All the different tools we use – the URF. How is [African American engagement, encouragement and empowerment] embedded in that? It has to be in the forefront.

Danfeng: What are the do-differents that would make a difference for African American children? For example, you need to say “hi” and “welcome” to each of your black children. I think that those things will make a difference.

Barb: You should greet and welcome all children.

Danfeng: Yes, but if attention is not called to doing it with African American children, they are getting left out.

Chris: All of our teachers have a greeting, whether it's their handshake, it's reciprocation of love and value, connection. And not getting caught up in the hat, saggy pants, the eyes are red. Allowing folks to get in the space and then you move through the lesson. Tools and strategies.

Sheilagh: When does the PD calendar come out?

Devin: Lisa Speilman knows.

Sheilagh: When I first started at Oakland Tech there were kids in the hallways during class time and it was so upsetting to me that adults would walk past kids. And when I brought it up with a teacher, he said “Welcome to Oakland Tech.” It's the behavior of the adults. What is going to change that behavior?

Chris: We say, if I elevate your mind, you elevate your pants. That's trauma. And [in a situation with a student with red eyes] Sean dealt with it after class. It was an extraordinary thing – when I heard about the trauma [the student was dealing with], I probably would have been high. Then Sean brought me and

the student and we had a safe huddle. It's not getting caught up in those things... Sean Foster – he is a beautiful brother. But this is this third year – he has grown in the learning community over that time.

Sheilagh: Sometimes you have to change the [adult] behavior first. Children don't want to be invisible. And if that's the culture, it's toxic. The worst thing we can do is enable that invisibility. And allow that.

Barb: I would love for us to think about this from a tiered perspective. What do we do for all kids, and then what do we do for the kids who do need something intensive.

Moira: Yes, it has to be understood in those terms because that is where OUSD is going – in the RTI frameworks of CSSS and PEC – and it can help with the problem of the disproportionate referral of African American students to Special Ed. The tiered supports absolutely have to be part of a more intentional approach to engagement and empowerment of African American students.

# AGENDA FOR VRP MEETING: PROGRESS MONITORING MEETING WITH LEAD TEAM

February 11, 2015 1:30 pm – 3: 30 pm

Superintendent's Conference Room

- 1) Welcome and Remarks from Allen (10 minutes)
- 2) Updates and Announcements from Moira (5 minutes)
- 3) Check-in on key activity areas:
  - a. **Support the establishment of consistent behavior expectations** (15 minutes)
    - i. Progress being made (URF and AERIES.net implementation, Discipline Ladder & Matrix, Trainings on discipline policies, Transforming School Culture Guide, etc.)
    - ii. How can team support this work?
    - iii. Action items
  - b. **Build capacity and tools for intervention over exclusion** (15 minutes)
    - i. Progress being made (PBIS, RJ, trauma training, de-escalation, etc.)
    - ii. How can team support this work?
    - iii. Action items
  - c. **Address unconscious bias** (15 minutes)
    - i. Progress being made (Campaign to change narrative, consulting with experts, build unconscious bias into PBIS etc.)
    - ii. How can team support this work?
    - iii. Action items
  - d. **Family and student engagement** (15 minutes)
    - i. Progress being made (Efforts to inform parents and students on new discipline policies, follow-up on pledges, etc.)
    - ii. How can team support this work?
    - iii. Action items
  - e. **Integrate VRP goals into quality standards and metrics** (15 minutes)
    - i. Progress being made (Build race questions into Network Superintendent extended site visit the protocols, Teacher Effectiveness Framework, School Performance Framework, School Quality Review, leverage LCAP, etc.)
    - ii. How can team support this work?
    - iii. Action items
  - f. **Infuse data-driven decision-making into process** (15 minutes)
    - i. Progress being made (quarterly review of multiple data points, evaluation design, etc.)
    - ii. How can team support this work?
    - iii. Action items
- 4) Close and adjourn

# AGENDA FOR VRP MEETING: PROGRESS MONITORING MEETING WITH LEAD TEAM

February 11, 2015 1:30 pm – 3: 30 pm  
Superintendent's Conference Room

In attendance: Allen Smith, Gerald Williams, Sondra Aguilar, Kevin Taylor, Curtiss Sarikey, Barb McClung, Theresa Clincy, Laura O'Neill, Devin Dillon, Sheilagh Andujar, Danfeng Koon, Chris Chatmon, Jean Wing

## **Key Take-Aways**

- ❖ Extensive engagement process re: Discipline Ladder completed this week – to be presented to Board in April
- ❖ Policy advocates are pushing for the complete elimination of suspensions for defiance – in current Ladder suspensions for defiance only permitted in cases where safety is at issue (and teacher-initiated suspensions)
- ❖ There is a need for stronger messaging of the expectation that all schools use URF as intended
- ❖ PBIS conference Feb 20-21 – need to spread the word
- ❖ The city of Oakland may also establish an office of racial equity – may be synergy there with OUSD work
- ❖ OUSD Quality Community Schools Committee has Racial Equity & Healing subcommittee
- ❖ Presidential attention on accomplishments of AAMA
- ❖ Progress on the addition of racial equity lens on Teacher Effectiveness Framework
- ❖ Site visits should be built into VRP Lead Team meetings
- ❖ Eagle Soft not fulfilling its contract – OUSD needs reports by teacher and by student; more pressure to be applied

## **Action Items**

- ✓ Barb will draft language for a letter to school administrators regarding the importance of using the URF and send it to Allen, to get it in front of Isaac and Troy. Laura will be cc'd on that to help move it forward.
- ✓ Gerald will schedule data partner training on URF.
- ✓ Network Sups will discuss with Chief of Schools to come up with a more unified, synchronized communication approach (in general and re: URF and data requests)
- ✓ Everyone will try to identify five people they think should attend the upcoming PBIS conference (2/20 & 2/21), and ask each of them to send five people themselves.
- ✓ Barb and Moira will work on scheduling a meeting with the RJ consultant and this team (one hour).
- ✓ Chris will send out strategic communications plan for AAMA, and the one-pager UC Berkeley produced.
- ✓ The next meeting will be at Oakland high school, unless Wednesday is a minimum day (Moira will find out from Kevin).

- ✓ Moira will contact the network superintendents and find out dates for extended site visits and see if we can piggy-back on those.
  - ✓ Moira will ask Gerald if he can join the David Montes meeting that Moira is setting up.
  - ✓ Laura will get more clarity from Barb and will write a letter to pressure Eagle Soft.
  - ✓ Laura will put Gerald in touch with the Special Ed data people.
  - ✓ Devin and Allen will sponsor some sort of model recognition for schools that are on-track with PBIS implementation with fidelity.
- Welcome and Remarks from Allen

Allen: We will get some updates and have some important conversations. I've had a lot of conversations about this, about African American females, about Latino. This is important – whenever Devin and Supt Wilson and I go into schools each week, without exception in at least one classroom that we visit there is either an African American male excluded, sitting outside, not a part of the learning. It doesn't matter what school – high performing or low. I don't think it's because folks are being mean but I don't think we have done a good job about how to engage these students.

- Updates and Announcements from Moira

Moira: OCR responded to our 3yr plan with questions. Legal is submitting a response to them this week that Laura, Allen, Curtiss and I worked on. Alignment retreat this morning between Community School and Student Services Department and Programs for Exceptional Children – getting aligned, which is good for them, and good for our work here. I will be asking sending around to Network Superintendents a matrix to be filled out for all of your schools. You may need to lean on Barb McClung, David Yusem, Chris Chatmon, and others to know how your schools stand on all of the items on the list. Basically, we (and OCR) need to have a better grasp of what is happening with these schools in terms of positive behavior supports, URF implementation etc.

- Check-in on key activity areas:
  - a. **Support the establishment of consistent behavior expectations**
    - i. Progress being made (URF and AERIES.net implementation, Discipline Ladder & Matrix, Trainings on discipline policies, Transforming School Culture Guide, etc.)

Theresa: We have concluded our engagement process for the matrix [matrix and ladder have been combined into a single document]. Met with Antwan, high school and middle school students, a session is planned with parents this week, we met with policy advocates, unions, Network Superintendents. Feedback has been consistent. Except students questioned why we are leveling sexual harassment – they think it is serious and shouldn't be leveled, but that we should consider the age of the student. We are working with definitions of fighting, bullying and harassment. We have a board presentation on 22<sup>nd</sup> of April.

Laura: We have a last-minute but significant change to the matrix. Suspensions for defiance (“failure to follow directions”) now only appropriate if there's a safety issue.

Theresa: The background for this is that policy advocates are pushing for the complete elimination of suspensions for defiance. More conversation is needed, but in the interim is this is the language.

Laura: Earlier version said repeated defiance could result in suspension, now it's not an option unless safety concern. Separately we had a meeting with the Superintendent who wants to phase it out and pair it with significant investments in PBIS and RJ – that plan will be presented in April.

Sondra: OEA?

Theresa: They are ok with this because it does not touch on the teacher's right to suspend from the classroom. They are fine as long as we are talking about not taking away any rights for teachers to suspend. There have only been 40 teacher-initiated suspensions. Teacher-initiated suspensions are limited to the remainder of the day plus one additional day. The URF is beginning to collect those suspensions.

Moira: URF data quality?

Barb: Theresa and I reviewed all data – it's evident that there are a large portion of sites that are not entering anything into URF. There are others that have 38% in terms of noting pre-referral intervention. Almost no sites that show a majority of fields being filled out. My sense is that at this point we actually need to mandate that we get a representative out to train on URF and pre-referral intervention to all staff at every site. We have the capacity but we are doing it as sites call us. It seems like a combination of skill and will. I've heard from sites that they are not planning to use it.

Theresa: Troy Christmas said OEA has reported that sites are not using. *We have to communicate that it's not optional.*

Gerald: The data show a slight improvement from December to now [in URF field completion]. Some schools have improved so Network Sups messaging has helped. It's an issue in some cases of training. Expect what you inspect. We do have enough central office folks visiting school sites. It's a question of mobilizing them to message, support and enforce the use of the URF. Schools with all zeros, I would say we need to support those now.

Allen: I don't know if we have sent out a universal letter stating our position on this. We can do that and then the Network Sups need to be prudent about doing this. Especially if OEA knows. We can get in front of Isaac and Troy Flint and get it approved by the Superintendent and get that letter out to schools.

Bar: This [URF adoption] is a heavy lift. I want to make sure everybody has accessed this support.

Theresa: Lars has set up appointments at the middle schools to go over this at the middle schools and having one-on-ones has been good.

Allen: The minute we drop the ball, and that's on network sups, then we go back to the old way.

Gerald: We did push out an email to data partners who will hopefully be able to identify where intense support is needed for data entry. It's hard for network sups to do that, but it's easier for the data

partners. They have a Thursday meeting, and we have two one-hour presentations scheduled. We have not yet received confirmation on dates.

Theresa: All administrators were trained on the policies, we are going to have to update based on new legislation limiting suspensions for defiance. On the transforming school culture and climate guide, we have the drafts ready they are with the graphic designer. She anticipates having a draft for us by the end of this month – it is expected to be ready for public before school planning during the summer.

Laura: I think there's always more need for training on the discipline policy, but case study time would be good to be build into training.

Theresa: We do use case studies in the trainings. We are doing training right now with principals. First in Jan, second next week and third one scheduled. All about Tier 1 supports. We hope to have matrix by end of April.

Curtiss: Presentation on 25th of this month to introduce this.

ii. How can team support this work?

A letter to school principals that makes it clear that the URF is not optional – making it clear that there's a clear expectation that all schools use the URF. This will empower Network Sups to communicate that expectation to principals more powerfully.

iii. Action items

- Barb will draft a letter and send it to Allen, to get it in front of Isaac and Troy. Laura will be cc'd on that to help move it forward.
- Gerald will schedule data partner training.

**b. Build capacity and tools for intervention over exclusion**

i. Progress being made (PBIS, RJ, trauma training, de-escalation, etc.)

Barb: I have just again sent the registration form for the Feb 20 and 21 PBIS conference. The way that the day is organized is Fri and Sat to enable everyone to attend. You can attend both and not be redundant. Chris will be sharing out strategies from AAMA. I think it will help us as we move toward framing up the need for schools to be developing Tier 1 supports. We have 50 people registered for the conference and we would like 200 on each day. So we have work to do. We have funding for subs and CEUs. We want to get to all schools by 2020 with RJ and we have been meeting with our planning consultant. I would like to have one meeting of this team to gather your feedback on RJ strategic planning. I don't know when we would have an opening but sometime in the spring would be fabulous. Since the RJ report we are getting a zillion requests from around the country. So I'm thinking about developing a partnership with a university because it's extremely taxing. We get multiple requests for press information. It's an exciting time. How do we develop a braiding of RJ, PBIS and trauma. So how we not only deliver that but how they fit together. And we continue to be responsive to training in de-escalation – there will be a track on that in the PBIS conference.

ii. How can team support this work?

I would appreciate support in terms of encouraging principals to go. If you could each send five people and ask them to send five people we'd have it covered.

I would like to have one meeting of this team to gather your feedback on RJ strategic planning.

iii. Action items

- Everyone will try to identify five people they think should attend the conference, and ask each of them to send five people themselves.
- Barb and Moira will work on scheduling a meeting with the RJ consultant and this team (one hour)

c. Address unconscious bias

- i. Progress being made (Campaign to change narrative, consulting with experts, build unconscious bias into PBIS etc.)

Chris: Similar to the experience that Barb is going through, we have had an overwhelming demand to lift up what was found in Black Sonrise. We haven't had the time to co-construct. It's a big first step. It has been a whirlwind. I will be with the president for the one year anniversary of My Brother's Keeper. Huff post covered us today. Newsweek is next week. The city of Seattle wants Barb and me to come out. They are in a consent decree along with the police department. Serious tension around class. I still welcome how we find rhythms. We have a strategic communication plan – how we describe black boys. Implicit bias, stereotype replacement, I want to dive deep into that, and as we have been in that I want enough time to be in that conversation. There's another opportunity. Desley Brooks is putting forth an office of race in equity in Oakland. There is synergy citywide. It's a wonderful opportunity to align with the city. We have the meeting tomorrow night – we are looking forward to advance the work with Devin and Bernard. The activities and strategies that will get us to the 2020 outcomes of the strategic plan. We will engage other subgroups - another way to activate the community. Quality community schools committee – focus is on equity work and equity policy that will come out of that. There are 35 people and they are representative of teachers, students, parents, CBOs and other staff. (The subcommittees are: Racial Equity and Healing, ELL, Quality Community Schools, Linked Learning)

Curtiss: The fact that equity lives under that committee might be replicating the problem rather than something that's a thread through all three committees if we are going to practice equity throughout the district. How to loop into the other committees?

Chris: I'm with you. We are all on the same page. But having a subcommittee committed to racial equity and healing will allow the time for people to go deep. But we all hold the work, in the broader group, but to have a carve out is a way to lift it up.

Allen: I want to acknowledge the good work and going to the White house.

- ii. How can team support this work?

Chris: The district is an ecosystem and change is hard. Let's not run from conflict. We need each other. Assume positive intent. Failure is not an option. People are looking at us. If we fuck this up, a lot of people will lose hope. It's relationship. Get to know each other.

Devin: I think what's missing in a lot of the change management is that heart aspect. I hope that we can work more on that piece of the change. This is a human industry.

Chris: If we don't deal with healing, as we move, what does that space need to look like and sound like so people feel heard.

Chris: I'd encourage us all to go to the sites and visit together. I think it would be good for this group to see. It could be tied to SQR.

Gerald: We have tools that exists.

Allen: Devin needs to help construct it.

Kevin: if we did it at a high school we can find a classroom do a debrief and then have the meeting.

Gerald: I'd push for Oakland high. Roosevelt would be my middle school suggestion because these are the schools that OCR is going to visit, not Edna Brewer since they are on work-to-rule.

Chris: Why don't we leverage OCR, and let them see where work to rule is happening?

Devin: That might be opening too wide to OCR can have unintended consequences.

Chris: We need to be transparent.

Allen: These attorneys add more and more. What we want to do is be careful who you undress in front of and don't always air your dirty laundry. I would like to make sure that we are strategizing in a way that makes sense for us.

Chris: We should do a visit at a high school, a middle school, an elementary school, schedule these meetings to go to sites.

Moira: I'm just concerned that it wouldn't leave enough time to cover the progress monitoring.

Chris: Some of this can be done by email. This is important.

Theresa: Maybe we visit Edna Brewer, even if OCR doesn't?

Moira: It can be an opportunity to ground the work in the schools, but also to review the tools.

Barb: One of my complaints with instructional rounds is that it doesn't look at racial equity.

Curtiss: Maybe we can build this into one of the extended site visits.

Sondra: That's a good idea.

### iii. Action items

- Chris will send out strategic communications plan for AAMA
- The next meeting will be at Oakland high school, unless Wednesday is a minimum day (Moirira will find out from Kevin)
- Moira will contact the network superintendents and find out dates for extended site visits and see if we can piggy-back on those

**d. Family and student engagement (Raquel not present)**

- i. Progress being made (Efforts to inform parents and students on new discipline policies, follow-up on pledges, etc.)
- ii. How can team support this work?
- iii. Action items

**e. Integrate VRP goals into quality standards and metrics**

- i. Progress being made (Build race questions into Network Superintendent extended site visit the protocols, Teacher Effectiveness Framework, School Performance Framework, School Quality Review, leverage LCAP, etc.)

Gerald: Chris and I are going through AAMA to identify best practices and MDP site observation tool, we are adding line items to Teacher Effectiveness Framework. Sections 2 and 3 we are adding line items. Teacher Effectiveness Framework is being rolled out end of February beginning of March. As far at the school improvement framework I haven't had a chance to be in contact with Montes to dialogue.

Jean: We are developing the School Performance Framework. It's way off, not until June we expect to have a frame of the framework.

Moirira: Does it focus the lens on racial equity?

Jean: Multiple indicators to look at continuous school improvement. I think it's built in, African American disproportionality. We haven't developed it yet and we haven't figured out how you would index those factors.

- ii. How can team support this work?

Moirira is scheduling a meeting with David Montes (and Allen) to share with him the elements of the plan that pertain to quality measures and continuous improvement.

- iii. Action items

- Moira will ask Gerald if he can join the David Montes meeting.

**a. Infuse data-driven decision-making into process (15 minutes)**

- i. Progress being made (quarterly review of multiple data points, evaluation design, etc.)

Gerald: every week we try to find something new, where people are filling in and not filling in. Cat Kealy has been super cool. We gave all the principals referral by person. It's really working on data quality.

Jean: Because AERIS hasn't given us the reports that we wanted, by teacher by student.

Gerald: We do it manually. But the goal is for the principal to be able to do it. We made a guide for the CS version. Cat has been on it for AERIES to be modified. We paid for it. Realistically we are going to have to wait.

ii. How can team support this work?

Barb: We could threaten to cancel our contract with them.

Chris: Why not have legal do something?

Danfeng: Having the lawyer involved would help.

Barb: It was all negotiated by John Francis.

Danfeng: It's still a contact.

Laura: I will write a letter.

iii. Action items

- Laura will get more clarity from Barb and will write a letter to pressure Eagle Soft.

**Follow up on action items from last meeting:**

- Network sups will discuss with chief of schools to come up with a more unified, synchronized communication approach (in general and re: URF and data requests)
  - Network superintendents not present at time when this item reviewed.
- When Barb gets the evaluation reports back on PBIS implementation she will share those with Network Superintendents (so they have a sense of where implementation is hung up).
  - Don't have all of them yet but Barb has shared out some
- Devin and Allen will sponsor some sort of model recognition for schools that are on-track with PBIS implementation with fidelity.
  - Devin had a good idea – will follow up next meeting
- Barb will send out to network superintends the schedule for summer PD.
  - Still working on it
- Moira will look at schedules and find a date for a meeting with Barb, Chris, Devin, Sheilagh, Kyla, Allen to discuss: integrated PD in unconscious bias, PBIS and trauma?
  - Meeting took place. Another scheduled for February, must be rescheduled due to Chris's trip to see the President
- Barb will send out announcement for Feb 20-21 PBIS; Devin will send out to cabinet
  - Done
- Chris and Barb will talk about how to integrate Race, Equity and Healing in Feb 20-21 day

- Done
- Chris will send out one-pager that UC Berkeley produced
  - Not sent out yet
- Shelagh and Gerald will get together to talk about referral data (Cat Kealey)
  - Only found 43 SpEd referrals, seems low, need to check and see if it's actually being fed.  
Next step is to get with John Krul – Laura will put Gerald in touch with the Special Ed data people
- Allen and David will put a rubric which will lead into how we measure this into school performance and network superintendent extended site visits (Allen will look at the AAMA standards to inform this work)
  - Gerald making progress on this.
- Moira and Gerald will meet to talk about evaluation design
  - Done
- Gerald will talk with Ron about which middle school for the OCR meeting (and stop Laura from communicating to OCR that Montera is a-go)
  - Done

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# PROGRAMS FOR EXCEPTIONAL CHILDREN (PEC) & COMMUNITY SCHOOLS AND STUDENT SERVICES (CSSS) COLLABORATION MEETING

February 11, 2015 9:30am-1:00pm

In Attendance: Sheilagh Andujar, Curtiss Sarikey, Barbara Parker, Valerie Lopes, Kara Oettinger, Sheilagh Andujar, David Yusem, Andrea Bustamante, Sandee Simmons, Rob Churchill, Sharon Falk, Barb McClung, Bernice Stanley, Moira DeNike, Devin Dillon (partial)

## **Key Take-Aways**

- ❖ It is important to know if a school has School Culture and Climate Team, COST, and SST in place (as well as other elements of Tier 1 supports) to help understand what's behind high numbers of referrals to Special Ed
- ❖ The SST is essential and can be a breakwater for 504 and for Special Ed referral.
- ❖ While some in the district are very well-versed on it, there is not a generalized, solid understanding throughout the district on what RTI is.
- ❖ Externalized behavior problems trigger referrals to SpEd – disciplinary practices drive SpEd referrals. And Tier 2 supports are overwhelmed when Tier 1 supports are not well-developed and solid. Continuum of supports usually begins at Tier 2, but Tier 1 needs to be the first focus – in fact, if Tier 1 is not in place, the conditions of the school can be helping to create the problem
- ❖ Case studies helped elucidate the importance of solid Tier 1 supports, good early identification and referral systems, appropriate use of COST, SST, 504, and other resources, the need to cultivate relationships and trust with RJ and trauma-informed approaches
- ❖ The period after an assessment for Special Ed is initiated, but before it actually takes place is a key gap in services and supports – there is a tendency among school personnel to back off from supporting the child during that waiting period (generally 60 days)
- ❖ The next step for this team is to prepare a presentation to Network Superintendents on this body of work – the shared theory of change, continuum of services and supports, flowchart – to show that our platform is the same.

## **Action Items**

- ✓ Moira will send out URF to all.
- ✓ Barb will send Devin the academic RTI materials that were developed.
- ✓ Barb will send out the rubric as a google doc.
- ✓ In advance of our next meeting (in early March) all will review the flowchart and provide comments to build it into a more comprehensive continuum, including academic RTI, Special Ed and other supports, where 504 falls, roles & responsibilities, and gaps, etc. etc. etc.
- ✓ Barb and Rob will receive the comments and work on integrating into a new document (and will color code flowchart by tier)
- ✓ Sheilagh and Curtiss will set up another meeting in early March.
- ✓ Devin will book April 3 for presentation to Network Sups.

**Detailed Notes**

**1. Revisit Aspirational Goals: Sticker voting**

**9:40-10:00am**

Collaboratively mapping out the <u>continuum</u> of assessment and intervention services and supports to meet behavioral, social and psychological needs...where do we have capacity and where are there gaps?	*****
School culture response team (like wrap-around, only for schools) – when a school is in chronic crisis mode, an interdisciplinary team that can respond to that school’s needs in a proactive way	*****
Develop a consistent collaboration among service providers with a shared theory of action (i.e., teams represented here)	*****
Creating more BCBA’s to serve all of our students	****
Help schools and principals to support mental health issues and create strong behavioral health program and goals	***
Joint training for teachers, admin, aides/Site wide training all staff	***
RJ and school psychology connection. The school psychologist can lead circles in the classroom, or small group circles, specific targeted	**
Wrap-around to keep kids at community schools, like a multi-disciplinary team (Boston SpEd)	*
Blending funding so services don’t drop off and pick up, seamless	*
Think about the families, to be culturally sensitive	
Call out equity lens	
Reciprocal trainings – across departments	

Curtiss: The shared theory of change would have to come first, before we could create a school culture response team.

Bernice: Awareness of what’s available. Sometimes the district people are not aware of what’s available at sites, or among different. That one is a precursor to the response team.

Sharon: The office of civil rights – when do challenges get filtered to an SST, SpEd assessment team, - we need to have a cleaner process. For SpEd we have very clear laws, but it’s more ambiguous for other situations.

Barb: I would like to draw attention to BCBA’s – there are cracks and gaps in service that contribute to knee jerk referrals to Special Ed. I feel like now that we are building up BCBA capacity in Gen Ed it should also be build up for SpEd. I think about those 60 days when a student is waiting for the assessment to actually happen.

Sheilagh: I want to echo that. Resource wise we are spending a lot of money on behavioral aides.

Valerie: BCBA is basically a tier 3 intervention.

Kara: We are working on a job description for behavioral aides.

Barb: BICM is cheaper and the training is there.

Rob: Yes.

Kara: But we have to make it different enough from a regular paraprofessional position.

**2. Report-Out: Aligned District RTI Framework****10:00-10:30am**

B: It's a work in progress. We are working on alignment and we have some shared understanding around the behavioral side, and there is still work to be done on the academic side. We developed this rubric in 2012 to help people understand how the pieces fit together – to begin to frame it in a singular framework to help people grasp the intersection of these different initiatives. This captures AAMA, the common core – when we meet next it will be more fleshed out. We are going to be doing a workshop with 30 principals to ask them to populate their Tier 1 of their triangles.

Bernice: Have teachers and principals been trained on this?

B: Excellent question. We have never had a commitment from district leadership that we are going to implement district wide RTI. I think we are definitely moving in that direction. We have never had an opportunity to do a universal training. We have 30 some schools in PBIS cohort. We have 27 plus schools in RJ. Those principals have been trained. But there are lots who do not have COST, SST, School Culture and Climate Team. There are some who have taken it up and some who have not – there isn't accountability. I hope that we can ensure that at least every school site has at least Tier 1. We are moving in that direction. We have a five year PBIS plan to bring behavioral RTI district wide. We don't have that commitment on academic RTI, but hopefully braided.

Curtiss: Yesterday with Allen the Chief of Schools reiterated a commitment to PBIS. We also met around a new behavior matrix to reduce the use of exclusion. Part of the issue that came up again is the systematic training of staff. I hope that we can say this is what we are doing as a district, and say these are the trainings. They are happening now but it's by request, not an expectation. It's incumbent on Shelagh and me to come to Allen and Antwan and say there's a training schedule for getting in front of every school around the district. There's going to be an academic guidance document that defines the tight and loose – for example, I've submitted draft language and Shelagh and I have to get together on that – but every school should have safe and respectful.

Valerie: Can we use any of the LCAP funding to support stipends for people who run the SST? So that there's an incentive for people to run them.

Curtiss: I think those are the proposals we should be bringing out.

Shelagh: All of this begs a timeline for what we are going to roll out and present to Allen and Antwan. If it was going to come out of a school budget, that would have to have been discussed already. What do we need to be sure are in place for next year?

Curtiss: I really think we need a 3-5 year plan on reaching 100%. We need a systematic way of assessing schools on this work, then this is where the response team would come in. As we are identifying, we will see what we need to do to really support those schools. Three pieces, the plan, the training schedule, the method for intervening when schools aren't getting there.

Bernice: The data piece is big because there are some schools that are referring more students to Special Ed assessment significantly more than schools, so knowing if those schools have SST, COST, School Culture and Climate team [would be helpful]?

Barb: Some schools don't have COST, but most do which is miraculous. It's not compensated and it's a big job, yet we have people in place at 90 plus % of the school sites. The next step is to say do we have a quality triage, referral and progress monitoring process. I'm just finishing editing our COST toolkit. It is designed to ensure

that COST is not serving as attendance monitoring and other functions, but really functioning to assess and triage. Part of it is to make sure that students who need Tier 2 get that, that students who need Tier 3 get that, that there's accountability. To have a data system – an updated COST tracker to enable us to know who gets an SST. IT would be logged in the COST tracker and we would be able to match up if a follow up happened. Currently it's anybody's best guess. No accountability on SST impacts your work.

Barb: Some SSTs are good, some are not targeted, they are so general.

Curtiss: Is there written guidance on SST?

Barb: No.

Barbara P: That's why they come to a 504. What's the background of a COST coordinator?

Barb: It varies (community school coordinator, school social worker, administrator...), but all receive training. With RTI we don't jump from A to Z (A being the identification of a problem and Z being referral to Special Ed). With the support of Rob's team and the behavioral health team, we crafted a flowchart. This shows steps. There are exceptions where the child would go straight to SpEd assessment, but that would be the exception.

Valerie: I've trained on CANS to look at needs and strengths. Then use as a guide for strengths and needs. Then it can be used for tracking progress by re-administering the CANS from time to time.

Curtiss: I like CANS. When would a school site do that?

Val: When they get to an SST. It's a great way to track and maintain data and have a real concrete discussion, looking at actual outcomes. Each psychologist is using it on one kid right now as part of a pilot program.

Sharon: I was going to mention that the Alameda County behavioral team is going to release funds from COST team so that two Special Ed kids can get pre-referral interventions.

Barb: We have this whole group of students who are not Medi-Cal eligible.

Sheilagh: Clarification on URF – it sounds like this is the first roll out year. Are there allowances?

Barb: No. Last year was the pilot year, this year it is required. I looked at data yesterday. And there are many schools that have entered no data on any fields. Some that have entered data on some fields. The data is so dirty. It's cause for significant concern. Network Sups said there are some school using their own. One of our strategies, there are data partners that DAP assign to each school site, and we want to have them trained to increase their data quality. There's pushback from the network sups.

Moira: We can bring that up in the VRP meeting tomorrow.

Curtiss: I want us to make sure that whatever the glitches are that came up in the meeting with the Network Sups, I want to be clear that we're aligned and be clear what the next steps are.

Kara: We just handed out what we did in our last retreat.

Sharon: There were two rubrics from your department and the one we received was different from what the Network Sups had received.

Barb: It was just a newer version. It's a good note to say we need to select some protocols and train them. It's important. *There's not a solid understanding yet on what RTI is.*

Danisha: (Missed opportunities? What should happen/should have happened for her?)

- Tier 1 school-wide and classroom supports (clear behavior expectations)
- Qualified for 504 plan, but nobody ID'd. The Behavior Support plan could be anchored in that.
- Support the teacher with cultural competence and expectations of students
- Information for the teacher on how to create a supportive classroom community (for example, a marble goes in the jar when students achieve, two marbles for Danisha so everyone wants to see her succeed)
- Why no COST referral earlier?
- Discipline data were not used to ID problem.
- Reading issues not IDd or connected to behavior problems.
- Late mental health referral.
- Working with teacher to improve relationship (principal, BCBA, coach)
- General assessment with parent...SST.
- Social Service supports.
- RJ community building.
- Re-entry process from suspensions.

Dante: (Missed opportunities? What should happen/should have happened for him?)

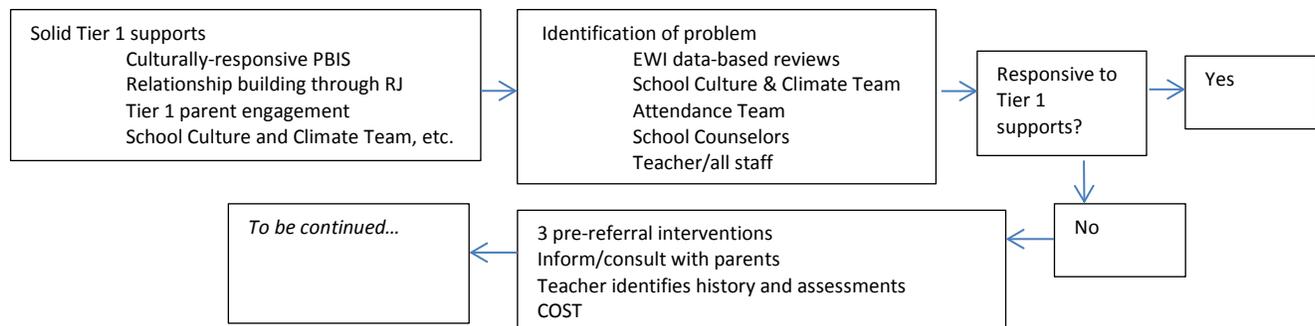
- RJ – welcome circle when he first arrived and restorative conversations
- Nobody looked at his history, despite COST – need for an academic referral
- Waited until end of marking period
- SpEd assessment initiated and Insights to Behavior stopped – how to bridge that gap...funding, or at least a warm hand-off
- Principal and teacher lose steam on supporting student when SpEd assessment is requested. During those 60 days things may very easily escalate for the child, and there is pressure on making sure the child does in fact qualify for Special Ed services. (You're General Ed even after you're Special Ed!)
- Working with the student in Collaborative Proactive Solutions (currently at 10 schools)
- Clear behavior expectations
- Effective COST triage process to rule things out
- Parent engagement

## Summary:

- Better Tier 1 supports could have prevented the escalation of behaviors
- Better and earlier identification and referral systems could have resulted in earlier support for these students
- Community building and supporting teachers and principals to improve relationships would have helped (RJ, BCBA, coaching)
- Earlier use of COST, SST and/or 504 all could have enabled targeted supports to prevent escalation of problem
- Effective parent engagement was missing in both cases
- Critical gap in services occurred for Dante after referral for Special Ed assessment
- Trauma-informed lens could also have helped prevent escalation

#### 4. Mapping the *Ideal Continuum*: Chart the journey, find the gaps

11:30-12:45pm



Bernice: We have to educate our sties on what is expected. Gen ed history and SEC history look different (in terms behaviors). There have been visitations where it’s like “what’s going on in this classroom?”

Sandee: Tier 2 is overwhelmed. If you don’t have Tier 1 in place, you misidentify problems as Tier 2.

Barb: Or it may be the environment that is creating a Tier 2 need.

Devin: In terms of academic RTI. Common core has taken the stage. I don’t think it’s a lost conversation.

Sheilagh: The importance of PBIS tier I ground-laying. Once a referral is made PEC is obligated to intervene.

Barbara P: Behavior problems result in referrals, far more than academic reasons. Disciplinary practice drives referrals to SpEd.

Sandee: Especially externalized behavior.

Barb: We need to get clear on different roles and responsibilities on who is doing what. It would be nice as we go into next year to have clarity on the division of labor so we have non-duplicative services and supports. We should line up expertise.

Tier 1 is what needs to be focused on.

Curitss: We need to book a presentation to Network Superintendents on this body of work – the continuum of services and supports, flowchart, then they can see that our platform is the same. I don’t want it to be in June. CAO-COS meeting...April or March. Devin can book it. April 3. Whole group needs to meet early march.

#### 5. Next Steps, Appreciations, & Closing

12:45-1pm

- ✓ Moira will send out URF to all.
- ✓ Barb will send Devin the academic RTI materials that were developed.
- ✓ Barb will send out the rubric as a google doc.
- ✓ In advance of our next meeting (in early March) all will review the flowchart and provide comments to build it into a more comprehensive continuum, including academic RTI, Special Ed and other supports, where 504 falls, roles & responsibilities, and gaps.
- ✓ Barb and Rob will receive the comments and work on integrating into a new document (and will color code flowchart by tier)
- ✓ Sheilagh and Curtiss will set up another meeting in early March.
- ✓ Devin will book April 3 for a presentation to Network Superintendents

# AGENDA FOR VRP MEETING: PROGRESS MONITORING MEETING WITH LEAD TEAM

March 11, 2015 1:00 pm – 3:00 pm

Superintendent’s Conference Room

- 1) Welcome and Remarks from Allen (10 minutes)
- 2) Updates and Announcements from Moira (5 minutes)
- 3) Follow up on Action Items from previous meeting (25 minutes)

Action Item	Done?
Barb will draft language for a letter to school administrators regarding the importance of using the URF and send it to Allen, to get it in front of Isaac and Troy. Laura will be cc’d on that to help move it forward.	
Gerald will schedule data partner training on URF.	
Network Sups will discuss with Chief of Schools to come up with a more unified, synchronized communication approach (in general and re: URF and data requests)	
Everyone will try to identify five people they think should attend the upcoming PBIS conference (2/20 & 2/21), and ask each of them to send five people themselves.	
Barb and Moira will work on scheduling a meeting with the RJ consultant and this team (one hour).	
Chris will send out strategic communications plan for AAMA, and the one-pager UC Berkeley produced.	
The next meeting will be at Oakland high school, unless Wednesday is a minimum day (Moira will find out from Kevin).	
Moira will contact the network superintendents and find out dates for extended site visits and see if we can piggy-back on those.	
Moira will ask Gerald if he can join the David Montes meeting that Moira is setting up.	
Laura will get more clarity from Barb and will write a letter to pressure Eagle Soft.	
Laura will put Gerald in touch with the Special Ed data people.	
Devin and Allen will sponsor some sort of model recognition for schools that are on-track with PBIS implementation with fidelity.	

- 4) Updates and support for key activity areas:
  - a. **Support the establishment of consistent behavior expectations** (10 minutes)
    - i. Progress being made (URF and AERIES.net implementation, Discipline Ladder & Matrix, Trainings on discipline policies, Transforming School Culture Guide, etc.)
    - ii. How can team support this work?
    - iii. Action items
  - b. **Build capacity and tools for intervention over exclusion** (10 minutes)
    - i. Progress being made (PBIS, RJ, trauma training, de-escalation, etc.)
    - ii. How can team support this work?

- iii. Action items
  - c. Address unconscious bias (10 minutes)**
    - i. Progress being made (Campaign to change narrative, consulting with experts, build unconscious bias into PBIS etc.)
    - ii. How can team support this work?
    - iii. Action items
  - d. Family and student engagement (10 minutes)**
    - i. Progress being made (Efforts to inform parents and students on new discipline policies, follow-up on pledges, etc.)
    - ii. How can team support this work?
    - iii. Action items
  - e. Integrate VRP goals into quality standards and metrics (10 minutes)**
    - i. Progress being made (Build race questions into Network Superintendent extended site visit the protocols, Teacher Effectiveness Framework, School Performance Framework, School Quality Review, leverage LCAP, etc.)
    - ii. How can team support this work?
    - iii. Action items
  - f. Infuse data-driven decision-making into process (10 minutes)**
    - i. Progress being made (quarterly review of multiple data points, evaluation design, etc.)
    - ii. How can team support this work?
    - iii. Action items
- 5) Close and adjourn

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# NOTES FROM VRP MEETING: PROGRESS MONITORING MEETING WITH LEAD TEAM

March 11, 2015 1:00 pm – 3:00 pm

Attendees: Barb McClung, Ron Smith, Laura O’Neill, Danfeng Koon, Jean Kwon, Allen Smith, Kyla Trammel, Curtiss Sarikey, Moira DeNike

## **Key Take-Aways:**

- ❖ Cyber platforms are a new way for conflicts to arise among students – it would be good to get in front of that. Perhaps an inquiry with students – they understand this better than the adults.
- ❖ OCR site visit to Roosevelt to take place next week (Monday and Tuesday)
- ❖ A work-around has been devised so that URF reports are available now for every school every week on “high fliers” for referrers and referred. To be announced in upcoming RISE newsletter
- ❖ Rubrics being reviewed in Montes’s shop – how well do they currently capture racial equity?
- ❖ There is an urgent need to settle on PD approaches (e.g. how equity is built into PD in general, how much autonomy sites have, building culture and climate into sites’ scheduled Wednesdays (1 Weds/month), funding RJ for every site) – decisions must be made in the next 4 weeks
- ❖ Several meetings need to be scheduled: April VRP Lead Team, PD discussion with SEL and others, Oakland High site visit for Lead Team, and PBIS district assessment

## **Action Items:**

- Laura will write a letter to pressure Eagle Soft - even if there is no need to send it, it will be good to have Laura draft it before she leaves
- Moira will send out article on cyber-reporting app
- Moira will continue to work with Kevin and Gerald to schedule site visit to Oakland High
- Moira will check in with David Chambliss and Marie Roberts on review of rubrics for monitoring racial equity and the experience of African American students in our schools
- Moira and Barb will work on scheduling a meeting with the RJ consultant and this team (1 hr)
- Moira will check with Davina and Allen to see if one of the CAOCOS meetings can be used for the PBIS capacity assessment meeting; Barb will check with the consultancy (Lori Lynnas) to see if she is available the 3rd or the 17th
- Moira will work on a proposed VRP training module (with trauma-informed de-escalation, etc. that infuses racial equity) with Barb and Chris
- Moira will re-schedule the currently scheduled VRP Lead Team meeting for April
- Moira will schedule a meeting to discuss how to put equity lens on PD (with SEL people like Kristina Tank-Crestetto and Mary Hurley, as well as Devin, Lisa Spielman and Chris and Barb)
- Devin and Allen will sponsor some sort of model recognition for schools on-track w/PBIS implementation with fidelity.
- Gerald will schedule data partner training on URF.
- Network Sups will discuss with Chief of Schools to come up with a more unified, synchronized communication approach (in general and re: URF and data requests)
- Kyla will reach out to Julia Ma about YPQA trainings

### **Discussion on Violence in Oakland Schools**

Allen: I've been losing sleep with the violence that has picked up. The need for these students to be engaged. How do we use this (VRP) as a way to move things in the city. This violence has always been accepted. How do we engage these kids and get them off the street? The suspension numbers are declining which is good. We still have disproportionality and we have to do more. With AAMA is a great program but we have to touch more kids. The people in this program and how they are received on the campuses. There has to be consistency.

Ron: I don't think there's an answer but we need to think about solutions. The rise in social media means that there are problems that we can't touch or see. We are two steps behind the kids. A significant amount of the problems we deal with come from fights and threats on social media. The percentage of kids who are just posturing and the kids who are acting out are merging. As we start talking about solutions, we have to talk about thinking about social media. Families aren't necessarily seeing it.

Laura: Tech services reached out to us – they have adopted Gaggle (big brother is watching) OUSD emails are monitored for suicide, fights, threats, etc. Legal has had success in having social media posted threats down.

Barb: Cyber-citizenship. I have heard that the IT teachers are going to be cut next year. In every school that has an ITTL there is cyber-citizenship being taught. It would be great to have something more comprehensive. We wanted to call out cyberspace as a location where things are happening (in the URF).

Ron: It's the same thing about showing kids how to have a conversation. Until an affluent white kid gets killed nothing is going to change.

Laura: I've thought about sending out letters to Facebook etc. and raise up the issue of the impact on schools. And also to make sure there are speedier methods for schools to have content taken down. Schools should have a red telephone for taking content down.

Kyla: Suburban schools have been dealing with this since several years ago (more devices earlier). This is when we need to go to the kids. As adults we are five steps behind. We have student leadership with kids on the board. And I think reaching out to them in terms of finding allies for what's the best way that they can feed information as soon as they know what's happening, and also parent training on how to know what your kids are up to on Instagram, etc. And then for all administrators to know what Big Brother resources there are. If you know about it, do these things first...

Moira: What are our action items on this if any? I will send out an article on a new app. that allows people to notify administrators of threats, etc. by sending screenshots anonymously.

Laura: OCR visit to Roosevelt has been scheduled. They are going to be looking for the central office stuff and how effectively they have been reaching sites. Monday and Tuesday next week. Just Tammi. They just want the attorneys.

**Follow up on Action Items from previous meeting**

Action Item	Done?
Barb will draft language for a letter to school administrators regarding the importance of using the URF and send it to Allen, to get it in front of Isaac and Troy. Laura will be cc'd on that to help move it forward.	All done. Sent out a week ago.
Gerald will schedule data partner training on URF.	Don't know
Network Sups will discuss with Chief of Schools to come up with a more unified, synchronized communication approach (in general and re: URF and data requests)	No. We just had our first Friday meeting with Allen. We have planning meetings coming up. If Jean knows ahead of time what data requests are coming, and which are for one school versus across multiple/all schools that makes it easier.
Everyone will try to identify five people they think should attend the upcoming PBIS conference (2/20 & 2/21), and ask each of them to send five people themselves.	The event went well. Well attended by PBIS schools. Lots of teachers and some principals. We sent 18 people to PBIS conference in Oregon. The evaluations were really good. Chris really tee-d up a great workshop but there were only 5 people. No conference attendees from Central office.
Barb and Moira will work on scheduling a meeting with the RJ consultant and this team (one hour).	Working on that.
Chris will send out strategic communications plan for AAMA, and the one-pager UC Berkeley produced.	Done.
The next meeting will be at Oakland high school, unless Wednesday is a minimum day (Moira will find out from Kevin).	Working with Kevin and Gerald to schedule.
Moira will contact the network superintendents and find out dates for extended site visits and see if we can piggy-back on those.	Moira is trying.
Moira will ask Gerald if he can join the David Montes meeting that Moira is setting up.	Done. Good meeting. David Chambliss and Marie Roberts are reviewing rubrics currently.
Laura will get more clarity from Barb and will write a letter to pressure Eagle Soft.	Letter not written, but there have been conversations with Eaglesoft. Laura will write it anyway because she is leaving. Mike Smith is the one who takes over when breach of contract so he will be the next attorney to talk with if needed.
Laura will put Gerald in touch with the Special Ed data people.	Done.
Devin and Allen will sponsor some sort of model recognition for schools that are on-track with PBIS implementation with fidelity.	Nothing has moved on that.

**Updates: Supporting the establishment of consistent behavior expectations**

Barb: Kat Kealy has been able to create the missing the data – high fliers on referrers and referrals. Those reports are available now for every single school every week. Just happened. That’s a big win. This is really going to help with screening for Tier 2 and which teachers need more support. Eaglesoft is developing changes in its product based on our experience and complaints.

Danfeng: Do all schools know that?

Barb: It will be in the upcoming RISE newsletter which comes out weekly – going out in this one.

Moira: Progress on the Transforming School Culture Guide and Discipline Matrix?

Barb: Transforming School Culture guide has gone to designer.

Curtiss: Discipline Matrix on track to go to the Board in April. Meeting tomorrow to talk about it. Looks great.

Laura: Some groups (like BOP) have changes they would still like to see. Some of it we just can’t find common ground.

**Updates: Building capacity and tools for intervention over exclusion**

Barb: In connection with our 5-yr PBIS grant, one of the things we have to do is assess district capacity. As part of this grant and to ensure that our systems are in place for ourselves, we have to assess our capacity as a district to ensure that we can support that as a district, that we have a systemic process as a leadership team (the VRP Lead Team was identified in the grant as the oversight team for the grant). This capacity assessment is part of that. Lori Lynass, our PBIS consultant and evaluator will lead the discussion.

Moira: We have to find another date for that. We are going to need 90 minutes. What about April 14?

Curtiss: Can we use a Friday after cabinet meeting time to do this? What might be an option is to get Allen’s permission to take up one of those CAOCOS meetings? Usually 12:45-2:30 on Friday. The 3<sup>rd</sup> and the 17<sup>th</sup>. Davina handles that.

Moira: I can reach out to Davina. Barb will check with the consultant. The 17<sup>th</sup> is an option, too (12:45—2:30). Then Moira can invite the rest of the VRP crew.

Kyla: YPQA – it’s a protocol that considers quality in after school programs. It seems that whatever training they’re getting would be helpful and the tool would be useful to.

Curtiss: David Montes was impressed and felt that it was ahead of what we’re doing.

Kyla: I was going to reach out to Julia Ma. Just a larger discussion around if we are strapped for resources, how can we better utilize that YPQA training? There are some good after school providers that really get this equity mindset.

Curtiss: We have to map out where we should be. Where are we inserting the equity lens and the unconscious bias work? We need a way to insert that whenever we are in front of the teachers. How do we create the structure so that we are keeping it in front of mind?

Ron: Who leads that PLC work at the site?

Curtiss: It probably varies by site. It's got to be an ongoing conversation. What could we do that would be of value? We do have some schools that have RJ, some schools can be a help to that work. We have to map it out and figure out. Kyla you led all this. There's only so much that happens centrally. I feel like we need to draw a through line.

Kyla: The point that different members kept bring up is that it feel like we are going towards a more centralized model for PD. Schools want to be able to control their PD for their teachers. But at the same time we are trying to get more consistent in practices. We as the leadership team need to decide what are our expectations, so principals know don't even plan on doing something on these dates. So that we have common understanding around PBIS, or unit planning. If they know now. So that's the bigger issue. I think we agree that there are some things people need to come together on. But we also know schools are different, so not everything central. **Decisions need to be made in the next four weeks.** As a principal, Ron?

Ron: Just speaking for middle school. **I feel we need to fund RJ for every site.** It works, we need to fund it. If they fund it is an absolute. Embedded in that is the teacher training. It goes to *Earned Autonomy* – if you've proven your site can handle less oversight in disproportionality, then you might not have to take your site to a PD. So if you know there's a conference, you know in advance that you need to fundraise to send them out there.

Barb: Just related to that, I think what is being offered feels like it meets a need. There's more buy-in. There were more sites that wanted to go to PBIS in Oregon (that we could not send). How we think about supporting the sites in their planning now is really helpful. I can budget for it and if I know when those schools PDs are happening.

Kyla: I do think it's a bigger discussion for us as a district. Higher performing schools, things are kind of scripted. It's not that we want to say jump up jump down, but we struggle with the balance of tight and loose. We do not have that many schools that say they have PBIS down. Sometimes everything feels calm but that's not the experience of the student. We have maybe 5 schools in the district that can make a compelling case that we don't need to do this.

Laura: I agree with Ron and Kyla. Some schools have taken the autonomy and done great things with it. One principal said, if somebody builds a good PD on X, then I will take it. Either it's provided centrally or some version of the URF roll out. We need to be at their door and say, "here."

Barb: We had this great opportunity to present on trauma-informed practices and a bunch of people came and they left after 35 minutes because they couldn't stay.

Ron: **You have to plan one of your Wednesdays of the month on culture and climate, SEL, trauma, etc.** That's what we did - it was a built-in site training.

Curtiss: it's too hard to insert into other conversations. We have to figure out.

Ron: I can take that – we are planning August and next year the PD schedule calendar. So the back to school institute.

Moira: Would it be useful to send you (Ron) a proposed VRP training module?

Ron: Sure.

Barb: I really like that the third Wednesday should be focused on climate and culture.

Ron: I made a suggestion like that. It took me my third year.

Barb: And we can align our resources to support that.

### **Updates: Integrate VRP goals into quality standards and metrics**

Jean: The School Performance Framework is under development – all quantitative. Multiple indicators that a school might get points on, and it would roll up to an index, kind of like the environmental stressors. It's for use for schools for site planning. As well as looking at relative index performance across the city. And it will be framed – 60% academic and 40% SEL/culture and climate. SQR is qualitative.

Moira: Gerald and I had a good meeting with David Montes. The school quality standards are set and will endure, but the rubrics are a place to start. He tasked David Chambliss and Marie Roberts with reviewing the rubrics for a view toward racial equity. How well do the current rubrics capture racial equity and if they don't let's plan changes? I will be following up with them.

### **Updates: Infuse data-driven decision-making into process**

Jean: There's not a systematic way to communicate what kinds or requests are coming up. Is it a one-off or is it everybody? It came up in the context of the URF, but if you're all doing X, can we get one communication?

Ron: Like our superintendent meeting.

Jean: Yeah. Because they appear to be separate.

Ron: OK we can work on that.

### **Attrition of African American Students from High Performing Schools**

Laura: This is my last VRP meeting and I wanted to say something. Some of our highest quality schools have been losing African American students. That is not necessarily because the school is doing anything wrong. But that is a point that needs to be tracked and understood. What's going on there? We need to understand it and to understand it we need to track it. In the case of CCPA, there's a strong Latino community and I think that's part of it. We want our AA kids to be at our best schools. I wish that could be built into our data view.

Jean: ROOTS used to have more AA students.

Barb: I think one of the things that would be good to look at are student assignment center practices. I feel concerned that there are discriminatory practices that are impacting our African American students preventing them from getting into our best schools. I hear about it when I convene transitional students and family staff. There's a constant struggle. Student assignment center has discriminatory practices that limit choices for African American students.

Allen: I've experienced this too. Who is over enrollment?

Barb: Mia, Alana. Betty McGee.

Allen: There's a need for a deeper conversation.

Curtiss: There's already a process underway to examine enrollment practices. It's going to change how the options roll out.

Moira: Is there a watchdog on those planning committees to ensure that racial equity is considered?

Ron: You can't force a school to take more kids if there are already full. We have to be careful.

Laura: One thing I want to add is if there are different rates of participation in Options, what can we do to increase that? Schools are filled before the families get there, how do we make sure that process is equitable?

Barb: Just the fact that our Options office is open 8-2 limits who can come.

Curtiss: It's much more complicated, there's room for improvement, but I think the new system will address some of the issues.

Jean: It's not systemic, but there are efforts at particular schools to retain and recruit African American students to be in the dual language programs. But they have to be proactive and intentional. At Melrose leadership academy they did this when the school went to dual immersion.

Laura: Legally thinking about it, most districts can't do anything racial-specific in their school assignment processes, but we have a VRP agreement so it's a unique position to do more targeted work around African American students.

### **Upcoming dates**

Curtiss: the next VRP meeting is in conflict with something that's not on the calendar but which Network Sups and Allen will be attending – need to reschedule.

Curtiss: A PD meeting should be called to include Lisa Spielman, Kristina Tank-Crestetto, Nicole Knight, Devin Dillon, Mary Hurley, Barb, Chris, to get clear on how to build the Equity lens into teacher PD, especially PD that involves teacher leaders (SEL folks have built relationships with teacher leaders). Should happen before the 18<sup>th</sup>.

Curtiss: The PBIS capacity assessment needs to be rescheduled. Maybe we could use the 3<sup>rd</sup> or the 17<sup>th</sup> as a date for that?

Agenda for OCR/OUSD Meeting  
4.15.2015

1. Transforming School Culture: Three Year Plan (revised Feb. 2015)
  - a) Status of implementation and accomplishments in 2014-15 school year
  - b) Anticipated adjustments going into 2015-16 school year
  - c) Alignment of the Three Year Plan with the ATR provisions
    - a. Will conformance with the Transforming School Culture logic model allow the District to respond to the following:
      - i. What, if any, unjustified effect does the District policies, procedures and practices in school discipline/behavioral health and management have on African American students?; and
      - ii. Of the individual incidents where the referral and/or discipline are necessary to meet an important educational goal, are similarly situated students of different races treated similarly?
2. What to expect in 2015-16 in implementation and monitoring
  - a) Transitions/Point(s) of Contact
3. Next steps in OCR monitoring (2014-2015)
  - a) Documents for OCR feedback? [revision to policies; discipline matrix]
  - b) Network Sup/Deputy Sup of Middle Schools meeting
  - c) High school site visit to Oakland Tech
  - d) Network Sup/Deputy Sup of High Schools meeting
  - e) Extended site visit to Westlake (observation)?
  - f) Planning for next OUSD reporting cycle (9/30/15)
  - g) Next meeting with Chief of Schools Allen Smith for 6/17/15 @1:30PM

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# NOTES FROM OCR MEETING 4.15.2015

In Attendance: Tammi Wong, Curtiss Sarikey, Allen Smith, Jackie Minor

## **Action Items:**

- Moira will send an invitation to Tammi for the next VRP lead team meeting.
- Jackie will try to set up meetings with middle and high school network superintendents.
- Jackie will check to see if there is an extended site visit that OCR can join.
- Curtiss will help to schedule OCR attending a School Climate and Culture community of practice meeting.
- Tammi will send Curtiss a reminder about joining that community of practice.

## **Discussion:**

Tammi: OCR can stick around if goals are not achieved in next 2 years. We took a big step back this year. What would you say were big ticket accomplishments for this year?

Curtiss:

- Commitment to universal PBIS
- Commitment to universal secondary RJ
- Implicit bias training – met with John Powell, internally there's a group working on that (integrating with Tier 1)
- URF roll-out district wide (though we still have issues around data)
- Pre-Referral Intervention Guide written and training has happened; Post intervention guide being finished, training to come
- Taken another step with the policy – discipline matrix to remove subjectivity and limits the number of days and circumstances that allow suspension
- AB 420 and policies updated to reflect, by July 1 of 2017 will eliminate willful defiance suspensions altogether
- We want to phase it in so that principals do not feel the rug pulled out from under them
- Securing funding to support this work – Project Prevent (\$2.5 mil) and School Transformation (\$2.3 mil) grants (trained police and officers for 2 full days, bit trauma-informed work at 6 large high schools); and expansion of PBIS, adding 10 new schools every year
- Superintendent has staked out budget to expand RJ and AAMA, so additional district investment
- One other donor-advised grant to fund restorative practices and AAMA plus a program for aa girls
- Curtiss and Jackie working on revising discipline policy with from Public Counsel, ACLU, BOP
- Expanding the VRP lead team, coming to a common understanding with each other's work

Allen:

- We are looking at how we use data with the weekly engagement reports.
- Creating more engaging classes for high school students (focus on pathways and blended learning)
- Providing support to teachers to work in a blended model
- Shifting mindsets around things that have seemed too hard to figure out and building equitable systems across the district

Curtiss:

- PBIS district-wide assessment
- Developing EWI system

Allen:

- Our work with ISS schools, we are forming coalitions of principals (feeder patterns) – principals coming together to combine resources, high expectations

Moira

- Equity policy under development
- Tools (teacher effectiveness framework, quality rubrics)

Jackie:

- All fits into the quality school administrative regs. We have a board policy. Supt Wilson acting on the board policy identified the 6 ISS schools. As a part of that process we drafted administrative regs that address use of data, all built in racial equity and fairness. We will get that to you. It's still a work in progress. Set to be finalized in June.

Tammi:

I know there are other regs that will require you to report externally in the LCAP or Core Waiver, our terminology might be different. But if we understand together that x means, then let's not repeat the work.

Curtiss:

The updated policy that we are working on, there's more data that we will share publicly. How do we engage our community? A community task force at least twice a year.

Tammi:

The exit strategy will require the answer to the two legal questions:

- i. What, if any, unjustified effect does the District policies, procedures and practices in school discipline/behavioral health and management have on African American students?; and

This is looking at systems – capacity of data collection. That’s what we have seen be a piece from this year. There’s something that stands out in the data, and then revisiting it using data for the inquiry.

- ii. Of the individual incidents where the referral and/or discipline are necessary to meet an important educational goal, are similarly situated students of different races treated similarly?

This is about individual students. Was the student’s behavior so unsafe or disruptive that it was appropriate to refer out and are other similarly situated students treated the same. Does the district have the capacity to speak to that with data?

*Note: to answer the second question we NEED to have URF fully reliable as a data source.*

Jackie:

We are in the middle of a transformative process, the breadth of the discussion today shows that it’s transformative. Legal is involved – there’s a compliance component. With the passage of time we have transitioned away from a compliance lawyer role to the kind of responsibility necessary to transform. Having Allen as the key linchpin with schools, that’s the only way to do it. The district has said that we need a project manager, we have opted to have a non-employee project manager. I want the continuity.

Tammi:

We did not get to join VRP lead team meetings (provided her with next date). We wanted meetings with the network superintendents. We skipped to Roosevelt middle school. I would like to get to Oakland Tech. If not I at least want to meet with the Network Superintendents. We want to meet with the network superintendents. Get a sense of what their directives are in terms of checking in with data.

If there’s existing things like the school climate community of practice, that would be better. We would like to shadow an extended site visit.

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# HIGH SCHOOL NETWORK MEETING WITH OCR

5.7.2015

Mark Triplett, Lucia Moritz, Kevin Taylor, Tammi Wong, Jackie Minor, Moira DeNike

## **Agenda:**

1. Site Planning around the Agreement (aka “VRP”); District support to school sites around the VRP
2. Disciplinary/Behavior Expectations Policies and Procedures from behavior referral to disposition
3. Preventative Strategies, Early Identification of At-Risk Students and Early Intervention [PBIS, RJ/RP, trauma sensitive services, AAMA/MDP, etc.]
4. Student, Parent/Guardian, Stakeholder/Community Engagement around discipline policies, behavior expectations and school culture and climate
5. Training/Professional Development around discipline policies, behavioral health, building cultural competencies or other strategies around behavior expectations and school culture and climate
6. Data Collection, Evaluation and Assessment and Self-Monitoring of Discipline Practices
7. School Security Officers/Campus Safety

## **Action Items:**

- Moira will connect Tammi and Gerald (cc Jackie) to have a meeting. Moira will invite Tammi to 5/13 and 5/20.
- Lucia will ask about a visit to Rudsdale.

## **Discussion:**

Tammi: This year I did request to visit a high school. Probably not going to work out. This is to get a structure of how this agreement fits into your work. I’m trying to create the narrative of how OUSD’s work is compliant with Title VI. Your vision is much grander. My narrow piece is does OUSD administer discipline in a fair way? It has been for you about shifting culture. I have to look for the equity principles – to prevent and catch incidents, and policies and practices that are more harshly affecting African American students.

Tammi: How is the work integrated into your work?

KT: SPSA, everything that we are doing is intertwined with the work. It’s part of the focused annual plan, which rolls in to big rocks which bleeds into SPSA plans. Then we have accountability structures, from one-on-ones. Then extended site visits which we do as a team and reflect on what we saw, debrief with students, teachers and principal and come up with a report for the school –what we agreed on, what you’re doing. The work with the VRP is intertwined, not in isolation.

MT: Yesterday at Tech we were looking at students out of class, in particular AA males. We noted how many kids out of class and noted gender and ethnicity. Then identifying strategies. This is something that we id'd in the fall, what have strategies been and what's next?

Lucia: We see it as a system, with positive student relationships, classroom management, etc.

T: You mentioned accountability structures – what rubric or tools do you have for extended site visits?

MT: based on the sites' plan. Not what we are dictating, but we look for what's aligned to the high school plan, and the individual site plans. Three central foci, linked learning, time-on-task, instruction. It's intentionally broad.

T: What I heard is that there are school site plans, focused annual plan (big rocks rolled into that)?

MT: the difference between site plan and focused annual is that focused is on 3 central things, so you're not swimming around in a massive site plan day to day.

T: How is feedback provided to sites? Oral or written?

KT: There's a document, but a lot of the work goes into the follow ups that we all have with individual principals.

Jackie: Is that a principal evaluation or a school performance tool?

MT: school performance – much more coaching and support, and transparent. They don't get a score.

Jackie: If it's a personnel matter, we won't want to turn it over. But if Tammi asks for it, if it's school-wide then we can.

T: That kids out of class. Some of the alternatives do involve kids being out of class, perhaps for a restorative conference, or a time-out, the "walk" – so what did you see at Oakland Tech?

MT: What I love about digging into data is the more you drill down the more you see what's really going on. What we noticed yesterday there are differences in who was out on which floors. One thing that stood out was certain adults who were assisting, the instructional aide – the principal enlists everybody in this role. Her hallway looked fantastic. Because she's out there, she's holding every kid accountable and engaging them in relationships. We also saw that some teachers were letting kids out of class without passes. So getting teacher buy-in on that.

T: What about kids being asked to leave class?

KT: We didn't see any of that. Our expectation is that when the bell rings every student is in class.

T: can you follow up on how time on task will be measured?

MT: we haven't fully flushed that out. You need to look at the classroom and see how much talking is occurring. You have to look in the hallways, in the office, and who's not in school. What I think is exciting

is the evolution we have had from reduction of suspensions to realizing how much deeper, authentic ways of addressing disproportionality. Even in-school suspensions, it's still time off task. We are trying to name it as close to the actual classroom as possible.

T: There's 21 different data points that we ask the district to collect. We focus on suspensions, but ultimately is a structure that catches that. We want everybody to maximize instruction minutes. So with the URF, we're going to start asking about what the referral data looks like? Are those showing disparity? Do you see individual cases of discipline?

KT: if it comes to disciplinary hearing.

T: Do you provide consultations for a student to transfer to avoid DHP? Would that be Theresa?

Lucia: We try to identify the best placement (MT, KT, Lucia) and with Theresa.

Jackie: It also may come up because of manifest determination with a special ed student.

T: How do you integrate into your work addressing unconscious bias against African American students?

KT: The way in which we operate during pd and one on ones is to call that out. It's hard to discuss it if you're not willing to have a conversation about it. That means calling out that we acknowledge that there is unconscious bias and addressing it. That occurs on a weekly basis.

T: what tools? Are you looking at data?

MT: There's a lot of qualitative data, and the weekly data reports that come out. Weekly we are going into every site, or biweekly. One thing we are doing is observing classes with the principal to give quality feedback with their teachers. Often times one of the first things is how many AA males had their heads down and were not engaged. What is the practice going to look like?

KT: there are multiple methods. In Oakland tech, we count who gets called on. The data is right there. It's not our impression, it's data. Then the principal can have that conversation. If I'm doing a meeting I will model it. We dialog with the teachers.

MT: Then the next week we go back to that same class. Before, principal, how did that conversation go? Then we celebrate or go back and re-strategize.

T: I'm smiling because it's often the micro-decisions. With regard to school discipline, how often are you reviewing those data with schools?

MT: weekly. With schools. As a team.

T: How deeply? Type of infraction, time of day, etc.?

KT: It varies from site to site. If we see a red flag, we will dive deeper. If numbers are lower and they are maintaining at a lower rate, then we won't go into the next layer, but with schools that are struggling

we will go deeper like where are SSOs? Do we need to take basketball net down? Or if there's a particular teacher who needs coaching? Student leadership structure?

T: the sites that haven't identified disproportionality as a big rock? Are you still monitoring that?

KT: every school.

MT: a place like Life Academy, they're the model. Is it a plate or is a plaque.

T: Let's talk about URF. How's roll out? Fidelity?

KT: To be transparent, every change is difficult. The difference in the form, and it takes time. There's a level of frustration because we are requiring them to do something different. People are beginning to see the advantages of doing it. Some sites are championing the change. We are in a much better place than we were initially.

MT: Reflecting on last year, one of the challenges was there were sites not using any system. Then there were sites using their own systems. So we were getting it from both ends. It's a work in progress. One thing that will help is the more we are using the data. That we make it as a priority on a regular basis, the more it will be implemented with fidelity. At this point we are getting weekly suspension data, but URF is not only weekly. But if we can that will be a nice next step.

T: In terms of shifting practice, do you think that teachers having the formula of what needs to happen before referral, is that shifting practice?

KT: It's a work in progress, but yes, it does require pause.

T: I ask that because it's never good to have a form just for compliance.

MT: One of the things that has been instrumental in URF adoption is trainings. They've been done well, especially AP training. Scenarios, that was good. Powerful dialogue. Because none of it is black and white.

Jackie: The pre-referral intervention is for what needs to happen for the referral to the DHP. We are now doing the review of the discipline matrix, so for major offenses it's going to be clear. We need to get OCR the matrix.

T: Is there a unique approach for schools that are showing a disproportionate rate of suspension versus just overall high suspension?

K: You first have to get them to acknowledged that. It behooves us to go through physical copies. This happens in the one-on-ones. We talk though it with the principal first. Then with the admin team – sometimes the principal is unaware because AP is handling it. Then establish next steps moving forward. At some schools X is a suspension at others it is not.

T: Have you all had input into the draft matrix?

KT: we gave input. It was a while ago.

Jackie: it's finalized (the Lead Team needs to see this)

T: Is it useful to have a matrix at a high school?

Lucia: Building out systems and models is a huge part of the work I do. We definitely think it's important.

T: Will matrix roll out create some time to align what sites have set in place? When we first came in we did a site administrator survey. We got very different responses. So will there be resistance?

Lucia: In the schools I support no.

T: One of the strategies in the ATR is preventative strategies. Do you have a role in building site capacity in those areas?

KT: we are involved in everything. We are helping to make sure it is done with fidelity. We have to look and see if it's the right plan for the school and for the students, working with Barb and her team on figuring that all out. It's lots of work.

T: we had talked with Allen about the extended site visit integrating PBIS, RJ, SEL?

MT: Within the focus of school culture. But not per-se. On our weekly one-on-ones, what has been identified as a need for a school, depending on the needs of that school.

KT: We were at Bunche earlier today. They have a RJ program and excellent RJ leader. At Mack we were struggling because it was a mind-shift and that takes more time.

T: Will you be involved with PBIS implementation with all schools with the new grant?

KT: yes.

T: what successful strategies for engaging AA students?

MT: engaging curriculum. Whoever is doing the most talking is the one doing the most learning. If the teacher is doing a lot of talking the teacher is doing a lot of learning. We saw yesterday where a teacher was leaning back, and the kids were doing all the talking- they were so engaged.

KT: We see AA males deeply involved in pathways. When you walk into those classrooms you feel it. That class yesterday was a pathway class. It was a humanities – it was Paidea. I was at Mack in a STEM class, and it was a high level, Ms. Hall stepped back and the kids were engaged. I visited another class, and it was heartbreaking.

Lucia: I would say also, mentorship. Where one person is working in-depth with 7 kids. Especially when they're strong mentors.

MT: O-high has been very intentional in noting data on which students go into which pathway (or no pathway) so they are setting targets on equity of access to pathways. Next year 10<sup>th</sup> grade there will be much greater equity.

KT: When African American males are empowered, formally and informally, as student leaders – when we were at Tech they have first Fridays – ethnic foods, and you guys figure it out. That uplifted those students. Engaging and enrolling. It's not a structure, but it's a strategy.

T: I think it's having everybody there to have a role in the community. To have a role that's huge. In terms of family engagement, have you seen any activities?

KT: I'm really excited, for the past 4 Saturdays, we have had 9<sup>th</sup> grade transition meetings and AA families have shown up. Initially explaining what high school is like, and the amount of feedback we have received from doing those outreaches has been tremendous. Students going to ISS schools will have summer bridge. And we brought parents and students.

T: Is equity and cultural responsiveness being offered in an integrated way with everything else? PBIS, instruction, etc. Or is it still a separate thing?

L: In our conversation, we try to build equity principles into everything we are doing. If you're doing instruction how do we build in assets-based approach? We are working it into linked learning work. The 7 equity principles. We did something around design banking – who's the end user?

KT: The empathy component stood out, in terms of focusing on the student. The empathy focus from the design lab was transformative. It was a wonderful experience.

MT: An example of that from that experience, we had videos from Dewey, fo students talking about their experiences, both positive and negative. And providing us with an opportunity to build equity. We had a principal fishbowl, where only principals were talking about linked learning. Something that came up was around how we are supporting AA males. It was really challenging conversation that threw everybody off balance in a healthy way. How, within the framework of linked learning, how are we holding the question of disproportionality?

T: It's about creating space. I ask how comfortable do you feel about having a conversation about race? I have one last bucket. OUSD PD and the SSOs. In the past school year have you observed positive engagement between school site communities and SSOs?

KT: yes, absolutely.

T: Can you see that they have received restorative training?

KT: I have personally witnessed individuals de-escalate situations based on trainings, and their personalities and their undying commitment to putting students first. Part of it is training. They are all in training now, for the past three weeks. Ron and I have gone to speak to all the SSOs. Sometimes there's

a friction with principal- we went to speak about the focus of secondary and better involvement with SSOs.

MT: Anecdotally, almost all who are in my mind, those SSOs are also coaches, or lead a club. When you build the relationships in those positive settings you're able to do the job better.

Lucia: One SSO I know builds relationships with all the students.

Jackie: As a result of the high profile incidents with SSOs, all SSOs have had training. In addition we took OPD officers who are part of a COPS grant, and they also had restorative justice training.

Jackie: One of the open items is a high school visit. Is this something we can work on?

# AGENDA FOR VRP MEETING: PROGRESS MONITORING MEETING WITH LEAD TEAM

May 13, 2015 8:30 am – 10:30 am  
Superintendent’s Conference Room

- 1) Introduce school-level case management plan (Curtiss) 20 min
- 2) Rolling out of new board policy (Curtiss & Theresa) 30 min
- 3) Data presentation (Jean & Gerald) 20 min
- 4) Discuss OUSD Equity Policy (Devin & Chris) 30 min
- 5) Review to-dos from last meeting – see table below (Moira: All) 15 min
- 6) Heads-up for next few meetings (Moira) 5 min

Action Item	Done?
Laura will write a letter to pressure Eagle Soft - even if there is no need to send it, it will be good to have Laura draft it before she leaves	
Moira will send out article on cyber-reporting app	
Moira will continue to work with Kevin and Gerald to schedule site visit to Oakland High	
Moira will check in with David Chambliss and Marie Roberts on review of rubrics for monitoring racial equity and the experience of African American students in our schools	
Moira and Barb will work on scheduling a meeting with the RJ consultant and this team	
Moira will check with Davina and Allen to see if one of the CAOCOS meetings can be used for the PBIS capacity assessment meeting; Barb will check with the consultancy (Lori Lynnas) to see if she is available the 3rd or the 17th	
Moira will work on a proposed VRP training module (with trauma-informed de-escalation, etc. that infuses racial equity) with Barb and Chris	
Moira will re-schedule the currently scheduled VRP Lead Team meeting for April	
Moira will schedule a meeting to discuss how to put equity lens on PD (with SEL people like Kristina Tank-Crestetto and Mary Hurley, as well as Devin, Lisa Spielman and Chris and Barb)	
Devin and Allen will sponsor some sort of model recognition for schools on-track w/PBIS implementation with fidelity.	
Gerald will schedule data partner training on URF.	
Network Sups will discuss with Chief of Schools to come up with a more unified, synchronized communication approach (in general and re: URF and data requests)	
Kyla will reach out to Julia Ma about YPQA trainings	

# NOTES FROM VRP MEETING: PROGRESS MONITORING MEETING WITH LEAD TEAM

May 13, 2015 8:30 am – 10:30 am  
Superintendent's Conference Room

## Key Take-Aways:

- ❖ The Lead Team will begin using the School-Level Case Management document to track what all 37 VRP schools look like in terms of implementing various pieces of the work. We will use this to identify action steps to get all schools moving forward.
- ❖ New discipline policies and the matrix are being presented to the Board tonight – hard copies provided.
- ❖ In-school suspension is not a part of the restriction on disciplinary responses to defiance, but OCR is concerned with any loss of instructional time for students.
- ❖ PD on new policies and matrix will have to be scheduled with Network Sups who will have to coordinate with Allen Smith on how to prioritize multiple requests for PD time.
- ❖ Data show URF adoption has improved, but still a lot of work to do.
- ❖ The proportion of suspensions for defiance for AA students is down over past three years (year-to-date...year-end may reflect slightly higher).
- ❖ Behavioral health is developing their model for trauma-informed restorative justice – going to be brought to 6 comprehensive high schools through Project Prevent grant, but something is needed to address violence at middle schools and elementary schools, as well.
- ❖ A team of stakeholders (facilitated by Chris Chatmon) has been developing an equity policy. Broad feedback provided by VRP lead team members, next step is for executive cabinet to review. This policy represents a huge opportunity as it will require training of school personnel – a way to start the conversation at schools around race, equity and healing.

## Action Items:

- ✓ Moira will add “owners” to columns on the School-Level Case Management sheet, will add definitions of 0, 1 and 2 scores, and will invite all VRP Lead Team members onto the document.
- ✓ “Owners” will complete their columns on the School-Level Case Management sheet by 5/27
- ✓ Curtiss will send out PPT from first reading to the Board
- ✓ Theresa will coordinate with Network sups to schedule PD on policies and matrix
- ✓ Sondra will ask Allen about PD requests (how to accommodate and prioritize)
- ✓ Gerald will send out to everyone the data update PPT he presented
- ✓ Devin will set up a meeting for Network Teams, Programs for Exceptional Children, and Barb – follow up for consistency in how schools respond to behavior
- ✓ Devin will send the current equity policy draft out to executive cabinet and get some feedback
- ✓ Devin will send Chris (and Moira) the TK policy as a model
- ✓ The Equity sub-committee meets again this Thursday. Moira will join Chris for this meeting.

**Detailed Discussion:**

**1) Introduce school-level case management plan (Curtiss) 20 min**

Curtiss: The idea is to use this document to track progress and to develop action plans and action steps just like you would in a COST team for a kid, and check back in to see if we accomplished what we said we would.

Barb: It would be really useful to have a format to review every school in an hour – you need a tight protocol. You can end up getting stuck on one school – people get emotional about it. Maybe we could choose one school where we go deep, but having an actual protocol to do this will help us get through the list.

Sondra: Can we have something on the score to say what we will do if there are zeros?

Curtiss: That's a good idea.

Moira: The whole purpose will be the action steps needed once we identify how schools are doing on this.

Theresa: There are 600 mismatched items on in-school suspension data. The problem is the dispo code doesn't match that people are saying the child was suspension. There are 600 that need to be corrected. RAD is sending me by network the mismatched data items. The bigger challenge is that everyone had someone at training so why is there a mismatch?

Moira: Are you suggesting that we add a column?

Jean: That will show up looking at the URF data quality and URF training columns together.

**Action Items:**

- Moira will add "owners" to columns on the School-Level Case Management sheet, will add definitions of 0, 1 and 2 scores, and will invite all VRP Lead Team members onto the document.
- "Owners" will complete their columns on the School-Level Case Management sheet by 5/27

**2) Rolling out of new board policy (Curtiss & Theresa) 30 min**

Curtiss: We will be updating the community around our data and doing an annual community forum. And the matrix. We should forward everyone the PPT that we did on the first reading. There is more limitation on the use of suspension, the number of days, etc.

Ron: We need real clarity on in-house suspension.

Theresa: In-house suspension is not a part of the restriction on discipline for defiance.

Ron: OCR has been adamant that this is about kids being out of class.

Theresa: We have to think about what's realistic, and where we might have to do some pushback.

Ron: OCR considers kids out of class regardless of the reason. So if you're sending them to restorative, they are still missing.

Theresa: I don't think we are at a point where we can handle all behavior in the classroom.

Gerald: They want us to be able to do a better job tracking it.

Moira: When will schools be trained in the revised policies and matrix?

Theresa: We have to work with network sups and Allen to see when we can deliver that. Probably in the summer and early fall, but we will have to work that out with the network sups.

Sondra: We need to get together all the people who would like to have PD time. This is the 4<sup>th</sup> or 5<sup>th</sup> request we have had on PD. I'll ask Allen how he wants to handle all the PD requests.

**Action Items:**

- Curtiss will send out PPT from first reading to the Board
- Sondra will ask Allen about PD requests (how to accommodate and prioritize)
- Theresa will coordinate with Network sups to schedule PD on policies and matrix

3) Data presentation (Jean & Gerald) 20 min

Gerald: First slide is URF form-completeness. Lot of zeros in first analysis (Dec 2014). Second analysis Feb 2015, we saw improvement. Network sups jumped in. Third analysis – a lot of improvement, particularly in pre-referral intervention completeness. More schools showing overall completeness. Better on the back-end of taking attendance related records out of analysis. People may still be using the form for non-disciplinary related things, which would account for the over 100% figures.

Jean: We are finding when schools get better, they get better across the board (on URF fields).

Gerald: Real reductions in proportion of disciplinary incidents for African American students that were due to defiance: 41%, 37%, 16% (YTD).

Ron: If we don't address the girls whole-heartedly, it's going to spiral. It's bananas. A lot of social media.

Moira: Isn't there an effort to build out a girls program parallel to AAMA?

Chris: Sister Sultana is volunteering at one elementary school. There's some potential to do what AAMA has done but it's going to require some resource and intentionality.

Gerald: A few years ago we did an analysis on incidents of violence and what we found was some defiance things were mislabeled.

Chris: What are we doing to address violence?

Barb: I'd like to talk about the trauma-informed RJ. We are getting close defining what is trauma-informed restorative practice. We are hoping to get some support to do it at the middle schools. We have TA from UCSF.

Monica: I want to raise some thinking on corridor work. We think about feeder elementary schools and the trauma informed work we are doing there. We have some RJ at the middle schools, but not at the feeder elementary. There's tons of violence at the elementary schools.

Devin: We have to figure out the elementary level too.

Barb: We don't have any staffing at elementary. We have better support at middle and high school. We have so many elementary schools. We have never funded anything. My team is spending all of its time at elementary, and there's no one else to hold it. We have to deal with the perception that elementary is not a problem. Part of it is shifting that and making the "why" more apparent, especially to teachers.

Monica: I think we do have stronger COST team structures, it's just the bandwidth is not there.

Barb: One thing we could do is costing out what the supports would look like and blending that into the LCAP. When you backwards map it it's essential. I talked with OFCY- they're interested in this. We have always focused on 5<sup>th</sup> to 6th graders. Part of it is related to SEL. More direct instruction of SEL skills would help.

Sondra: I would also request that there's collaboration with Special Ed. Our schools have different messaging on what should be done from different camps. We need follow up on that.

Barb: It's related to a funding gap

Devin: It would be interesting to drill down on elementary middle high so we can think of targeting that.

Moira: What's an action item and who wants to take the lead on that? A meeting with Sheilagh?

Devin: I will – I will set up a meeting with the network teams and the special ed team.

Barb: Can I be included on that, too?

- Gerald will send out to everyone the data update PPT he presented
- Devin will set up a meeting for Network Teams, Programs for Exceptional Children, and Barb – follow up for consistency in how schools respond to behavior

#### **4) Discuss OUSD Equity Policy (Devin & Chris) 30 min**

Theresa: It's a great effort. I have a question about where adult mindsets plays into this? Last year we had a 125 referred, and 101 of those were African American. If certain groups of students are believed to be more violent than others and that drives responses, how is that being addressed through this work?

Jean: Kudos. I'm wondering if some of the language from PPT slides you provided that goes to equity and equality could be in the policy? The way it's stated [on slide 2] is a more compelling hard-hitting way. I wonder if there could be use of John Powell language about opportunity gap – racist individuals are not necessary for the perpetuation of institutional racism. There should be more about education – where education plays the biggest role in breaking that societal pattern of structural racialization. As educators, this is our responsibility.

Gerald: The moral imperative – activating the moral imperative.

Chris: Tony was saying the same thing.

Jean: If the lead in can be more moving. And more specific about the role that public education has to play.

Sondra: I was thinking what are the messages or the outcomes that you want people to leave with after they have read this document? Once you identify what those outcomes are, then have a statement for each – the message that you want to convey. We need to have some sort of statement on our equity stance. We have struggled to say what equity means to us as a district. We have never come to a statement. There's a skeleton of that in some of the second slide. Results-based budgeting – the idea of that was that budgeting would be different based on the needs of the school. But it didn't really work that way. One of the flaws was we didn't have an agreed-upon statement about what equity was. Some kids need different supports and it's our responsibility to provide those different supports.

Gerald: There are two big ones. Naming the groups – it's implied that we are always talking about minority students, African American, but naming who are we eliminating disparities for (we see disproportionate representation for Native American and Pacific Islanders, too). Culturally-responsive practice, but a lot of it is making the materials make sense, not just be responsive with pedagogy, but making sure that it's relevant.

Jean: One other thought is language and culture.

Barb: I would like to say thank you to Chris and team. I think there needs to be more in there about healing.

Moira: Would anyone be willing to dive deeper on this? Jean and Barb raised hands.

Sondra: Can I think about what's the complete package? Some of these sit separately. Maybe the board policy can be the front, lead into the discipline matrix. When I think of a complete approach it's a marrying of the different documents, that way there's a through-line of the discussion. You can't think about discipline and equity separately.

Chris: I'm with you.

Devin: Maybe I can share the TK policy which is going through its first read tonight. I will share that with you. There's not a clear system for writing policy in OUSD. In LA there was a detailed process/timeline that you followed.

Monica: My question was about grain size in terms of implementation. The spirit of it is awesome and strong. What do we actually mean by some of these? But maybe the board policy is not where this goes?

Devin: Linking it to Ed code.

Jean: In a policy we are working on the board policy is short, but the administrative regs are detailed.

**Action Items:**

- Devin will send the current equity policy draft out the draft to executive cabinet and get some feedback
- The Equity sub-committee meets again this Thursday. Moira will join Chris for this meeting.

5) Review to-dos from last meeting – see table below (Moira: All) 15 min

Action Item	Done?
Laura will write a letter to pressure Eagle Soft - even if there is no need to send it, it will be good to have Laura draft it before she leaves	?
Moira will send out article on cyber-reporting app	X
Moira will continue to work with Kevin and Gerald to schedule site visit to Oakland High	X
Moira will check in with David Chambliss and Marie Roberts on review of rubrics for monitoring racial equity and the experience of African American students in our schools	X Moira has been trying to follow up with them
Moira and Barb will work on scheduling a meeting with the RJ consultant and this team	X
Moira will check with Davina and Allen to see if one of the CAOCOS meetings can be used for the PBIS capacity assessment meeting; Barb will check with the consultancy (Lori Lynnas) to see if she is available the 3rd or the 17th	X
Moira will work on a proposed VRP training module (with trauma-informed de-escalation, etc. that infuses racial equity) with Barb and Chris	Working on it; summer workshops scheduled
Moira will re-schedule the currently scheduled VRP Lead Team meeting for April	Did not occur – schedules too booked
Moira will schedule a meeting to discuss how to put equity lens on PD (with SEL people like Kristina Tank-Crestetto and Mary Hurley, as well as Devin, Lisa Spielman and Chris and Barb)	Scheduled but cancelled
Devin and Allen will sponsor some sort of model recognition for schools on-track w/PBIS implementation with fidelity.	?
Gerald will schedule data partner training on URF.	?
Network Sups will discuss with Chief of Schools to come up with a more unified, synchronized communication approach (in general and re: URF and data requests)	?
Kyla will reach out to Julia Ma about YPQA trainings	?

# URF COMPLETENESS AND DEFIANCE MULTI-YEAR ANALYSIS

VRP LEAD TEAM MAY 2015



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*



# URF FORM FILED COMPLETENESS

- **First Analysis:** *August 2014 through December 2014*
  - **BASELINE**
- **Second Analysis:** *December 2014 through February 2015*
  - **FIRST CHECKPOINT**
- **Third Analysis:** *February 2015 through April 2015*
  - **LAST CHECKPOINT**
    - Overall improvement in Pre referral intervention completeness
    - More schools in each network showing improvement in overall forum completeness
    - Better back end controls of filtering attendance related records from analysis

# ELEMENTARY AREA I

Site Name	Referral Person	% Possible Motivation	% Location	% Approx Time	% Exact Time	%Pre-Ref Intervention 1	%Pre-Ref Intervention 2	%Pre-Ref Intervention 3
Bella Vista Elementary	104%	48%	57%	0%	52%	22%	17%	13%
Carl Munck Elementary	84%	76%	88%	0%	80%	84%	84%	84%
Chabot Elementary	100%	0%	0%	0%	0%	0%	0%	0%
Cleveland Elementary	5%	0%	0%	0%	0%	0%	0%	0%
Crocker Highlands Elementary	0%	0%	0%	0%	0%	0%	0%	0%
Emerson Elementary	101%	51%	77%	0%	84%	46%	43%	40%
Franklin Elementary	0%	0%	0%	0%	0%	0%	0%	0%
Hoover Elementary	0%	0%	0%	0%	0%	0%	0%	0%
Joaquin Miller Elementary	35%	0%	0%	0%	0%	0%	0%	0%
Kaiser Elementary	100%	50%	50%	0%	50%	0%	0%	0%
Lafayette Elementary	1%	0%	0%	0%	0%	0%	0%	0%
Lincoln Elementary	98%	0%	0%	0%	0%	27%	22%	20%
Martin Luther King Jr Elementary	0%	0%	0%	0%	0%	0%	0%	0%
Montclair Elementary	0%	0%	0%	0%	0%	0%	0%	0%
Peralta Elementary	0%	0%	0%	0%	0%	0%	0%	0%
Piedmont Avenue Elementary	81%	81%	88%	0%	0%	81%	69%	69%
PLACE @ Prescott	100%	0%	0%	0%	0%	0%	0%	0%
Thornhill Elementary	0%	0%	0%	0%	0%	0%	0%	0%

**Legend**

- 90% or greater completion
- Between 89% and 75% completion
- Less than 74% completion
- 0% or no data

September 30, 2015

# ELEMENTARY AREA 2

SiteName	%ReferralPerson	% Possible Motivation	% Location	% Approx Time	% Exact Time	%Pre-Ref Intervention 1	%Pre-Ref Intervention 2	%Pre-Ref Intervention 3
Allendale Elementary	100%	0%	0%	0%	0%	50%	33%	17%
Bridges Academy	0%	0%	0%	0%	0%	25%	25%	25%
Community United Elementary School	73%	0%	0%	0%	0%	0%	0%	0%
Esperanza Elementary	0%	0%	0%	0%	0%	0%	0%	0%
Fred T. Korematsu Discovery Acade	50%	0%	0%	0%	0%	0%	0%	0%
Fruitvale Elementary	40%	0%	0%	0%	0%	3%	0%	0%
Futures Elementary	97%	54%	74%	0%	72%	67%	41%	26%
Garfield Elementary	91%	76%	85%	0%	85%	35%	30%	24%
Glenview Elementary	71%	79%	79%	7%	36%	50%	29%	29%
Global Family School	89%	78%	78%	0%	78%	89%	78%	78%
International Community School	0%	0%	0%	0%	0%	0%	0%	0%
Laurel Elementary	69%	45%	52%	0%	41%	45%	38%	31%
Manzanita Community School	48%	56%	68%	0%	56%	40%	40%	40%
Manzanita SEED Elementary	100%	0%	0%	0%	0%	67%	67%	67%
Melrose Leadership Academy	53%	20%	40%	3%	27%	47%	43%	40%
Redwood Heights Elementary	50%	0%	0%	0%	0%	0%	0%	0%
Sequoia Elementary	57%	57%	57%	0%	57%	57%	57%	57%
Think College Now	100%	10%	10%	0%	10%	13%	13%	10%



**Legend**

- 90% or greater completion
- Between 89% and 75% completion
- Less than 74% completion
- 0% or no data

September 30, 2015

# ELEMENTARY AREA 3

Site Name	%ReferralPerson	% Possible Motivation	% Location	% Approx Time	% Exact Time	%Pre-Ref Intervention 1	%Pre-Ref Intervention 2	%Pre-Ref Intervention 3
ACORN Woodland Elementary	0%	0%	0%	0%	0%	0%	0%	0%
Brookfield Village Elementary	50%	0%	0%	0%	0%	25%	25%	0%
Burckhalter Elementary	0%	0%	0%	0%	0%	0%	0%	0%
East Oakland PRIDE Elementary	65%	0%	94%	0%	42%	97%	97%	95%
EnCompass Academy	30%	0%	0%	0%	0%	0%	0%	0%
Grass Valley Elementary	14%	0%	0%	0%	0%	0%	0%	0%
Greenleaf Elementary	13%	0%	0%	0%	0%	0%	0%	0%
Hillcrest School (K-8)	0%	0%	0%	0%	0%	0%	0%	0%
Horace Mann Elementary	0%	0%	0%	0%	0%	0%	0%	0%
Howard Elementary	73%	9%	41%	0%	18%	45%	0%	0%
La Escuelita Elementary	13%	0%	0%	0%	0%	0%	0%	0%
Madison Park Lower Campus	68%	91%	96%	0%	96%	34%	29%	28%
Markham Elementary	80%	40%	40%	0%	40%	80%	80%	80%
New Highland Academy	94%	79%	85%	0%	92%	62%	33%	21%
Parker Elementary	50%	0%	0%	0%	0%	0%	0%	0%
Reach Academy	0%	0%	0%	0%	0%	0%	0%	0%
RISE Community School	68%	56%	64%	0%	67%	43%	26%	17%
Sankofa Academy	111%	48%	106%	2%	103%	66%	50%	40%

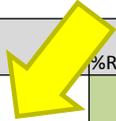
**Legend**

- 90% or greater completion
- Between 89% and 75% completion
- Less than 74% completion
- 0% or no data

September 30, 2015

# MIDDLE SCHOOL NETWORK

Site Name	%ReferralPerson	% Possible Motivation	% Location	% Approx Time	% Exact Time	%Pre-Ref Intervention 1	%Pre-Ref Intervention 2	%Pre-Ref Intervention 3
Alliance Academy	116%	41%	72%	14%	73%	66%	60%	55%
Bret Harte Middle School	58%	25%	52%	0%	48%	35%	33%	25%
Claremont Middle School	100%	75%	83%	18%	65%	19%	19%	17%
Edna M Brewer Middle School	109%	32%	37%	1%	36%	28%	20%	15%
Elmhurst Community Prep	96%	0%	4%	0%	4%	13%	4%	4%
Frick Middle School	101%	32%	34%	3%	34%	23%	21%	20%
Montera Middle School	68%	16%	17%	14%	16%	8%	8%	8%
Roosevelt Middle School	0%	0%	0%	0%	0%	0%	0%	0%
Roots International Academy	35%	15%	15%	0%	10%	5%	0%	0%
United for Success Academy	112%	109%	118%	96%	13%	107%	56%	46%
Urban Promise Academy	93%	47%	47%	0%	40%	60%	30%	23%
West Oakland Middle School	18%	6%	10%	0%	7%	0%	0%	0%
Westlake Middle School	74%	29%	66%	33%	35%	38%	31%	25%



**Legend**

- 90% or greater completion
- Between 89% and 75% completion
- Less than 74% completion
- 0% or no data

# HIGH SCHOOL NETWORK

SiteName	%ReferralPerson	% Possible Motivation	% Location	% Approx Time	% Exact Time	%Pre-Ref Intervention 1	%Pre-Ref Intervention 2	%Pre-Ref Intervention 3
Castlemont High School	102%	8%	13%	10%	3%	10%	8%	3%
Coliseum College Prep Academy	101%	0%	88%	88%	0%	0%	0%	0%
Dewey Academy	64%	0%	0%	0%	0%	24%	24%	21%
Fremont High School	115%	10%	12%	10%	9%	8%	7%	7%
Gateway to College	0%	0%	0%	0%	0%	0%	0%	0%
Life Academy	84%	0%	0%	0%	0%	0%	0%	0%
Madison Park Upper Campus	94%	9%	0%	0%	0%	11%	11%	5%
McClymonds HS	90%	51%	52%	26%	26%	33%	33%	32%
MetWest High School	100%	0%	0%	0%	0%	0%	0%	0%
Oakland Community Day HS	17%	0%	0%	0%	0%	0%	0%	0%
Oakland Community Day Middle	0%	0%	0%	0%	0%	0%	0%	0%
Oakland High School	68%	65%	77%	68%	7%	76%	57%	30%
Oakland International HS	89%	91%	89%	63%	27%	53%	42%	34%
Oakland Technical High School	120%	24%	33%	0%	0%	40%	34%	27%
Ralph J Bunche High School	0%	0%	0%	0%	0%	0%	0%	0%
Rudsdale Continuation	100%	50%	50%	50%	0%	50%	0%	0%
Skyline High School	113%	49%	54%	44%	35%	51%	46%	37%
Sojourner Truth Independent Study	0%	0%	0%	0%	0%	0%	0%	0%
Street Academy	0%	0%	0%	0%	0%	0%	0%	0%



**Legend**

- 90% or greater completion
- Between 89% and 75% completion
- Less than 74% completion
- 0% or no data

September 30, 2015

# 2014-2015 YTD



## Out of School Suspensions by ethnic group and offence code

Distribution among Offense categories, by Race/Ethnicity category and Gender

Offense category	Race/Ethnicity category															Grand Total
	AfrAmer			Latino			Asian			White			Other			
	F	M		F	M		F	M		F	M		F	M	All	
<b>Bullying</b>	1%	1%	1%	1%	1%	1%			0%			0%			0%	1%
<b>Defiance</b>	22%	20%	20%	18%	16%	16%	10%	10%	10%	13%	19%	18%	19%	16%	17%	19%
<b>Drugs</b>	2%	7%	5%	27%	16%	18%		2%	2%	25%	16%	18%	6%	4%	5%	8%
<b>Obscenity</b>	4%	4%	4%	3%	5%	4%	10%		2%	13%	6%	8%		6%	4%	4%
<b>Other</b>	7%	16%	13%	13%	16%	15%	10%	10%	10%		10%	8%	11%	19%	16%	13%
<b>Violence</b>	63%	49%	54%	34%	37%	37%	70%	71%	71%	50%	42%	44%	58%	50%	53%	50%
<b>Weapon</b>	2%	3%	3%	3%	10%	8%		7%	6%		6%	5%	6%	6%	6%	4%

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# MIDDLE SCHOOL NETWORK MEETING WITH OCR

5.13.2015

In Attendance: Ron Smith, Charles Wilson, Tammi Wong, Moira DeNike, Marion McWilliams

## **Agenda:**

1. Site Planning around the Agreement (aka “VRP”); District support to school sites around the VRP
2. Disciplinary/Behavior Expectations Policies and Procedures from behavior referral to disposition
3. Preventative Strategies, Early Identification of At-Risk Students and Early Intervention [PBIS, RJ/RP, trauma sensitive services, AAMA/MDP, etc.]
4. Student, Parent/Guardian, Stakeholder/Community Engagement around discipline policies, behavior expectations and school culture and climate
5. Training/Professional Development around discipline policies, behavioral health, building cultural competencies or other strategies around behavior expectations and school culture and climate
6. Data Collection, Evaluation and Assessment and Self-Monitoring of Discipline Practices
7. School Security Officers/Campus Safety

## **Discussion:**

Tammi’s frame:

1. What, if any, unjustified effect do District policies, procedures and practices in school discipline/behavioral health and management have on African American students?; and
2. Of the individual incidents were the referral and/or discipline necessary to meet an important educational goal, are similarly situated students of different races treated similarly?

Tammi: Next year more focus on site visits.

Charles: our role is situated in the larger role of supporting culture and climate for learning. Part is around curricular and pedagogical but bug piece is culture and climate. Some are using No Nonsense Nurturing – concrete PBIS. Center for transformational teacher training. Other sites we have more resources, so culture plan development during the summer. Clear understanding on URF. In the life history of an urban school district we have done pretty well. Claremont is meticulous. Structures for relationships, accountability, and we still have a lot of work left. The majority is mindset for the teachers. It’s so rooted in internalized institutionalized racism. Working with teachers on seeing kids as kids.

Ron: we are also intentional in using data round suspensions – we have done data dives at the school level. Predicts dropout rate. Early warning indicators.

Charles. There’s an early warning online system. We are also using ousd1 as a data portal.

Tammi: do you pull the data yourselves or get it from RAD?

Ron: it's provided. Next year will be more centralized.

Charles: David Montes's shop has been responsible for weekly engagement data – chronic absenteeism and suspension as well as SRI. Then I drill down on AAM suspension rates. I was publishing for every principal. I wanted them to know that we're reading it and holding accountable. That helps us start the conversation, beef up RJ, etc.

Tammi: can you elaborate on what sites get what?

Ron: along with NNN you can have a site that has RJ coordinator on site. You might have a site that has MDP. PBIS is a centralized thread, but support varies based on where site is. One thing from that is how to support all site with all sites having an RJ person. People don't realize that it's a mindset shift that has to permeate adults. It's a three year process. With our school improvement partner with 5 Core waiver (5 schools)

Charles: Two are SIG sites. We oversee 14 sites. Allie Rae Cook is our partner who works with these 5 sites. It has been impressive – when you apply consistent pressure, you see outcomes.

Ron: Growth markers in terms of reading goal, and qualitatively to see structure in place.

Charles: in terms of our work with OEA bargaining, CA has a short tenure time. The district has the right to execute that option in the first two years. The School improvement partner has helped us have that conversation. We have had to work with HR – we are releasing 18 people out of our network – almost always because of their student relationships.

Tammi: Do you have specific situations where you are involved in discipline?

Ron: unfortunately yes. We have to be accountable when a parent complains. But that's an outlier. We afford ourselves the opportunity to coach the leaders.

Charles: when a student is referred to pupil disciplinary referral panel we have to review. And occasionally we get called into situations because we have been in the district for so long. We do feel it destabilizes the credibility of the principal, though.

Tammi: what's the role of addressing unconscious bias toward AA students?

Ron: the conversation is rooted in do you even see that you're doing something? You can go from body language to actual language – with kids and with parents. Do we do it, yes. We have had to have detailed conversation with at least a couple of our leaders. It has made a change. Different times of year you're going to get different reactions.

Charles: One of the things we work on is root cause analysis. In one example, two girls shouted at each other and the adult didn't intervene (we are releasing that teacher). What is a child trying to accomplish by his or her behavior?

Tammi: can you tell me about your extended site visits?

Charles: we have modified our tool. We use the framework for effective teaching. Looks like Charlotte Danielson. It's fairly objective. It tells you what a good or bad classroom looks like. We assemble 7-8 people (from T&L, and our partner). We visit each classroom at least once, and it's 15 minutes per observation (it's not a walk through). It's less about what's posted in the classroom, more about dialogue between teacher and student. It's a powerful tool – written with OEA members. It describes quality teaching and relationships. Then we talk with students. We were relying on principal to pick students. In initial interviews, we are still learning. It's a heavy thing to do every week.

Ron: over the next 2 weeks we have 8.

Charles: in the future we'd like to interview parents, too. I aggregate all the data on the rankings, not by classroom but aggregate. I send the transcripts of the interviews. What we need to be working on is pre-digesting the key points from the interviews and the data.

Tammi: what would you say is the purpose of the site reviews?

Ron: three ways to get a picture: 1 review the site plans, 2 review budget, 3 site visits (backwards). It gives us a chance to get multiple lenses in there. To reflect on practice, it's powerful, but it is very time-consuming. We want to now circle back and say give us our reflection, where are the classrooms where there's the biggest change? Show what has worked? Or what hasn't.

Tammi: do all middle school sites do planning around disproportionality?

Ron: focused annual plans – within that they are going to be focusing on early warning indicators (EWI), including disproportionate discipline.

T: How often?

Ron: weekly.

Charles: In terms of big rocks, we have always given sites autonomy, positive but has drawbacks. It doesn't create an equitable experience for kids who transfer. We are trying to create some uniformity and must dos. They are all going to have an advisory space every day. My own research is that middle school kids are suffering from lacking relationships. I sat down with Linda Darling Hamm on advisory curriculum. And we met today with counselors on working with 8<sup>th</sup> graders on HS plans. 20% of our overall ranking will be on 8<sup>th</sup> grader criteria.

Tammi: do you feel your site leaders have the ability to facilitate discussions on racial bias?

Ron: It's a mixed bag. Yes, but at different levels. Some can go deep. Next year we have 5 new leaders at the middle schools. At the 14 sites, 9 will have new leaders. When you talk about capacity, yes, experience, no. and the relationship piece. If you're a first year principal I don't want you to say it.

Tammi: what is the utility of data as a conversation starter?

Ron: that's what's written in stone and it gives you a springboard. It changes it to a formative narrative. It's different from knowing it intuitively. Central is offering X, families are saying Y, how do we align those things? They can stand behind the data to lead the discussion. And it can allow those conversations with teachers.

Charles: another place is in the data wall. We asked them to organize their data wall on GPA, grades in core, attendance and suspension (EWIs), plus SRI scores. What we found was that a kid would be getting As and Bs but was reading below grade level. That became this other thing. Largely white, female teaching corps. But is there is a relationship between grade inflation. Equitable academic rigor while supporting them where they are? We need data to get at that.

Tammi: do you find yourself digging as deep as URF items, like time of day, etc? Are you there now?

Ron: We are not in that space. The amount of things we are juggling. There are sites where we have had to go to that level. URF quality is moving toward that direction.

Tammi: Do you observe the URF to have the effect of shifting practice in the classroom?

Charles: yes and no. The effective part of the URF is the clear articulation of the interventions you have to have before the Office referral form (pre-referral interventions). It meets the legal requirement, but there has to be an easier way to collect data. But it is a good reminder of PBIS and other interventions. My suspicion is that when you overly manage the system things go underground. I want to make sure that people are filling out the forms instead of creating shadow systems. The harder the system is, the less likely used.

Tammi: this goes to whether we are counting instruction minutes. Laura was looking at time-outs, buddy rooms, the "walk" – they're non suspensions but it's out of classroom. Is it the shadow? That's a struggle.

Charles: shadow systems exist when the system is not responsive. I found that the more I made it I need the form...the more the adults found workarounds. But when we started saying , look at the relationship with this kid. I think we need to also be thinking about responsiveness to the needs of the adult.

Tammi: teachers are willing to stop suspending if there's something else. No district has figured out the magic formula. It's to your credit the work that you've done.

Tammi: If a site is showing increases, what type of steps?

Ron: we are naming it, to our two sites that are in greatest need, they identified 3 month goals and mini plans. More intensively they had to do week-by-week plans to decrease suspension. We'll have a more clear picture in 20 days. We had a rough spring at a number of sites.

Charles: we have to tailor the conversation – people may assume that the suspensions are because of white teachers. That's not the case – some of our highest sites have AA leadership. That's a different conversation, as a white administrator.

Tammi: what were some successful strategies?

Ron: the biggest thing if you're talking about suspensions and missed class time are systems. These are the foundational things. And the school partner week by week. Checking on specific teachers. It's about the intentionality and the structures and the systems. So that yore' proactive.

Tammi: have either of you been involved in discipline policies?

Ron: yes and no. we meet with them Monday. We have to develop secondary safety, climate and culture plan.

Charles: At this CASEL convening, we are one of the first districts to have SEL standards and how to integrate those into T&L standards. Learning and a social objective. 95% of what happens in school is relationship. And social media – how that plays out at middle school.

Tammi: do you think the discipline matrix will be effective at MS? Do your sites have something like this in place?

Ron: we have a retreat coming up in June. And they will have that in place. The schools where we see fewer struggles, they have these in place. They have PBIS, RJ or just stable leadership.

Charles: the lift is shared by all the teachers at the most stable schools. Issues sometimes are happening on the bus. Those sites have little teacher buy-in. We have got to past the look at the principal as driving everything.

Tammi: building tools for intervention over exclusion – PBIS and RJ?

R: all of our sites are heavy RJ or PBIS sites. For next year we want all doing both. A benefit of new leadership is the opportunity to tell them what they have to do.

Tammi: Does this work play into your interviews for new leaders?

Charles: To me it's the most important piece

Tammi: What strategies are working for engagement of AA students?

Ron: Roosevelt, Roots, - it's academic incentive based, student leadership. The advisory piece is getting kids to take ownership of the school. How do you empower that student to become a student leader? That's why you see the kids who might have been causing problems being leaders.

Charles: I serve as director of SIG. Alliance and Roots, we have worked on a culture of celebration. It's letting kids get up and stand in front of the peers. Doing it frequently enough so the kids love it. Also breaking down walls. Alliance has AAMA and they are developing Latino males group and Girls Inc. We are working on integrated learning – both roots and alliance are going to be social justice academies. I mention all those different groups because those groups came together and saw The Mask You Live In.

Tammi: engagement of families?

Charles: schools that do progress reporting – frequent parent meetings targeting the kids who need it most. Parent meets with the “family” of teachers. Let’s kids and parents know that the loop is closed. Those structures are less conventional work.

Tammi: Do you use district climate survey data?

Ron: CHKS? Beginning of the year maybe. Yes, we used it at sites. We are using the data to look at reasons why – identify kids (15 greatest need kids and why – “focus 15”).

Charles: we are in the midst of creating Leadership Growth and Development System. One of the major domains is equity.

T: extended site review are not for personnel review?

Charles. Very intentionally no.

T: Teacher effectiveness tool?

Charles: I’m involved

Ron: and I’m on leadership development

T: Is it going to be a quantitative assessment?

Ron: it’s a qualitative. Rooted in the qualitative.

T: will the results of the assessment be used to create performance plans

C: yes. If someone is showing to have areas of concern, we create a performance improvement plan for the principal. It could lead up to dismissal.

Tammi: PD on implicit bias?

Charles: there are sites that have done work. Some have worked with Glenn Singleton.

Ron: nothing that was mandatory.

Charles: Curtiss and I are at the beginning of working with Sean Ginwright at two middle schools – at Roots and Alliance.

Tammi: can you share some positive engagements you’ve witnessed with SSOs and OPD?

Ron: COPS at Frick. One of the officers is on their school committee for ISS. And they are doing a program where they take students on tours, and building relationships between families. Just went to WOMS, UCP, Alliance. And the new guy at Roots. SSOs is a mixed bag. We are 80% solid - I’ve seen them do some great work with families. And I still think we have a long way to go. They feel left out of decisions.

Charles: I would say some of the most positive adult student relationship I've seen are with SSO (at Elmhurst, and Stohehurst). So we have a group of SSOs who are highly professional and emotionally intelligent. And they don't get as much airtime. They are in a stressful situation, not officers, but asked to deal with sometimes violent situation.

Tammi: Anything else I should understand?

Ron: you touched on a lot there!

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## NOTES FROM VRP MEETING: PROGRESS MONITORING MEETING WITH LEAD TEAM

6.3.2015

Attendees: Curtiss Sarikey, Cat Kealey, Barb McClung, Gerald Williams, Sheilagh Andujar, Christopher Chatmon, Theresa Clincy, Jean Wing, Sondra Aguilera, Moira DeNike

### **Key Take-Aways:**

- ❖ There is a need to coordinate Special Ed disproportionality with VRP work.
- ❖ Curtiss is working on enlisting John Powell to help OUSD address implicit bias and change the narrative around African American students. A next step is to convene a meeting with Chris, Curtiss, communications and Teaching and Learning to discuss how to integrate this into everything.
- ❖ The teacher effectiveness framework will likely be finalized this week, hopefully including items Gerald has been developing to eliminate blind spots on racial equity.
- ❖ We will begin using the school-level case management system to help us track how we are doing on VRP implementation (rather than a way to rate the schools themselves).

### **Action Items:**

- ✓ Moira will set up a smaller meeting during the summer to plan strategically how to weave together VRP work and the work of addressing Special Ed overrepresentation among students receiving discipline and overrepresentation of African American students in SpeEd (esp among those designated Emotionally Disturbed).
- ✓ Chris will set up meeting to include Yana, Isaac, Curtiss, Chris – he has already reached out to set up a meeting and will invite Curtiss etc., to discuss how to integrate unconscious bias and engaging (encouraging and empowering) African American students into trainings that reach teachers and administrators. This meeting will also be used to discuss communications strategy and authentic dissemination.
- ✓ Moira will make send out communication about getting the Dewey video at the ILT retreat.
- ✓ Sondra will send out the criteria for network sups tiering system.
- ✓ Moira will add a column to the school-level case management sheet for network sups to list their own tiering and will request that they add those.
- ✓ Moira will try to schedule the retreat end of July or first week of August.
- ✓ Moira and Curtiss will have a phone conversation to identify outcomes for the retreat.

### **Tying VRP Work together with Special Ed Overrepresentation Issues**

Barb: Training with all the SSOs in trauma informed approaches with students. We have been talking about de-escalation that is not hands on. They have lifted up a desire to know how to work with Special

Ed students. I want that to be part of our work when we talk about equity in our district. If one of our groups are African American students in SpEd I want us to be thinking about that.

Sheilagh: It's the tail wagging the dog a bit. The perception is that these kids are out of control, we need to get them into special ed. That happens and they think there's something wrong with them, and then they act that out more, vicious circle.

Barb: Cat is working on a report of the SSO training and the OUSD police officers and COPS grant officers. They were really receptive. We did RJ and trauma-informed. Shifting away from "what's wrong with this child" to "what's happening for this child."

Action:

- ❖ Moira will set up a smaller meeting during the summer to plan strategically how to weave into VRP workstreams the work addressing Special Ed overrepresentation among students receiving discipline and overrepresentation of African American students in SpecEd (esp among those designated Emotionally Disturbed).

**Action Plan Review**

*A.6: The Lead Team will work to integrate unconscious bias and engaging (encouraging and empowering) African American students into trainings that reach teachers and administrators.*

Curtiss: John Powell is doing a huge project – they have taken the implicit bias tool from Harvard and adapted it. I want to get to the point where we are looking at who is doing the work, even guiding questions we should be posing as we do other kinds of work. I have been so bothered since meeting with a group Redwood Heights parents. All of the micro and macro aggressions against African American students. What questions have we missed? They are doing PBIS, how do we address that there? Annette did a restorative circle with teachers, but I want to get really concrete about this.

Barb: I really like what you're saying. I like us incorporating it into all of our touches. We are having a big conversation in our trauma informed work, it has been big in RJ, and PBIS, very big in looking at what supports to provide to those teachers.

Curtiss: I would like to have LaShawn [Chatmon from National Equity Project] come in. I don't have money lined up for John but I think TCE will come in. If I could just have him come in to Redwood Heights, because it's an easier test site. I feel like there's a test point to be done. At Monterra they put that in the tier 3 bucket. There's work to be done in the heartland and in the hills.

Chris: It seems like there's multiple conversations happening. There's this conversation here, there's the design team working on the equity policy, there's a strategy of coordination community engagement around equity. I guess what I'm hearing if we are going to take this on as an ecosystem we need some alignment, the decision making process, who is leading and how do you calibrate with the different departments, and what the strategy is. Some of our work touches this through AAMA. And then there's the SEFAT (assessment from Panasonic which could help drive some of this focus as well).

Curtiss: We need to get people in the room.

Jean: SEFAT looks at staffing and students and looks at disproportionality, and looks at who is in special ed, looking at staffing and board composition. To what extent we represent whom we serve—holds a mirror up to the district. It will also be tied to a survey about how teachers and staff feel, and match it up with the survey.

Action:

- ❖ Chris will set up meeting to include Yana, Isaac, Curtiss, Chris – he has already reached out to set up a meeting and will invite Curtiss etc., to discuss how to integrate unconscious bias and engaging (encouraging and empowering) African American students into trainings that reach teachers and administrators. This meeting will also be used to discuss communications strategy and authentic dissemination.

~~*A.2. The Lead Team will begin the campaign to change the narrative around African American students by preparing and disseminating a one-page index of resources.*~~ Changed to: *The Lead Team will develop a strategy in coordination with the communications team and Teaching and Learning to authentically disseminate materials that frame African American students in a different light.*

Chris: Done and then some it's just about dissemination.

Theresa: It's really about shifting the mindset at the schools.

Barb: It has to start with leadership. It has to be part of everything we do.

Theresa: For some of it it's even how the students are placed in classes.

Chris: How do you authentically engage the communication around black children? Could align with new director of community engagement. A step would be to put together a team grass-top to tree-top.

Gerald: Even thinking about it, visual media is really powerful, making sure that's in every school. That sort of concept doesn't require getting to every PD, but has a counter-narrative effect.

Chris: The strategy and tactics can be in place, but if our value statement doesn't do that then...

Curtiss: If there is a really great video on something, there's places we can plug into

Gerald: We had an idea of sharing a video everyday.

Chris: To really change the behavior of the adults in the system.

Curtiss: Maybe for these ILT retreats, have you seen these Dewey student videos? They were interviews with kids and they were really compelling. How when they got to Dewey it was the first time they were engaged encouraged. If you listen to that it's so obvious. It could be used as something to start framing. Kevin can bring that video. He asked to do that with Mario. That would be a good thing to bring to the ILT retreat.

Gerald: Bunche video about RJ and reentry.

Barb: One of the things that worried me is that we will spend another year without doing anything targeted. Why don't we say everyone is going to do these 3 or 4 things so that every leader does that with the people they touch. Let's start it.

Action:

- ❖ Moira will make send out communication about getting the Dewey video at the ILT retreat.

*B1: In Fall 2014 the Lead Team will support the training of OUSD school-level personnel on the new discipline policies, with a focus on how they pertain to VRP goals.*

Done.

*D6: In 2014-15 we will work to build family engagement into mandatory professional development for 2015-16*

Curtiss: Thousands of people are being trained – and a teacher-parent home visit program we are doing one high one middle and 4-6 elementary. We are hiring someone to do that. Parents raising the bar also goes to this.

Jean: Home visits are also being built into ISS teams

Curtiss: We have never had a standard family engagement or training. What is our district's approach? We don't have that. We have never done that. We did do a community of practice (COP), but it was only a fraction of principals.

Barb: It might be interesting to continue the COPs

Sondra: It is the plan that the COPs continue, but what it looks like we don't know yet. We will be meeting. In my view that will be Allen and Devin working together to figure scope and sequence.

*D1. In Fall and Spring 2014 the Lead Team will launch an informational campaign to reach parents and guardians with a plain-language explanation of the new policies, including procedures for recourse when policies are not followed.*

Theresa: They are in the parent guide. Complaint policy is there, but explicit conversation, no. the next question would be has Raquel put that in her conversations?

Curtiss: As we engage, that has to be part of the roll out for fall.

Sondra: That's something to add for the culture session coming up.

Curtiss: we are going to do 6-8 parent forums – one about culture – Saturday morning coffee with the Superintendent. We are definitely going to do one on culture and can talk about the new policy.

*A1: In the Fall of 2014 the Lead Team will begin seeking out funding partners to ensure the district has adequate resources to implement effective professional development with coaching.*

Curtiss: We are going to do a concept paper back to TCE around implicit bias and some data round academic indicators. I'd love for TCE to give us a real grant but I'm not going to hold my breath anymore.

*E1: In Fall and Spring 2014, the Lead Team will begin to strategize how accountability processes and tools might be structured to include a look at African American disparity in engagement, discipline, access, and expectations.*

Gerald: On the teacher effectiveness framework, Erin/Aaron is trying to reach out to HR. Less is more on the tool. There are definitely some blind spots in terms of racial equity. Hopefully what I send will make the third draft. Goal is to have it done by the end of the week. This is supposed to be launched next academic year. Then we will know how much of the blind spot got addressed. Thank you for all coming to Oakland high.

### **Change in Meeting Structure for 2015-16**

Moira: Using the school-level case management system to help us identify areas that we need to focus on. It's really a way to track how we are doing on VRP implementation (rather than a way to rate the schools themselves).

Curtiss: There is going to be a culture section to what we're looking at in walk-through. I think there has to be a lot of syncing up, but there are non-negotiables. Do you have control of passing periods, etc.

How does this align with the tiering that the network sups did recently?

#### **Action:**

- ❖ Sondra will send out the criteria for network sups tiering system.
- ❖ Moira will add a column to the school-level case management sheet for network sups to list their own tiering and will request that they add those.

Theresa: When I look at community day I don't think this is reflected. They should not really be compared with a comprehensive high school. They are unique. If we are going to talk about devoting resources, if we are talking about where to focus our support, I think there are others in more need. It needs an asterisk.

### **Schedule 3-hr Retreat**

Third week of June there are lots retreats. June out for Curtiss. August back to school institute is week of the 10<sup>th</sup>. Maybe the end of July or the first week of August.

#### **Action:**

- ❖ Moira will try to schedule the retreat end of July or the first week of August
- ❖ Moira and Curtiss will have a phone conversation to identify outcomes for the retreat

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# VRP AND NEW TEACHER TRAINING DISCUSSION NOTES

7.22.2015

In Attendance: Curtiss, Barb, Theresa, Moira

Key Take-Aways:

- Short answer to Kafi Payne is, “yes,” we have the content and can deliver trainings on a semi-regular basis.
- To answer this question more fully, and prepare the right content, we need a meeting that includes Kafi Payne, David Chambliss, Lisa Spielman and Mary Hurley (as well as the five who were included on this meeting – all in attendance plus C Chatmon)
- There is a new employee induction that is currently being developed – part of the purpose of the envisioned meeting will be to ensure that VPR-related trainings are integrated into how school culture and climate are framed, and that VPR-related PD is not duplicative or stand-alone.
- Eventually all current employees will also be re-inducted through this process, which, if VPR content is integrated, will present a great opportunity to get VPR-related content to all OUSD teachers and other employees.

Action Items:

- ✓ Moira will set up a meeting with Kafi Payne, et al and explain the purpose to all who are invited.

Moira: Kafi Payne wrote: “I'm assuming you would be prepared to do this on a semi-regular basis? Monthly maybe? afternoons? weekends? Do you have funding for stipends for teachers? Is there a video or online training potential? How many participants would you need minimally to offer the training?” How do we respond?

Curtiss: There's a new employee induction. 2-3 days worth of induction time. Everybody is going to re-inducted – all current employees. I can ask Tara Gard and Brigitte. The fact that we are going to go back and get all employees through that's an opportunity – these are things all employees need to know. This is how we do school discipline. It will be a great opportunity. Even executive cabinet. I think we should get a better idea and we need to think what are our big chunks of work and thinign what we want specifically. You can't take a deep dive into implicit bias, but you can get the framework, it's traum informed, it's restorative, it's pbis...

T: They are looking at how you set up your classroom, and basic things like that. I think it's good to do the trainings semi-regularly rather than in one long session. You do a couple of hours let them process, a couple hours let them process.

B: So are we attempting to set up schedule and content.

C: I think we should be proposing. I think Kafi is the one doing most of the plan. 200-300 new teachers. There's this idea that it's not going to be a one-shot deal. At the beginning of the year you haven't even gotten in front of the kids.

T: they do a classroom management – this is the time to do a pre-referral guide.

B: we need to get a meeting with Kafi, David Chambliss, Lisa Spielman, with Curtiss, Theresa, Barb, Moira and Chris, Mary Hurley. *Moira will set up the meeting – to identify what training is needed, so that we can integrate where necessary and not be duplicative – school climate, vrp, implicit bias, discipline, restorative, trauma-informed - how do we introduce new teachers to the framework.*

Curtiss: as an aside, the police chief would like for us to embed an RJ coordinator in Oakland schools police dept. Are you aware of the OK program of OPD – two dedicated officers (one for Frick and Fremont one for Mack and WOMS). To train those two guys in RJ would be huge.

Barb: agreed.

Curtiss: I will introduce you to them.

Barb: I'd like to have a day where SEL trains everybody in what they're doing and we train everybody. I need an update and I think they probably do too. I would have loved to sit in on their sel training this summer at the teacher institute. If we could do that before school starts.

Curtiss: The quick response to kafi is yes. We know there's a new employee orientation. I think we have the trainings already planned, we have to know what are the hour and chunks.

Barb: The key thing is to get with them and coordinate.

Barb: We need to get crisis response, mandatory reporting. The police have 5 hours in the august training in front of the principals – vergoso told me.

Moira: Barb, will the workshops be videotaped?

Barb: I'll figure it out.

Theresa: When do we get to do the training?

Curtiss: August 26 we are bringing a new equity policy to the board. If this is about induction, that gets put in there- race is the prominent throughline. Equity is the throughline and race is the prominent thing there. It's about introducing what we stand for around that. We are doing a board presentation on the 12<sup>th</sup> about the intersection of SEL, common core and equity. That's our frame out the gate this year. SEL the Common Core and Equity. We are going to introduce it in a study session on the 12<sup>th</sup>, then a first read on aug 26, then engagement with stakeholders, then in January a second read. I'm sure that we

will have the regs done this year. It doesn't have to take months. It doesn't take long once you've got the policy.

Barb: How does the work of my unit fit under that? Are we under equity?

C: yeah. There's equity in hr, in budget, there's the whole quality community school piece, all the work that we do fits into, how do we – the admin regs will be written this year, and that's where we can really show up. This is not anything new to us. All data are broken down by race – we already look at that data. My point is back to new employment induction, you should know if your district has an equity policy.

T: and having that mindset going into the classroom you have that lens.

M: what's going on with John Powell?

Antwan had a bunch of stuff he wanted John Powell – pathway to graduation, he wanted an analysis around that. I've talked with John about taking on some pilots around the implicit bias work. We are going to be following up to meet with Sandra Davis to find out what we can do with John. I think we have different ideas about what this implicit bias work is. He wants to take a deep dive. I was thinking about Redwood Heights. My point with John is that he wants to take a deep dive, create community at that school. I'm interested in finding two schools. There's learnings that have to happen. I talked with Lashawn Chatmon she was really insightful and thoughtful about things we can look at. What I personally want to do. When we say we want to get in front of every teacher what does that look like? I want to talk with Lashawn and learn on what we are talking about. Anything SEL does it has to show up. When we are coming in at tier 1 PBIS, it has to be part and parcel. It can't be stand alone. We need to start landing on what it is.

Barb: we should start with a conversation.

Curtiss: NEP doesn't do it for free. I can follow up with her and say we need a thought partner for a few sessions.

Barb: let's start with a meeting about how we are going to incorporate it. We are not going to send everyone through the implicit bias carwash. We need to integrate it into everything.

C: so like Redwood Heights – they've been a CSC school, but if black boys are getting treated this way, there's a disconnect. In any curriculum we do – second step, CSC, toolbox, everything. The teachers union wants to get on board.

B: let's put something on paper. Let's get a 3 or 4 point plan. We can have Lashawn come in. We need some building blocks. We have gotten mired on how complicated it is. There are some best practices. Look at our data.

T: I know it's far out, but we need to convene a conference. Get different workshops – a unit of something on the salary scale that gets them there.

B: I think I could get some money for this.

T: we are nto going to get on the overwhelming calendar. We need a conference, starting on a Friday. Close it out on Sunday.

Currtiss will call lashawn. Antwan allen and tinisha are in dc about school discipline. There's going to be a huge emphasis on school climate. Since Allen is going to be driving. Allen needs to be a part of the implicit bias discussion.

B: How do we get allen to be presence in these meetings. He's always moving.

C: Nicole Billings is new and she should be on the vrp team.

T: David Chambliss should be on the vrp team.

Maybe a department head meeting, a school level case management meeting,

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# MEETING TO DISCUSS NEW EMPLOYEE INDUCTION AND VRP-RELATED CONTENT

July 29, 2015

Attendees: Barb McClung, Kafi Payne, Theresa Clincy, Nyere Dasilva, Sonny Kim

## **Key Take-Aways:**

- How do we build VRP content into OUSD core? 1) how does the training fit into the existing PD structures? 2) How is it budgeted? 3) How is participation tracked? and 4) What is the accountability system if people don't participate?
- Talent development has PD plans - VRP content could be build into that.
- Potential structures for PD include online, in-person (Saturdays, Wednesday PD, after school, before September, January), creating multiple opportunities, and mentor/coaching meetings (which would require deep training with mentors)
- Great opportunity with teachers with intern credentials - many hours of PD for these teachers, plus if their mentors are trained in content we can make sure that is part of how they coach. Lessons on implicit bias are already built into the coach training.
- Nicole Browning is the person to talk to about what PD looks like throughout the year.

## **Action Items:**

- ✓ Kafi will send Moira information on the implicit bias training already used with teacher coaches
- ✓ Kafi will send Moira teacher performance expectations for new teachers, equity observation tool and reading for teachers getting their CLEAR credentials
- ✓ Moira will set up a meeting for Nicole Browning, Barb, and Theresa to discuss VRP-related content PD throughout the year
- ✓ Barb will follow up with Curtiss about the Culture and Climate content planned for LEAP week

## **Detailed Discussion:**

Barb: what is talent development?

Kafi: Recruitment and new teacher support are merged together – we are under HR. Our biggest recruitment strategy is retention. Everyone in our system are potential teachers and potential leaders. At Patton college they have free bachelor's program.

Nyere: I used to sub in Sonny's classroom. He mentored me and now I am his daughter's induction coach.

Kafi: Moira and I started talking about new hires – traditionally we have had 2-4 days of welcome, intro to district initiatives, etc. but the challenge with that is that they are expensive. Teachers aren't paid for this. We invite them to attend but we can't make them. We usually have 200 teachers.

Moira: What percentage is that of new hires?

Kafi: At that moment in time, at least 50%, but we continue to bring on people throughout the year.

Barb: How many new teachers do we have annually?

Kafi: 300-400, but the term new teachers is a tricky term. Some are new to their position, new to the district, or new to teaching. Last year we had 150 interns who haven't gone through a regular teacher training program. All have 189 hours of additional support they need, they are in a university. But we decided not to do the 2-day event this year. New teachers come on board all through the year, so we changed it to make sure that all of the elements of the event are somewhere in our system. The convocation for all employees will be in January, new teachers also in the fall. We will do No Nonsense Nurture – online – it is required, but nobody will get fired for not doing it. We have expectations for 30 days, 60 days, 90 days. So there's credential requirements, common core math content, OUSD basics...like mandated reporting and maybe VRP fits into OUSD Core. How do we set that up on an ongoing basis? For today how do we make sure that all new teachers get that? If it's mandatory it needs to be offered multiple times and we need a tracking system.

Barb: Ontrack?

Kafi: Yes, but many new hires don't have access to Ontrack right away. By the time they get paid, they will all have an OUSD email.

Barb: So if you were going to do 300 people at \$23/hr for an 8hour day, that would be \$55,200 in stipends.

Kafi: Potentially connecting Nicole Browning who leads principal PD.

Nyere: What are the goals of training for VRP? New teachers need, it, but from my experience veteran teachers didn't talk about this stuff either.

Theresa: Right now we have not been face-to-face with teachers. Our protocols have been to share with principals and expect them to share. Last year we created a module on URF – principals were given all the components for a one-hour training. Very few schools did it.

Barb: One of the things we have had difficulty with is monitoring whether anybody has done it. In the same way as wanting to know, does everyone have mandated reporting? We have been bad as a district with monitoring or even delivering that. Could we come up with. these are the things that everyone needs to have? Where there's some accountability to deliver and provide the support. Which brings us back to new teachers. We should be budgeting for that every year. We lose that much money in teacher turnover.

Theresa: The question is what's the system for who takes that responsibility?

Kafi: There are structures in place – when and where will it happen. Then there's a budgeting piece. Then the third piece is tracking. Then the fourth piece would be what happens if? One great potential we have is within the talent development team we have the PD plans – go to principals and it gets embedded into evaluation.

Barb: So when they're doing budgeting, it's part of the ask.

Nyere: So what is the intention of the training?

Moira: I would say we want to provide an intro/framing of VRP, some group discussion/exercise exploring people's assumptions or understanding of what is underlying racially disproportionate use of discipline, then provide an overview of PBIS with some concrete Tier 1 approaches, provide an overview of trauma-informed RJ and de-escalation techniques, and talk about key "do different" that are lessons from AAMA. Then there is also a need to go over some technical pieces like the new discipline policies and matrix, how to use the URF (universal referral form), and the pre- and post-referral intervention guides.

Theresa: We recognize we have done a lot of work around restorative practices, and dealing with disproportionality. Consistency, that's what the matrix does. Missing from the conversation is the teacher. How do we bring the new teacher on board?

Sonny: If we are talking about new teachers, they get this huge firehose of information and it's not even content. If I get information on the VRP and I want to talk to the principal and he or she is not receptive. So how do you support teachers and principals to change the practice?

Kafi: Potential structures for the PD include:

- Online platform
- In person: Saturday, Wednesday PDs, After school, before September, January?
- Creating multiple opportunities
- Mentor/Coaching meetings (1 hr/week)

Sonny: What venues do OEA have?

Barb: For this coming year is there still a chance to get in front of them in August? If we could pay them don't you think we'd get a lot of them?

Theresa: If it's august it needs to be next week or the wee after.

Sonny: It needs to be relevant to new teachers' toughest challenges - classroom management. As a new teacher if I'm presented these tools, how does that support me?

Theresa: It goes to show do we support the SEL? How do I communicate expectations to my kids, build a sense of community?

Barb: We want it to be “This is we do in Oakland.” One of the things is that as a district we need to eliminate institutional racism. And everyone in their different streams leading into the ocean. What are the basic building blocks that define our culture? The other pieces that would have brought equity to the good instruction are missing. How do we get the river of new teachers aware of it, but at the same time we have to be working with the network sups.

Theresa: The real goal is to maximize instructional time for all students. Right now AA students have the lowest instructional time.

Barb: Quality instructional time.

Nyere: The conditions for learning have to exist. How do we move the district to where we have a common understanding?

Theresa: The new teacher piece has to have an ongoing piece. It can't just be one time.

Kafi: How are we defining new teachers?

Barb: First three years.

Theresa: To get it done this year, we need to narrow it down.

Barb: Where's the biggest bang for the buck?

Kafi: Teachers with intern credentials – teaching full time and in school full time and in their first 3 years of teaching. Most finish the credential in 1-2 years.

Theresa: It's important to provide content early, before the momentum to make an impact on them is gone.

Kafi: New hires.

Theresa: For this first year can we do new hires under three years?

Barb: Who would be the easiest ones to get?

Kafi: New hires for this year.

Sonny: When I was new, what really made a difference for me was the coaching. More so than the principal, or your grade level. Intimate confidential conversations. If there was a way that during the course of the year, the content can be part of the conversation. This is kind of an awareness year for us.

Kafi: We did an inquiry and found that coaches were more likely to coach for equity if they had coaching skills and strategies. Otherwise they were reluctant to bring up race, they were worried that they were going to get mad at me. Coaches are classroom teachers, they do it at the same time. They do initial 3-day coach training, then all the coaches together, we have 5 evening sessions. We talk about implicit bias into the coach training. Enid Lee's coaching for equity.

Moira: Could we see the materials you use? [Kafi will send Moira information on the implicit bias training already used with teacher coaches]

Nyere: Part of new teachers to get their CLEAR credential included implicit bias (went to Harvard website). So the question is what are the conditions for this to really translate into meaningful shifts in the classroom?

Barb: By changing practices mindset follows. Coaches that are mentoring.

Moira: A piece on trauma, one on implicit bias, and a key do-different, like the 5:1 ratio of positive, behavior-specific praise to correction – that's practical, simple, research-based, and consistent with PBIS and AAMA.

Barb: It is so key.

Kafi: Some things I could send are teacher performance expectations for new teachers (include equity), then participating teachers with preliminary credential who are going to CLEAR, they get standards that address equity observation tool and reading. [Kafi will send Moira teacher performance expectations for new teachers, equity observation tool and reading for teachers getting their CLEAR credentials]

Theresa: The challenge is time. Everyone felt the best time to do this would be in August. Yana is in charge of the august calendar. Also Nicole Browning. The network sups are shifting to supervising principals, and there won't be any *operational* PD in August week. It's culture, organizational culture. Nicole is the one to talk to about what PD looks like throughout the year.

Barb: Why don't' you and I get a meeting with Nicole – let's call a meeting with her right away.

Barb: What is the culture content for LEAP week (PD week for all OUSD administrators)? That has not been set. Curtiss sent an email about that.

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# AGENDA FOR VRP LEAD TEAM MEETING: 2015-16 KICK-OFF

August 26, 2015 1:00pm – 3:00pm

## **Meeting Objectives:**

- ✓ Recognize accomplishments from 2014-15
- ✓ Identify VRP priorities for 2015-16 school year
- ✓ Pinpoint strategies that require more effort

## **Agenda:**

- Update on Network Superintendent meetings and September 30 report (Maira) *10 minutes*
- Circle: Share an accomplishment that's bringing us closer to VRP goals (All) *30 minutes*
- Exercise: What do we need to get done this year? (All) *70 minutes*
  - List out our priority goals for 2015-16
  - Identify what's on-track, what's not, and barriers
  - Trouble-shoot barriers with action plan
- Recap Action Items (Maira) *5 minutes*

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# NOTES FROM VRP LEAD TEAM MEETING:

## 2015-16 KICK-OFF

August 26, 2015 1:00pm – 3:00pm

In Attendance: Jean Wing, Cat Kealey, Barb McClung, Gerald Williams, Devin Dillon, Theresa Clincy, Chris Chatmon, Curtiss Sarikey, Jody Talkington, Seth Eckstein, Allen Smith, Moira DeNike

### **Key Take-Aways:**

- New meeting structure for VRP does not include Network Superintendents – rather, 45 minutes during their regular meeting time, one Friday a month will be devoted to VRP. For this regular meeting the School-Level Case Management tool will be used to track and identify school-level supports. It would be helpful if key VRP Lead Team members planned to attend this meeting.
- OCR has given us their data request (copies provided at meeting). Gerald and Moira are working on compiling information. Everyone must have information in to Moira no later Sept 11. Sooner is better – the earlier it gets to Moira the better the report will be.
- Key accomplishments to highlight include: development of data dashboards, clarity in URF logic for what is an office referral, trauma-informed training of SSOs, URF training video production, expansion of leveled literacy intervention, development of the secondary school climate and culture guide, Khepera MDP training this summer, 5 A-G MDP courses, emphasis on school culture and climate at ILT retreat, plan for home visits program, upscaling of RJ throughout the district, courageous conversations in sub training, reduction in out of school suspensions overall, additional support for African American males including pathways, elimination of willful defiance suspension, the finalization of the matrix and presentation to principals with case study exercise, 2 community forums planned, and district plan to shift to universal enrollment.
- Important priorities for the upcoming year include several things that are reliant on high quality reliable URF data – principal use of data to understand targets, identification of high-referring teachers in need of more support, fidelity of matrix implementation, school-level early warning flag system for high-referring schools – so a key goal for this year is to make sure that URF is universal, consistent, and accurately represents what’s happening at school sites. Network Superintendents will be needed to support this work.
- A schedule and tool must be developed so that VRP lead team can ground the work at sites with more visits and/or meetings located at sites. It would also be good to identify schools where change is really being seen and highlight what’s gone right.
- We need to develop a strategy for training in implicit bias to help elevate racial equity, including ways to incorporate into existing PD access points, content-specific PD, and supports for schools and/or individuals whom data show needing additional support in this area. This should be tied to communication that reframes African American students in more strength-focused ways.
- We should anticipate spike in expulsion due to new law, and be ready to respond with supports.

**Action Items:**

- ✓ Moira will invite people to the upcoming and ongoing VRP slot in the Network Superintendent schedule.
- ✓ All will review the OCR data request and identify any information they hold that should be included.
- ✓ Moira will send out reminders to those who hold information that needs to be gathered for the September 30 OCR report.
- ✓ Devin will follow up with Barb who offered to join the group that is constructing support for new teachers (group is led by Brigitte).
- ✓ Moira will follow up with email correspondence to Allen, Cat and Jean regarding how to incorporate URF data quality into weekly engagement reports.
- ✓ Moira will develop the agenda for the next VRP Lead Team meeting around the priorities identified in this meeting – for the next meeting we will focus on implicit bias training strategy and how to ensure this team gets to sites regularly.

**Detailed Notes:**

Update on Network Superintendent meetings and September 30 report (Moira) 10 minutes

Moira: Network supt schedules are super tight this year. They won't be coming to the meeting, but we will have 45 minutes a month with them. I think Barb, Theresa, Gerald probably need to be there, and maybe Chris if he can come.

Allen: the majority of principal supervisors will be in schools (60-70% needs to be in schools according to research).

Circle: Share an accomplishment that's bringing us closer to VRP goals (All) 30 minutes

Jean: The school discipline dashboard and CHKS surveys being up on a dashboard. People can look at these data to know if students are saying that they think school rules are enforced in a way that's fair. You can even cross reference to kids who respond to a particular question. In terms of school climate dashboards we have out of school suspensions, reason codes (to see if defiance has gone down), disaggregated by any groups you want to see. And you can see comments pulled out of AERIES. We don't yet have on-campus referrals or URF but we will be working on that this year. These will be updated on a nightly basis. Currently anyone with an OUSD login can access. Who can drill to the student level are more limited – school leaders, network leaders – Cat Kealy holds the permissions. In about a month we will launch a public set of dashboards. We have had two sessions, one this afternoon one last week reaching Elem networks 1 & 3. We have also had brief sit-downs with other network supts. We are on the agenda for Sept 16 in front of all principals.

Cat: The biggest win for myself this year was all of the referrals were being tracked but there was no clear logic for what we could count as an office referral (as distinguished from tardies, etc.). We developed logic. Going to be better this year on Tableau.

Barb: The work that we did on the trauma informed training with SSOs and police to shift mindset around use of force to relationship. I've seen some of that change coming into effect already. We did some training with teachers this summer and they were asking about whether SSOs were being trained, the SSOs were asking about training principals. They recognize the need for a shared paradigm so that everyone knows they are not operating alone.

Gerald: The training videos that Theresa and I have been working on for URF. The URF training guide to help resolve some of the training problems we have been encountering. Utilizing a new tool helping to democratize the content, create links that can be embedded on websites.

Devin: Really expanding the use of leveled literacy intervention for kids struggling with reading – moving that to every site, targeting struggling readers, and training teachers on that.

Theresa: The videos, which show that we are shifting how we train. When you talk about moving, attendance is so connected with discipline, we are going to be creating attendance videos, tying in school climate and culture – helping schools support students who are not coming to school. The secondary school climate and culture guide that Curtiss worked on.

Chris: I'll stick with training. The Khepera MDP training we did this summer – it was extraordinary in the sense of building the capacity of black men to engage, encourage and empower black young men. It's about cultural and academic rigor. It was a wonderful team event. Getting our people to hold space at their schools. The other thing that's important is self-care – through trauma and being pushed to the extreme it can be hard to maintain. We had an outside professional help us to think about how to manage self. Also how do you merge and stay connected to principal, family students, leverage the other assets in the school community? We are all trying to coach the facilitators for navigating those ecosystems. Expansion. Keeping in the white narrative, it's hard to be my best self if I don't hear about my best self in the material. With Devin's help we have history and literature courses – we are moving beyond our CTE to single subject credentialed instructors – we have 5 A-G courses, with 5 more to come. As we go into linked learning which has historically been a subtle form of tracking, so the Khepera career pathway (piloted at O-high) is a way to pull African American young men to a highly academically rigorous pathway to accelerate the academic achievement of black boys.

Curtiss: One thing that has paid off is dividends in the collaboration between the network superintendents and this team showed up at the ILT retreats – there has been exponential growth in how schools are taking up school culture. It wasn't just that they had excellent plans, but the heart that people brought to it. Real big focus on relationship. Get out to Marcum, Parker, it's off the charts what they're doing. You take a great leader and see what she did before the ILT retreat, and then see how it took her another level. We are all starting to speak the same language and getting concrete tools to do it. How do we maintain the momentum – how we are present with the network supports around the work ongoing? We did collaborate with Ron and Kevin to put out a Secondary School Culture guide. The goal is to have a pre-k to 12 guide this year. The other piece around family engagement, this year we are going to be launching a parent teacher home visit program. This is based on work that Raquel and Kim Shipp did in collaboration with AAMA. This is taking it to the next level – teacher-driven, going out in

pairs to develop relationship and academic parent/teacher teams at the sites. I think it's going to be a game-changer. There's a huge scale up of RJ – getting at most of our high schools with a qualified coordinator at each school. Recognizing that the scale up was not being met with a large enough pool of qualified candidates to serve as coordinators, Barb and David [Yusem] did a training institute for RJ and recruited RJ coordinators from there. Really a great idea.

Jody: Being new to this, I'm going to pass.

Seth: I'm new to the process, but I would say that I have been hopeful in seeing everyone coming together to be thoughtful. I did a training with substitute teachers and one of the topics was around legal issues and pitfalls and I talked about the VRP work and being mindful about what we as adults can do to de-escalate so that discipline is not the first resort. We had some courageous conversations about it. People came with some preconceived notions about why we were pushing that – they saw it was about lawsuits around students being injured, as opposed to all of us wanting the best outcomes for children.

Allen: The decrease in out of school suspensions. The intentional funding to support more work with AA males. I know that we have over 20 more AA male teachers hired this year and in some admin roles. Learning opportunities established through linked learning, creating pathways for AA male students. The early identification – weekly engagement reports—have helped us work and establish plans to put them in credit recovery or help the get to a more successful learning environment. The engagement opportunities through middle school sports. Bernard is working with it with Brian from the Ed Fund to fund it. Hopefully in concert with the Warriors and the NFL. They are piloting it at Claremont.

Theresa: We didn't mention the matrix but that was a big win. During leap week we spent 45 minutes on a case study where principals could spend some time seeing how the use the matrix to respond to student behavior. They responded pretty favorably to the matrix.

Curtiss: Something to mention is the elimination of willful defiance. Every site knows that this is the last year you can do it. Theresa's point on the matrix is creating consistency so that regardless of what you look like you will get the same treatment. The piece around the board policies [on discipline] is we said we were going to do two public forums. We are going to co-construct with Bob Coleman, the ACLU, next Tuesday we meet about that. There will be two forums, two committee meetings and superintendent sponsored forum. Last, yesterday was the kick-off for MDP. Nationally about 70% of AA males without a HS diploma end up in the justice system. In CA it's 90%. With a high school diploma, only 12% -- it's almost like a get-out-of-jail-free card. Our grad rate for AA males is 50%. We have such an important mission around the table. It's so far beyond that compliance document. We have to be part of the solution. The community schools thriving students strategic plan – we named reducing incarceration for AA males. And now we are continuing that with Pathways to Excellence.

Allen: Universal enrollment. In our current enrollment system we are not seeing equity. How we enroll students into programs, like Paidea at Tech. So that you don't have to have a recommendation to get in. It will be going into effect next year. We are currently hiring an executive director – outside consultant working with us to develop. Sharon Fitzgerald. IB program at Skyline.

Exercise: What do we need to get done this year? (All) 70 minutes

- o List out our priority goals for 2015-16
- o Identify what's on-track, what's not, and barriers
- o Trouble-shoot barriers with action plan

Priority Goal	Already on track?	Notes/Barriers/Ideas
Principal supervisors really using data to identify risk factors, understand reduction targets, etc.	Yes	Nicole Browning is supporting this through management of principal supervisors
Principals need to know which teachers need additional supports	No	Most principals generally know already. But the URF will provide hard data on which teachers need that support. However, URF not usable at many sites for this purpose and we still don't have all of those supports in place – capacity for addressing implicit bias, for example.
Assess the fidelity of PBIS, RJ, RTI (MTSS), Matrix	Yes/No	Fidelity measures for PBIS and RJ exist and are used by program managers in Behavioral Health Unit. Fidelity measure for the matrix is trickier. The URF, once fully implemented, will provide some (check on use of pre-referral intervention). There has been some discussion of creating a dashboard.
Create a data flag system (like early warning indicator system at the school level) with response/support for schools found to be referring at extreme rates	No	This, too, may rely on the completeness of URF usage
URF data quality	Yes	Barriers encountered so far include poor data completeness, non-universal use, slow data entry at sites; What is the accountability for schools that are not consistently using or entering URF? Network Sups can help to create enforcement/accountability. URF should be incorporated into weekly engagement reports. This can be done.
Schedule and tool for site visits for VRP lead team to VRP cohort schools this year – perhaps piggy-back on existing site visits (extended site visits, PBIS fidelity monitoring, etc.)	No	We should map out the existing site visits to identify opportunities. We should consider scheduling regular VRP lead team meetings at school sites.
Lift up case studies of sites doing all the right things	No	Who would be responsible for conducting case studies? What are some candidate schools for this at this point?
Support sites as new expulsion laws take effect and spikes in on-	No	What supports are there to direct to schools that begin showing very high expulsion referrals?

record suspensions become apparent		
Develop unconscious bias and racial equity PD strategy for shifting ecosystems in schools	No	Incorporation of implicit bias content into existing PD or creating stand-alone PD? Who in the district is holding this? We need to ensure that everyone in different corridors of the district is using the same language around implicit bias and racial equity.
Communication to reframe African American students	Yes/No	Great resources through AAMA – not disseminated throughout the district. Could tie to racial equity PD strategy.

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# NETWORK SUPERINTENDENTS VRP MEETING

9.4.2015

In Attendance: Allen Smith, Nicole Browning, Kevin Taylor, LaResha Martin, Lucia Moritz, Kyla Johnson-Trammell, Mark Triplett, Charles Wilson, Ron Smith, Brandi Patterson, Monica Thomas, Sondra Aguilera, Sara Stone, Wesley Jacques, Barb McClung, Theresa Clincy, Cat Kealey, Moira DeNike

## **Key Take-Aways:**

- School-Level Case Management sheet is designed to help VRP content leads and VRP implementation leads (principal supervisors) bridge and support each others' work – it is not a complete picture of the work to transform school culture district-wide, but more of a compliance tool
- We do **not** want what happened in Denver to happen to OUSD
- A lot of what needs to happen is training, but access to teachers and school administrators is a challenge when there are multiple priorities
- Potential ideas for making the needed training less cumbersome include:
  - Building VRP-related content training into scope and sequence for principals (note: Curtiss Sarikey and Chris Chatmon have some time built into this year's principal PD)
  - Coordinating content with TGDS and LGDS
  - Accessing teachers through second Wednesdays
  - Creating opportunities outside the contract day
- URF data quality is critical! Both in terms of field completion (all three screens) and clerical staff getting enough time and training to enter forms. For principal supervisors to check on this during site visits is very important.
- Barb will lead the next 45 minute VRP session with principal supervisors about how working with the tiered supports can take a lot off of principals

## **Action Items:**

- Barb will send that out a listing of whom to contact when specific forms of support are needed at school sites
- Barb will connect with T&L regarding use of second Wednesdays
- Moira will add a column for extent of disproportionality to the School-Level Case Management sheet and re-distribute to all principal supervisors
- Moira will connect with Nicole Browning about AP trainings, about coordination with TGDS and LGDS, and about scheduling future 45 minute VRP sessions with principal supervisors
- All principal supervisors will check on URF implementation during site visits (who is entering, are screens 2&3 being completed, are there big stacks on clerical staff desks, is there need for additional training or support?)

### **Detailed Discussion**

Barb: The purpose of the spreadsheet is to synch up on implementation of VRP at the sites – to mutually support each other.

Moira: When you see that there's a need at the school for additional supports, at this meeting, and using this tool, you can help identify what's missing and get support from Barb's team or others. And when, say Barb, is having a hard time getting people to show up for PBIS trainings or something, and she doesn't feel she has the muscle to push them, she can enlist your support.

Allen: An OCR lawsuit happened in Denver – we were mandated to ensure that every teacher in the district get 60 hours of additional masters level training. It was a hard time. Teachers left in droves.

Barb: I need someone for Area 2 who is licensed clinician bilingual in Spanish. In the interim you guys can call me.

Sara: Can you create a visual matrix for who to call?

Barb: Yes, but I'd love to talk with you about tiered supports – I would even buy lunch for you guys. I have a new structure this year. Working with the tiered supports will take a lot off of principals.

Moira: We will schedule that for the next 45 minute session.

Mark: If we just look at this (school-level case management sheet) we may focus attention on the wrong sites – it doesn't capture everything. I wonder if there's a column where we can enter degree of disproportionality.

Moira: What's represented on this is certainly not all we are doing to transform school culture district wide. There may be some schools not on the list where disproportionality is really bad, or schools that have high overall scores might still be problematic, while schools that are low might have rock star leaders and be doing really well. This tool will help make sure structures and systems are in place in case the rock star decides to move to LA to pursue a career in acting (or something). So this is a document about compliance with what we have promised OCR, but it does not represent all of the work by a long shot. That said, yes, of course. I will add that column.

Charles: You brought up how do we get staff to go these trainings. I was discussing with Mary Hurley and Cynthia Demond. For example training schedules that are being published which is great, but it's moving in separate ecosystems. Leaders are getting messages from every direction. We need to be running them through Nicole almost—we can't have conflicting things coming from the district. It is literally impossible to send people from the site to RJ trainings that frequently. Subs are not available. I would like to find a way to make the trainings more accessible and part of a larger system. I don't want to take on more work, but how can we coordinate with other professional learning that we already have?

Barb: We have the capacity to provide RJ training on site. For years the issue has been time. The only reason we had the RJ trainings posted is because we haven't been able to get the time. The tier 2 training is for a smaller group, and tier 3 is really mostly just the COST team.

Charles: The fulcrum where this is breaking down is the contract day. If we can find a way – allocate resource for nighttime and weekend trainings and raise the status level of going to these trainings – certificates, so it's seen as a resume builder?

Barb: We have done that. We structured PBIS on Saturdays and no principals came. Let's work together.

Kyla: I'm not understanding why this wouldn't be scope and sequence for principals. It seems like it would solve a lot of these issues. There should be coordination with the academic team. This should become a thread of principal PD.

Nicole: It is.

Ron: But it sounds like it's about getting the teams. Teachers are not coming off site.

Barb: PBIS training for example, 3-5 have to show up for the 3 trainings. They bring it back. And the principal cannot not show up. The many principals come and leave or don't show up at all. If the team doesn't have the principal they don't have the authority to get it done at the sites.

Charles: I think we need to be able to say listen principal A this is what you need to do. We need to hold them accountable to the pre-planning piece.

LaResha: I don't know if this is the place to get to the solution but what about just having schools sign up for RJ? I don't think you're going to find too many people resistant to having a RJ coordinator come out.

B: It has been huge. What you're saying is music to my ears. I think we are in a different place, there's a lot to be optimistic about. I've gotten amazing news about how culture and climate is being launched at sites. If it's that easy to say we can have these three afternoons, we got it. I have another suggestion – we can load up on-track. We can map it however you want.

Kyla: I keep coming back to principal PD because I think it's a place of the principals to hear it. The compliance piece is saying, specifically, "these are things, regardless of what programs everybody has, everybody has to do these things." I don't think that's clear. Especially with new leaders. I'm imagining PD that has implementation. Principals have all these things to implement. Our schools have so much going on. In the PD reflection yesterday, they told us they want time to hear the message and then what are your steps to get it done? You have to have time devoted to PD of teachers. There needs to be some messaging that needs to happen. There are some teachers who would go to Saturdays. There are other people who have a culture cycle. Absent of everyone hearing the same message, it's not going to happen and we are going to have the same conversation every month. Also, the TGDS and LGDS – thinking around the implementation pieces. Maybe you can use their playbook. Talk to Tamara and Annie Prozan and their team. There are things principals have to do and things teachers have to do.

Barb: Anything you can tell me about how to synch up with existing structures is helpful.

Charles: It has to come through TGDS and LGDS. I would say that doing that is great but we can't lose the urgency.

Theresa: When we look at the URF data, it is still very incomplete. When you go to sites, are you asking, "Is the form being used?" And specifically asking, "Who is entering the data? Are all 3 screens getting entered?" People are entering the first screen, but the pre-referral tabs are missing. It would be helpful if you were asking those things at the sites.

Mark: When we are talking about training opportunities. Maybe there's way to utilize second Wednesdays – including RJ or de-escalation trainings during that time. It would force a stronger partnership between content departments ...I don't mean force...forge!

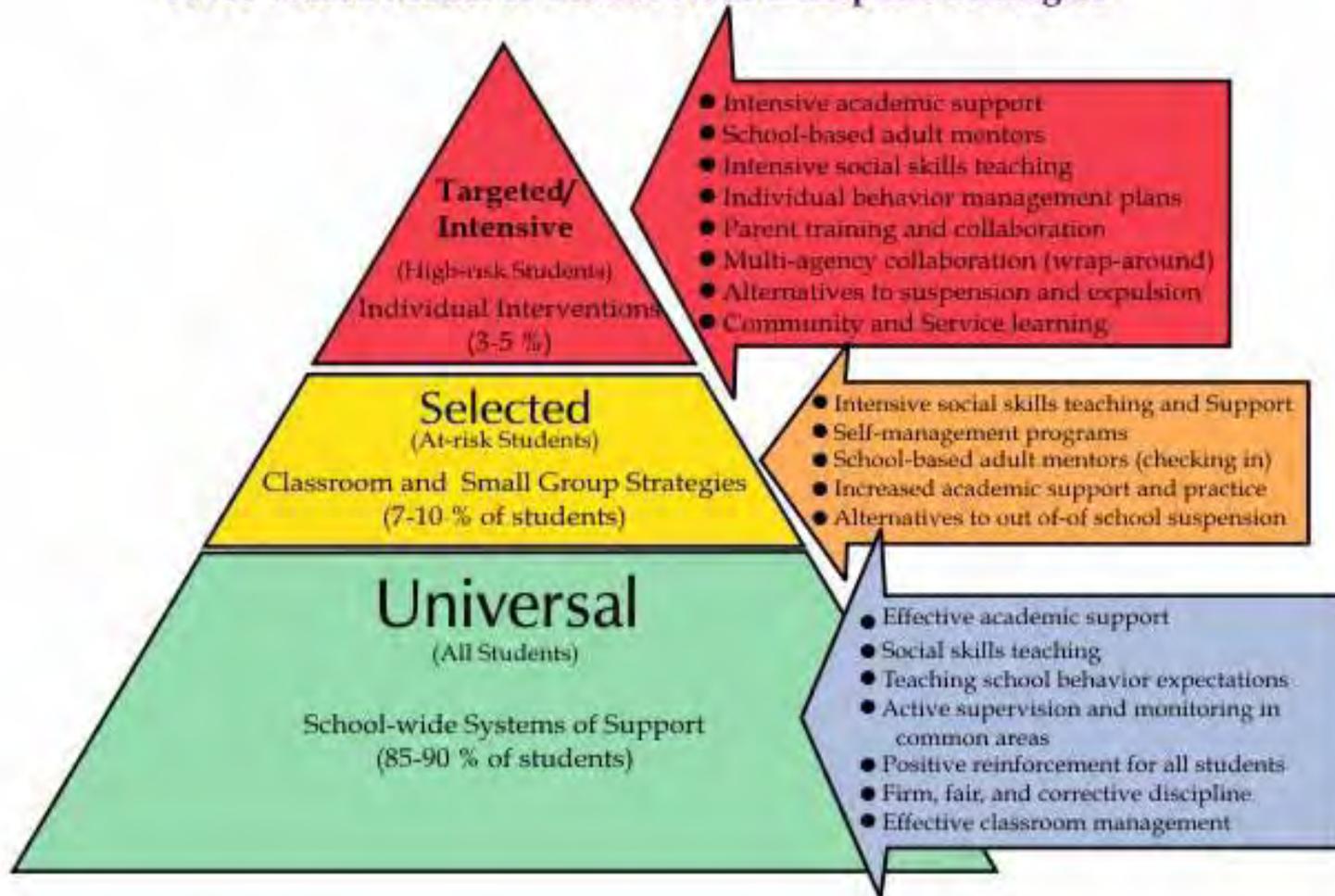
Barb: Who schedules the second Wednesdays?

Mark: Teaching & Learning

Nicole: The goal of principal PD is to integrate it. What I heard is that the needs and requirement has to be explicit. Curtiss is presenting multiple times with Chris and it will be connected.

## **Appendix 3: OUSD Three-Tiered Model of School-Wide Discipline Strategies**

## Three-Tiered Model of School-Wide Discipline Strategies



## **Appendix 4: TIC, TFI and DCA**

## PBIS Team Implementation Checklist (TIC 3.1)

This checklist is designed to be completed by the PBIS Team once a quarter to monitor activities for implementation of PBIS in a school. The team should complete the **Action Plan** at the same time to track items that are In Progress or Not Yet Started items.

School: \_\_\_\_\_ Coach: \_\_\_\_\_ Date of Report: \_\_\_\_\_  
 District: \_\_\_\_\_ County: \_\_\_\_\_ State: \_\_\_\_\_  
 Person Completing Report: \_\_\_\_\_  
 PBIS Team Members: \_\_\_\_\_

Complete & submit to coach quarterly.						
Status: <b>A</b> = Achieved, <b>I</b> = In Progress, <b>N</b> = Not Yet Started						
Date:						
<b>ESTABLISH COMMITMENT</b>						
<b>1. Administrator's Support &amp; Active Involvement</b> <ul style="list-style-type: none"> <li>Admin attends PBIS meetings 80 % of time</li> <li>Admin defines social behavior as one of the top three goals for the school</li> <li>Admin actively participates in PBIS training</li> </ul>	Status:					
<b>2. Faculty/Staff Support</b> <ul style="list-style-type: none"> <li>80% of faculty document support that school climate/discipline is one of top three school improvement goals</li> <li>Admin/faculty commit to PBIS for at least 3 years</li> </ul>	Status:					
<b>ESTABLISH &amp; MAINTAIN TEAM</b>						
<b>3. Team Established (Representative)</b> <ul style="list-style-type: none"> <li>Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors.</li> <li>Team has established clear mission/purpose</li> </ul>	Status:					
<b>4. Team has regular meeting schedule, effective operating procedures</b> <ul style="list-style-type: none"> <li>Agenda and meeting minutes are used</li> <li>Team decisions are identified, and action plan developed</li> </ul>	Status:					
<b>5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support</b> <ul style="list-style-type: none"> <li>Team has completed the "Working Smarter" matrix</li> </ul>	Status:					

**Complete quarterly with your PBIS Coach**

Complete & submit to coach quarterly.  
**Status: A = Achieved, I = In Progress, N = Not Yet Started**

Date:				
<b>SELF-ASSESSMENT</b>				
<b>6. Team completes self-assessment of current PBIS practices being used in the school</b> <ul style="list-style-type: none"> <li>The team has completed a TIC, BoQ or SET within the past 12 months.</li> </ul>	Status:			
<b>7. Team summarizes existing school discipline data</b> <ul style="list-style-type: none"> <li>The team uses office discipline referral data (ODR), attendance, &amp; other behavioral data for decision making.</li> </ul>	Status:			
<b>8. Team uses self-assessment information to build implementation Action Plan (areas of immediate focus)</b> <ul style="list-style-type: none"> <li>The team has an Action Plan guiding implementation of PBIS with specific actions scheduled to be performed.</li> </ul>	Status:			
<b>ESTABLISH SCHOOL-WIDE EXPECTATIONS: PREVENTION SYSTEMS</b>				
<b>9. 3-5 school-wide behavior expectations are defined and posted in all areas of building</b> <ul style="list-style-type: none"> <li>3-5 positively and clearly stated expectations are defined.</li> <li>The expectations are posted in public areas of the school.</li> </ul>	Status:			
<b>10. School-wide teaching matrix developed</b> <ul style="list-style-type: none"> <li>Teaching matrix used to define how school-wide expectations apply to specific school locations.</li> <li>Teaching matrix distributed to all staff.</li> </ul>	Status:			
<b>11. Teaching plans for school-wide expectations are developed</b> <ul style="list-style-type: none"> <li>Lesson plans developed for teaching school-wide expectations at key locations throughout the school.</li> <li>Faculty is involved in development of lesson plans.</li> </ul>	Status:			
<b>12. School-wide behavioral expectations taught directly &amp; formally</b> <ul style="list-style-type: none"> <li>Schedule/plans for teaching the staff the lessons plans for students are developed</li> <li>Staff and students know the defined expectations.</li> <li>School-wide expectations taught to all students</li> <li>Plan developed for teaching expectations to students to who enter the school mid-year.</li> </ul>	Status:			

**Complete quarterly with your PBIS Coach**

Complete & submit to coach quarterly.  
**Status: A = Achieved, I = In Progress, N = Not Yet Started**

		Date:				
<b>13. System in place to acknowledge/reward school-wide expectations</b> <ul style="list-style-type: none"> <li>Reward systems are used to acknowledge school-wide behavioral expectations.</li> <li>Ratio of reinforcements to corrections is high (4:1).</li> <li>Students and staff know about the acknowledgement system &amp; students are receiving positive acknowledgements.</li> </ul>	Status:					
<b>14. Clearly defined &amp; consistent consequences and procedures for undesirable behaviors are developed</b> <ul style="list-style-type: none"> <li>Major &amp; minor problem behaviors are all clearly defined.</li> <li>Clearly defined and consistent consequences and procedures for undesirable behaviors are developed and used.</li> <li>Procedures define an array of appropriate responses to minor (classroom managed behaviors).</li> <li>Procedures define an array of appropriate responses to major (office managed) behaviors.</li> </ul>	Status:					
<b>CLASSROOM BEHAVIOR SUPPORT SYSTEMS</b>						
<b>15. School has completed a school-wide classroom systems summary</b> <ul style="list-style-type: none"> <li>The teaching staff has completed a classroom assessment (Examples: SAS Classroom Survey, Classroom Systems Survey, etc.)</li> </ul>	Status:					
<b>16. Action plan in place to address any classroom systems identified as a high priority for change</b> <ul style="list-style-type: none"> <li>Results of the assessment are used to plan staff professional development and support.</li> </ul>	Status:					
<b>17. Data system in place to monitor office discipline referral rates that come from classrooms</b> <ul style="list-style-type: none"> <li>School has a way to review ODR data from classrooms to use in data based decision making.</li> </ul>	Status:					
<b>18. Discipline data are gathered, summarized, &amp; reported at least quarterly to whole faculty</b> <ul style="list-style-type: none"> <li>Data collection is easy, efficient &amp; relevant for decision-making</li> <li>ODR data entered at least weekly (min).</li> <li>Office referral form lists a) student/grade, b) date/time, c) referring staff, d) problem behavior, e) location, f) persons involved, g) probable motivation, h) consequences and i) administrative decision.</li> <li>ODR data are available by frequency, location, time, type of problem behavior, motivation and student.</li> <li>ODR data summary shared with faculty at least monthly (min).</li> </ul>	Status:					

**Complete quarterly with your PBIS Coach**

Complete & submit to coach quarterly.

**Status: A = Achieved, I = In Progress, N = Not Yet Started**

		Date:				
<b>19. Discipline data are available to the Team regularly (at least monthly) in a form and depth needed for problem solving</b> <ul style="list-style-type: none"> <li>• Team is able to use the data for decision making, problem solving, action planning and evaluation.</li> <li>• Precision problem statements are used for problem solving.</li> </ul>	Status:					
		<b>BUILD CAPACITY FOR FUNCTION-BASED SUPPORT</b>				
<b>20. Personnel with behavioral expertise are identified &amp; involved</b> <ul style="list-style-type: none"> <li>• Personnel are able to provide behavior expertise for students needing Tier II and Tier III support.</li> </ul>	Status:					
		<b>21. At least one staff member of the school is able to conduct simple functional behavioral assessments</b> <ul style="list-style-type: none"> <li>• At least one staff member can conduct simple behavioral assessments and work with a team in developing behavior support plans for individual students</li> </ul>	Status:			
<b>22. Intensive, individual student support team structure in place to use function-based supports</b> <ul style="list-style-type: none"> <li>• A team exists that focuses on intensive individualized supports for students needing Tier III supports.</li> <li>• The team uses function-based supports to develop, monitor and evaluate behavioral plans.</li> <li>• The team delivering Tier III has a data system that allows on-going monitoring of the fidelity and outcomes of individual behavior support plans.</li> </ul>	Status:					

**Additional Comments & Information:**

**Complete quarterly with your PBIS Coach**

## PBIS Action Plan

Only include those items in Team Implementation Checklist that are marked “In Progress” or “Not Yet Started”

Activity	Activity Task Analysis (What)	Who	By When
<b>1. Administrator’s Support and Active Involvement</b>			
<b>2. Faculty / Staff Support</b>			
<b>3. Team Established (Representative)</b>			
<b>4. Team has regular meeting schedule, effective operating procedures</b>			
<b>5. Audit is completed for efficient integration of team with other teams /initiatives addressing behavior support</b>			

**Complete quarterly with your PBIS Coach**

Activity	Activity Task Analysis (What)	Who	By When
<b>6. Team completes self-assessment of current PBIS practices being used in the school</b>			
<b>7. Team summarizes existing school discipline data</b>			
<b>8. Team uses self-assessment information to build implementation Action Plan (areas of immediate focus)</b>			
<b>9. 3-5 school-wide behaviors expectations are defined and posted in all areas of building</b>			
<b>10. School-wide teaching matrix developed</b>			
<b>11. Teaching plans for SW expectations are developed</b>			

**Complete quarterly with your PBIS Coach**

Activity	Activity Task Analysis (What)	Who	By When
<b>12. SW behavioral expectations taught directly and formally</b>			
<b>13. System in place to acknowledge/reward SW expectations</b>			
<b>14. Clearly defined &amp; consistent consequences and procedures for undesirable behaviors are developed</b>			
<b>15. Team has completed a SW classroom systems summary</b>			
<b>16. Action plan in place to address any classroom systems identified as a high priority for change</b>			
<b>17. Data system in place to monitor office discipline referral rates that come from classrooms</b>			
<b>18. Discipline are gathered, summarized and reported at least quarterly to whole faculty</b>			

**Complete quarterly with your PBIS Coach**

Activity	Activity Task Analysis (What)	Who	By When
<p><b>19. Discipline data are available to Team at least monthly in a form and depth needed for problem solving</b></p>			
<p><b>20. Personnel with behavior expertise are identified and involved</b></p>			
<p><b>21. At least one staff member of the school is able to conduct simple functional behavioral assessments</b></p>			
<p><b>22. Intensive, individual student support team structure in place to use function-based supports</b></p>			

**Complete quarterly with your PBIS Coach**

3-10-2014 (PILOT VERSION WITH REVISED REPORTING SECTION)

# School-wide PBIS (SWPBIS) Tiered Fidelity Inventory

*OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*

2014

Beta Version

Currently under Technical Adequacy Review

# **SWPBIS Tiered Fidelity Inventory**

**V 2.0b**

**2014**

## **OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports**

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## Introduction and Purpose

The purpose of the SWPBIS Tiered Fidelity Inventory (Inventory) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports. The Inventory is divided into three sections (Tier I: Universal SWPBIS Features; Tier II: Targeted SWPBIS Features; and, Tier III: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

The Inventory is based on the factors and features of all earlier PBIS fidelity measures (e.g., SET, BoQ, TIC, SAS, BAT, MATT, PoI). The purpose of the Inventory is to provide one efficient yet valid and reliable instrument that can be used over time to guide both implementation and sustained use of School-wide PBIS. The Inventory may be used (a) for initial assessment to determine if a school is using (or needs) SWPBIS, (b) as a guide for implementation of Tier I, Tier II and Tier III practices, (c) as an index of sustained SWPBIS implementation or (d) as a metric for identifying schools for recognition within their state implementation efforts.

The Inventory is completed by a school System Planning Team (typically 3-8 individuals including a building administrator) or separately by Tier I, II and/or III teams. The Inventory is always completed by the school team, but it is recommended that it be used with the **school's PBIS Coach present to provide clarification and consultation.**

Completion of the Inventory produces three “scores” indicating the extent to which Tier I, Tier II and Tier III core features are in place. As a general rule, a score of 80% for each Tier is accepted as a level of implementation that will result in improved student outcomes.

The Inventory is intended to guide both initial implementation and sustained use of SWPBIS. Each administration of the Inventory results not just in scores for Tier I, Tier II, and /or Tier III, but in developing an **action plan** that guides team allocation of effort and resources to improve implementation.

The Inventory may be completed using paper and pencil, or by accessing the forms on [www.pbisassessment.org](http://www.pbisassessment.org). Any school working with a state PBIS coordinator may access the website, Inventory content, and reports. The Inventory may also be downloaded from [www.pbis.org](http://www.pbis.org).

## Cost

There is no cost to use the SWPBIS Tiered Fidelity Inventory either via paper or on the [www.pbisassessment.org](http://www.pbisassessment.org) website. The Inventory is a product developed as part of the U.S. Department of Education's Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports.

## Intended Participants

The Inventory is intended to be completed by members of a school's System Planning Team, with the active presence and guidance of its PBIS Coach.

## Schedule of Inventory Administration

School teams are encouraged to self-assess SWPBIS implementation when they initially launch implementation of SWPBIS, and then **every third or fourth meeting** until they reach at least 80% fidelity across three consecutive administrations. Once fidelity on a Tier is met, the team may choose to shift the schedule of Inventory use to an annual assessment for the purpose of evaluating sustainability. Note that schools new to SWPBIS may start by only using the Tier I section of the Inventory, and as they improve their implementation of Tier I, they may add assessment of Tier II and/or Tier III features.

### Preparation for the Inventory and Administration/Completion Time

The time to complete the Inventory depends on (a) the experience that the Team and Coach have with the process, (b) the extent to which preparation for Inventory review has occurred, and (c) the number of Tiers assessed.

School teams new to the Inventory may require 60 min for Tier I, 40 min for Tier II and 40 min for Tier III. If team leaders have assembled relevant sources of information prior to the meeting, and, if the team and coach have completed the Inventory at least twice before, the time required for implementation may be expected to approximate 30 min for Tier I, 20 min for Tier II and 20 min for Tier III.

### Outcomes from Inventory Completion

Criteria for scoring each item of the Inventory reflect degrees of implementation (0 = Not implemented, 1 = Partially implemented, 2 = Fully implemented) of Tier I: Universal SWPBIS Features, Tier II: Targeted SWPBIS Features, and Tier III: Intensive SWPBIS Features. A complete administration of the Inventory produces three summary scores: Percentage of SWPBIS implementation for Tier I, Percentage of SWPBIS implementation for Tier II, and Percentage of SWPBIS implementation for Tier III as well as subscale and item scores for each Tier. The subscale and item reports are produced to guide coaching support and team action planning.

### Acronym Key:

To be added

### Related Resources:

To be added

### Tier I: Universal SWPBIS Features

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>Teams</b>	<b>1.1 Team Composition:</b> Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (1) applied behavioral expertise, (2) coaching expertise, (3) knowledge of student academic and behavior patterns, (4) knowledge about the operations of the school across grade levels and programs, and for high schools, (5) student representation.	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier I team meeting minutes</li> </ul>	0 = Tier I team does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, with attendance of all roles at or above 80%
	<b>1.2 Team Operating Procedures:</b> Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> <li>Tier I team meeting agendas and minutes</li> <li>Tier I meeting roles descriptions</li> <li>Tier I action plan</li> </ul>	0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>Implementation</b>	<b>1.3 Behavioral Expectations:</b> School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	<ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Student handbook</li> <li>• Walk through reports</li> </ul>	<p>0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number</p> <p>1 = Behavioral expectations identified but may not include a matrix or be posted</p> <p>2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix)</p>
	<b>1.4 Teaching Expectations:</b> Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	<ul style="list-style-type: none"> <li>• Professional development calendar</li> <li>• Lesson plans</li> <li>• Walk through reports</li> </ul>	<p>0 = Expected behaviors are not taught</p> <p>1 = Expected behaviors are taught informally or inconsistently</p> <p>2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings</p>
	<b>1.5 Problem Behavior Definitions:</b> School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	<ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Student handbook</li> <li>• School policy</li> <li>• Flowchart</li> </ul>	<p>0 = No clear definitions exist and procedures to manage problems are not clearly documented</p> <p>1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems</p> <p>2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families</p>
	<b>1.6 Discipline Policies:</b> School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	<ul style="list-style-type: none"> <li>• Discipline policy</li> <li>• Student handbook</li> <li>• Code of conduct</li> <li>• Administrator interview</li> </ul>	<p>0 = Documents contain only reactive and punitive consequences</p> <p>1 = Documentation includes and emphasizes proactive approaches</p> <p>2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use</p>

	<p><b>1.7 Professional Development:</b> A written process is used for orienting all faculty/staff on Tier I SWPBIS practices, including (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</p>	<ul style="list-style-type: none"> <li>• Professional development calendar</li> <li>• Staff handbook</li> </ul>	<p>0 = No process for teaching staff is in place            1 = Process is informal/unwritten, not part of professional development calendar and/or does not include all staff or all 4 core Tier I practices            2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices</p>
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Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>Implementation</b>	<p><b>1.8 Classroom Procedures:</b> Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within <b>classrooms</b> and consistent with school-wide systems.</p>	<ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Walk through reports</li> <li>• Progress monitoring</li> <li>• Individual classroom data</li> </ul>	<p>0 = Classrooms are not formally implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations</p>
	<p><b>1.9 Feedback and Acknowledgement:</b> At least 80% of a sample of staff (interview at least 10% of staff or at least 5 for smaller schools) report currently using (within the last two months) a formal acknowledgement system, including specific feedback when expected behavior is displayed, that is (a) linked to school-wide expectations, (b) used across settings and within classrooms, and (c) received by at least 80% of students (interview at least 10 students).</p>	<ul style="list-style-type: none"> <li>• Walk through with 10% of staff and at least 10 students.</li> </ul>	<p>0 = Student behavior is not formally acknowledged 1 = Student behavior is formally acknowledged but system is used by &lt;80% of staff and/or received by &lt;80% of students 2 = Student behavior is formally acknowledged by at least 80% of staff and received by at least 80% of students in a system with all 4 components</p>
	<p><b>1.10 Student/Family/Community Involvement:</b> Stakeholders (faculty, families, and students) provide input on universal foundations (e.g., expectations, consequences, and acknowledgements at least every 12 months).</p>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Voting results from parent/family meeting</li> <li>• Team meeting minutes</li> </ul>	<p>0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices (expectations, consequences and acknowledgements) within the past 12 months</p>

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>Evaluation</b>	<b>1.11 Discipline Data:</b> Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	<ul style="list-style-type: none"> <li>• School policy</li> <li>• Team meeting minutes</li> <li>• Student outcome data</li> </ul>	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day and student
	<b>1.12 Data-based Decision Making:</b> Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	<ul style="list-style-type: none"> <li>• Data decision making for non-responders</li> <li>• Staff professional development calendar</li> <li>• Staff handbook</li> <li>• Team meeting minutes</li> </ul>	0 = No process/protocol exists or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports
	<b>1.13 Fidelity Data:</b> Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	<ul style="list-style-type: none"> <li>• School policy</li> <li>• Staff handbook</li> <li>• School newsletters</li> <li>• School website</li> </ul>	0 = No Tier I PBIS fidelity data collected 1 = Tier I PBIS fidelity collected informally and/or less often than annually 2 = Tier I PBIS fidelity data collected and used for decision making annually
	<b>1.14 Annual Evaluation:</b> Tier I planning team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	<ul style="list-style-type: none"> <li>• Staff and student surveys</li> <li>• Tier I handbook</li> <li>• Fidelity tools</li> <li>• School policy</li> <li>• Student outcomes</li> <li>• District reports</li> <li>• School newsletters</li> </ul>	0 = No evaluation takes place or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear

			alterations in process based on evaluation
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## Tier II: Targeted SWPBIS Features

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>Teams</b>	<p><b>2.1 Team Composition:</b> Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (1) applied behavioral expertise, (2) administrative authority, (3) knowledge of students, and (4) knowledge about operation of school across grade levels and programs.</p>	<ul style="list-style-type: none"> <li>• School organizational chart</li> <li>• Tier II team meeting minutes</li> </ul>	<p>0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise 1 = Team identified, but without coordinator and all 4 core areas of Tier II team expertise OR attendance of these members below 80% 2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise with attendance of these members at or above 80%</p>
	<p><b>2.2 Team Operating Procedures:</b> Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> <li>• Tier II team meeting agendas and minutes</li> <li>• Tier II meeting roles descriptions</li> <li>• Tier II action plan</li> </ul>	<p>0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier II team has at least 2 but not all 4 features 2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>
	<p><b>2.3 Screening:</b> Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.</p>	<ul style="list-style-type: none"> <li>• Multiple data sources used (ODRs/Time out of instruction, Attendance, Academic performance)</li> <li>• Team Decision Rubric</li> <li>• Team meeting minutes</li> <li>• School Policy</li> </ul>	<p>0 = No specific rules for identifying students who qualify for Tier II supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified when a student enters Tier II supports</p>
Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented

	<p><b>2.4 Request for Assistance:</b> Tier II planning team uses written request for assistance form and process that are available to all staff, families, and students.</p>	<ul style="list-style-type: none"> <li>• School Handbook</li> <li>• Request for Assistance Form</li> <li>• Family Handbook</li> </ul>	<p>0 = No formal process                  1 = Informal process in place for staff and families to request behavioral assistance                  2 = Written request for assistance form and process are in place and team responds to request within 3 days</p>
Interventions	<p><b>2.5 Sufficient Array of Tier II Interventions:</b> Tier II team has a range of ongoing interventions with documented evidence of effectiveness matched to student need.</p>	<ul style="list-style-type: none"> <li>• School Tier II Handbook</li> <li>• Targeted Interventions Reference Guide</li> </ul>	<p>0 = No Tier II interventions with documented evidence of effectiveness are in use                  1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use                  2 = Sufficient array of Tier II interventions with documented evidence of effectiveness matched to student need</p>
	<p><b>2.6 Tier II Critical Features:</b> Tier II interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., Daily Progress Report).</p>	<ul style="list-style-type: none"> <li>• Universal Lesson Plans</li> <li>• Tier II Lesson Plans</li> <li>• Daily/Weekly Progress Report</li> <li>• School Schedule</li> <li>• School Tier II Handbook</li> </ul>	<p>0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback                  1 = The array of Tier II interventions provide some but not all 3 core Tier II features                  2 = The array of Tier II interventions include all 3 core Tier II features</p>
	<p><b>2.7 Practices Matched to Student Need:</b> A formal process is in place for efficient selection of Tier II interventions that are matched to student need (e.g., behavioral function), and have contextual fit (e.g., culture, developmental level).</p>	<ul style="list-style-type: none"> <li>• Data sources used to identify interventions</li> <li>• School Policy</li> <li>• Tier II Handbook</li> <li>• Needs assessment</li> <li>• Targeted Interventions Reference Guide</li> </ul>	<p>0 = No process in place                  1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need                  2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)</p>

	<p><b>2.8 Access to Tier I Supports:</b> Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.</p>	<ul style="list-style-type: none"> <li>• Universal Lesson plans &amp; teaching schedule</li> <li>• Tier II Lesson Plans</li> <li>• Acknowledgement system</li> <li>• Student of the month documentation</li> <li>• Family communication</li> </ul>	<p>0 = No evidence that students receiving Tier II interventions have access to Tier I supports</p> <p>1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports</p> <p>2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports</p>
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Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
	<p><b>2.9 Professional Development:</b> A written process is followed for teaching all relevant staff the process for and how to implement each Tier II intervention that is in place.</p>	<ul style="list-style-type: none"> <li>Professional Development Calendar</li> <li>Staff Handbook</li> <li>Lesson plans for teacher trainings</li> <li>School policy</li> </ul>	<p>0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress</p>
<b>Evaluation</b>	<p><b>2.10 Level of Use:</b> Team follows a written process to track proportion of students participating in Tier II supports, with at least 3% of students participating.</p>	<ul style="list-style-type: none"> <li>Tier II enrollment data</li> <li>Tier II team meeting minutes</li> <li>Progress monitoring tool</li> </ul>	<p>0 = Team does not track number of students responding to Tier II interventions 1 = Team defines criteria for responding to each Tier II intervention, but fewer than 3% of students are enrolled 2 = At least 3% of students in the school are receiving Tier II supports</p>
	<p><b>2.11 Student Performance Data:</b> Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.</p>	<ul style="list-style-type: none"> <li>Student progress data (e.g., % of students meeting goals)</li> <li>Intervention Tracking Tool</li> <li>Daily/Weekly Progress Report sheets</li> <li>Family communication</li> </ul>	<p>0 = Student data not monitored 1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support 2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders</p>

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
	<p><b>2.12 Fidelity Data:</b> Tier II team has a protocol for on-going review of fidelity for each Tier II practice.</p>	<ul style="list-style-type: none"> <li>• Tier II Coordinator training/ Technical assistance</li> <li>• Fidelity probes taken monthly by a Tier II team member</li> </ul>	<p>0 = Fidelity data are not collected for any practice</p> <p>1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions</p> <p>2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions</p>
	<p><b>2.13 Annual Evaluation:</b> At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers, and evaluations are shared with staff and district leadership.</p>	<ul style="list-style-type: none"> <li>• Staff and student surveys</li> <li>• Tier II handbook</li> <li>• Fidelity tools</li> <li>• School Policy</li> <li>• Student outcomes</li> <li>• District Reports</li> </ul>	<p>0 = No data-based evaluation takes place</p> <p>1 = Evaluation conducted, outcomes not used to shape the Tier II process</p> <p>2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, clear alterations in process proposed based on evaluation</p>

### Tier III: Intensive SWPBIS Features

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>Teams</b>	<b>3.1 Team Composition:</b> Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (1) applied behavioral expertise, (2) administrative authority, (3) intensive support (e.g., person centered planning, wrap around, RENEW) expertise, (4) detailed knowledge of students, and (5) knowledge about the operations of the school across grade levels and programs.	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier III team meeting minutes</li> </ul>	0 = Tier III team does not include a trained systems coordinator or all 5 identified functions 1 = Tier III team members have some but not all 5 functions, and/or some but not all members have relevant training or attend at least 80% of meetings 2 = Tier III team has a coordinator and all 5 functions and attendance of these members is at or above 80%
	<b>3.2 Team Operating Procedures:</b> Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> <li>Tier III team meeting agendas and minutes</li> <li>Tier III meeting roles descriptions</li> <li>Tier III action plan</li> </ul>	0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier III team has at least 2 but not all 4 features 2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
	<b>3.3 Screening:</b> Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports.	<ul style="list-style-type: none"> <li>School policy</li> <li>Team decision rubric</li> <li>Team meeting minutes</li> </ul>	0 = No decision rules for identifying students who should receive Tier III supports 1 = Informal process or one data source for identifying students who qualify for Tier III supports 2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier III supports, and evidence the policy/rubric includes option for teacher/family/student nominations

	<p><b>3.4 Student Support Team:</b> For each <b>individual student support plan</b>, a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.</p>	<ul style="list-style-type: none"> <li>• Verbal report from team</li> <li>• Individual Tier III student support plans developed in the past 12 months</li> </ul>	<p>0 = Individual student support teams do not exist for all students who need them</p> <p>1 = Individual student support teams exist, but are not uniquely designed with input from student/family and / or team membership has partial connection to strengths and needs</p> <p>2 = Individual student support teams exist, are uniquely designed with active input/approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data</p>
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Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>Resources</b>	<b>3.5 Staffing:</b> An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.	<ul style="list-style-type: none"> <li>Administrative plan</li> <li>Tier III team meeting minutes</li> <li>FTE allocated to Tier III supports</li> </ul>	0 = Personnel are not assigned to facilitate individual student support teams 1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment 2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier III supports
	<b>3.6 Student/Family/Community Involvement:</b> Tier III team has a contact person with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., mental health) as needed.	<ul style="list-style-type: none"> <li>Verbal report from Tier III team</li> <li>Three randomly selected Tier III student support plans</li> </ul>	0 = District contact person not established 1 = District contact person established with external agencies, OR resources are available and documented in support plans 2 = District contact person established with external agencies, AND resources are available and documented in support plans
	<b>3.7 Professional Development:</b> A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	<ul style="list-style-type: none"> <li>Professional Development Calendar</li> <li>Staff Handbook</li> <li>Lesson plans for teacher trainings</li> <li>School policy</li> </ul>	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention
	<b>3.8 Quality of Life Indicators:</b> Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains.	<ul style="list-style-type: none"> <li>Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)</li> </ul>	0 = Quality of life needs / goals and strengths not defined, or there are no Tier III support plans 1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan 2 = All plans document strengths and quality of life needs and related goals defined by

			student/family
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Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>Support Plans</b>	<b>3.9 Academic, Social, and Physical Indicators:</b> Assessment data are available for academic (reading, math, writing), behavioral (attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	<ul style="list-style-type: none"> <li>Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)</li> </ul>	0 = Student assessment is subjective or done without formal data sources, or there are no Tier III support plans 1 = Plans include some but not all relevant life-domain information (medical, mental health, behavioral, academic) 2 = All plans include medical, mental health information, and complete academic data where appropriate
	<b>3.10 Hypothesis Statement:</b> Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	<ul style="list-style-type: none"> <li>Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)</li> </ul>	0 = No plans include a hypothesis statement with all 3 components, or there are no Tier III support plans 1 = 1 or 2 plans include a hypothesis statement with all 3 components 2 = All plans include a hypothesis statement with all 3 components
	<b>3.11 Comprehensive Support:</b> Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	<ul style="list-style-type: none"> <li>Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)</li> </ul>	0 = No plans include all 7 core support plan features, or there are no Tier III support plans 1 = 1 or 2 plans include all 7 core support plan features 2 = All plans include all 7 core support plan features

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
	<p><b>3.12 Natural and Formal Supports:</b> Plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by natural <b>and</b> formal supporters.</p>	<ul style="list-style-type: none"> <li>At least one Tier III behavior support plan requiring extensive support</li> </ul>	<p>0 = Plan does not include specific actions, or there are no plans with extensive support</p> <p>1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports</p> <p>2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports</p>
	<p><b>3.13 Access to Tier I and Tier II Support:</b> Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)</li> </ul>	<p>0 = Individual student support plans do not mention Tier I and/or Tier II supports, or there are no Tier III support plans</p> <p>1 = Individual supports include some access to Tier I and/or Tier II supports</p> <p>2 = Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur</p>
<b>Evaluation</b>	<p><b>3.14 Data System:</b> Aggregated Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.</p>	<ul style="list-style-type: none"> <li>Data summaries from three randomly selected Tier III behavior support plans with at least two months of implementation</li> </ul>	<p>0 = No quantifiable data</p> <p>1 = Data are collected on outcomes and/or fidelity but not reported monthly</p> <p>2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly</p>
	<p><b>3.15 Data-based Decision Making:</b> Each student’s individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)</li> <li>Team meeting schedules</li> </ul>	<p>0 = Student individual support teams do not review plans or use data</p> <p>1 = Each student’s individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans</p> <p>2 = Each student’s individual support team continuously</p>

			monitors data and reviews plan at least monthly, using both fidelity and outcome data for decision making
<b>3.16 Level of Use:</b> Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.	<ul style="list-style-type: none"> <li>• Student progress data</li> <li>• Tier III team meeting minutes</li> </ul>	<p>0 = No students have Tier III plans</p> <p>1 = Fewer than 1% or more than 5% of students have Tier III plans</p> <p>2 = 1%-5% of students have Tier III plans</p>	
<b>3.17 Annual Evaluation:</b> At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel and this information is used to guide action planning.	<ul style="list-style-type: none"> <li>• Tier III team meeting minutes</li> <li>• Tier III team Action Plan</li> <li>• Team member verbal reports</li> </ul>	<p>0 = No annual review</p> <p>1 = Review is conducted but less than annually, or done without impact on action planning</p> <p>2 = Written documentation of an annual review of Tier III supports with specific decisions related to action planning</p>	

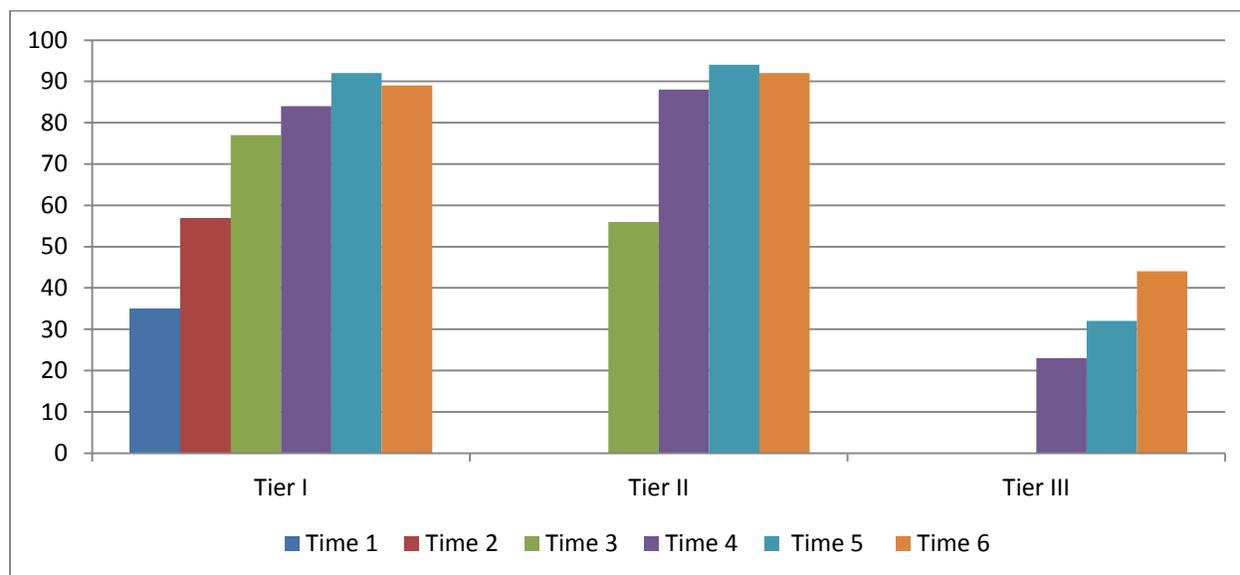
### Scoring the PBIS Tiered Fidelity Inventory

The PBIS Tiered Fidelity Inventory generates scores reflecting the percentage of implementation for Tier I, Tier II, and Tier III core features. Scores are determined by calculating the percentage of possible points awarded for items in each Tier (section). No weighting of items is included in this calculation (see below).

Core Features	Items/ Points	Points Award/ Possible Points	Percentage of SWPBIS Implementation
Tier I	1-14 / 28 points	/ 28	
Tier II	1-12 / 24 points	/ 24	
Tier III	1-17 / 34 points	/ 34	

Across time, a school may monitor progress on implementation of SWPBIS by Tier as depicted in the simulated data for a school in the figure below. This sample school used the Inventory to assess Tier I at six different points in time, Tier II during the last four points in time, and Tier III during the last three points in time.

Implementation Inventory Scores for One school across six administrations of the survey.



The Inventory also provides a “by Item” report from the [www.pbisassessment.org](http://www.pbisassessment.org) website. This Item Report is the basis for Action Planning, and is designed to facilitate the decision-making of a team as they identify (a) which items will be the focus of implementation efforts for the coming month, and (b) what the specific action(s) will be, who will lead in completing the action, and a date by which the action is expected to be completed. A sample action planning format is provided below.

**Action Planning Format.**

<b>Item</b>	<b>Current Score</b>	<b>Action</b>	<b>Who</b>	<b>When</b>
<b>Tier I</b>				
<b>1.1 Team Composition</b>				
<b>1.2 Team Operating Procedures</b>				
<b>1.3 Behavioral Expectations</b>				
<b>1.4 Teaching Expectations</b>				
<b>1.5 Problem Behavior Definitions</b>				
<b>1.6 Discipline Policies</b>				
<b>1.7 Professional Development</b>				
<b>1.8 Classroom Procedures</b>				
<b>1.9 Feedback and Acknowledgement</b>				
<b>1.10 Student/ Family/ Community/ Involvement</b>				
<b>1.11 Discipline Data</b>				
<b>1.12 Data-Based Decision Making</b>				
<b>1.13 Fidelity Data</b>				
<b>1.14 Annual Evaluation</b>				
<b>Item</b>	<b>Current Score</b>	<b>Action</b>	<b>Who</b>	<b>When</b>
<b>Tier II</b>				
<b>2.1 Team Composition</b>				
<b>2.2 Team Operating Procedures</b>				
<b>2.3 Screening</b>				
<b>2.4 Request for Assistance</b>				
<b>2.5 Sufficient Array of Tier II Interventions</b>				
<b>2.6 Tier II Critical Features</b>				
<b>2.7 Practices Matched to Student Need</b>				
<b>2.8 Access to Tier I Supports</b>				
<b>2.9 Professional Development</b>				
<b>2.10 Level of Use</b>				
<b>2.11 Student Performance Data</b>				
<b>2.12 Fidelity Data</b>				
<b>2.13 Annual Evaluation</b>				
<b>Item</b>	<b>Current</b>	<b>Action</b>	<b>Who</b>	<b>When</b>

	Score			
Tier III				
<b>3.1</b>	<b>Team Composition</b>			
<b>3.2</b>	<b>Team Operating Procedures</b>			
<b>3.3</b>	<b>Screening</b>			
<b>3.4</b>	<b>Student Support Team</b>			
<b>3.5</b>	<b>Staffing</b>			
<b>3.6</b>	<b>Student/ Family/ Community Involvement</b>			
<b>3.7</b>	<b>Professional Development</b>			
<b>3.8</b>	<b>Quality of Life Indicators</b>			
<b>3.9</b>	<b>Academic, Social, and Physical Indicators</b>			
<b>3.10</b>	<b>Hypothesis Statement</b>			
<b>3.11</b>	<b>Comprehensive Support</b>			
<b>3.12</b>	<b>Natural and Formal Supports</b>			
<b>3.13</b>	<b>Access to Tier I and Tier II Supports</b>			
<b>3.14</b>	<b>Data System</b>			
<b>3.15</b>	<b>Data-Based Decision Making</b>			
<b>3.16</b>	<b>Level of Use</b>			
<b>3.17</b>	<b>Annual Evaluation</b>			

## Implementation Checklist

To Be Developed.



# District Capacity Assessment

*Michelle A. Duda., Kimberly Ingram-West, Marick Tedesco, David Putnam,  
Martha Buenrostro, Erin Chaparro, & Rob Horner (2012)*

2014

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## Introduction and Purpose:

The primary purpose of the DCA is to assist school districts to implement evidence-based practices that benefit students. The “capacity” of a district to facilitate building-level implementation of evidence-based practices refers to the organization, activities and systems that exist at the district level and have a direct effect on the success of building leadership teams to adopt and sustain evidence-based practices.

The Specific Purposes of the DCA are:

1. Provide a District Management Team and a State Management Team with a regular measure of the capacity for implementation of effective innovations in schools, districts, and regions in the state
2. Provide a structured process for the development of a District Capacity Action Plan
3. Provide Local Education Agency (LEA) teams with information to monitor progress towards district and regional capacity building goals
4. Support a common infrastructure for implementation of effective education for students

## Respondents

The respondents are knowledgeable raters including District Implementation Team (DIT) members and other staff intentionally selected for their implementation knowledge, experience, and leadership in the district.

School districts just launching efforts to implement evidence-based practices may use the DCA to assess “entry status.” Districts that have been actively engaged in efforts to improve the capacity of the district to implement evidence-based practices may choose to use the DCA to build action plans, and to assess if action plan efforts are being effective.

## Important Changes in this Iteration

The SISEP Center engages in continuous improvement processes for all materials, measures, and supports in order to incorporate the latest learning from implementation science and from our collective experiences. In this iteration of the District Capacity Assessment the following changes have occurred:

- 1) Changes to Terminology Used
  - a. **District Leadership and Implementation Team (DLIT)** now known as **District Implementation Teams (DIT)** in an effort to prevent confusion (i.e. leadership functions of the Implementation Team already are embedded in the implementation drivers)
- 2) Rewording and updating of the DCA’s specific **Purposes** for alignment with the DCA Administration Manual.
- 3) Refinement of who the **Respondents** are of the DCA for greater specificity.
- 4) Refinement of the schedule of the DCA administration for greater clarity and inclusion of recommendation for a third administration.

- 5) Refinement of the Fidelity Checklist for greater clarity and specificity as well as alignment with the DCA Administration Manual.

### Schedule of DCA Administration

The assessment is completed annually in the Fall and Spring. A third administration in January is recommended for districts in years 1 and 2 of developing a District Implementation Team to reinforce progress and hone action plans.

### Preparation for the DCA and Administration

Prior to launching into the administration of the DCA the following should be in place:

1. District implementation team agrees to DCA administration and the commitment of time
2. Trained Facilitator prompts assembly of relevant documents
  - a. Items in “Data Source” column that are necessary are marked with a \*
  - b. Other Data Source items are discretionary

Materials to be assembled in preparation for DCA administration include:

1. Data sources to inform DCA assessment (District Improvement Plan needed at a minimum)
2. Previously completed DCA forms and/or data from previous DCAs if applicable
3. Blank copies (paper or electronic) accessible to all respondents

### Timeframe for Completion of DCA

Given the importance of the process and the complexity of the items, the anticipated duration to complete the DCA is two to three hours. Exact times will depend on number of individuals participating in the DCA and the familiarity of the team with the instrument and the process. The first implementation of the DCA typically takes more time than later administrations.

- a. A district doing their first DCA, or doing a DCA to build an initial Action Plan should plan on up to three hours to complete the DCA, if more time is needed, it is recommended that a follow-up meeting is scheduled
- b. A district doing a DCA to assess current status and (1) the team has already done the DCA in the past, and (2) has an active action plan can plan on the DCA taking two hours.

### Outcomes from the DCA completion

1. Summary report with “total score,” “sub-scale scores” and “item scores”

2. Action plan for identifying immediate and short term activities to improve district capacity to implement evidence-based practices

### Acronym Key:

District Leadership and Implementation Team (DLIT)

Building Leadership and Implementation Team (BLIT)

State Capacity Assessment (SCA)

Evidence-based Practice (EBP)

Evidence Informed Innovation (EII)

Policy Enables Practice-Policy Informs Policy Cycle (PEP-PIP)

### Related Resources

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation Research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231). <http://nirn.fmhi.usf.edu/resources/detail.cfm?resourceID=31>

Fixsen, D.L., Duda, M.A., Blase, K.A. & Horner, R. (2011). Assessment of State Capacity for Scaling-up Evidence-based Practices/State Capacity Assessment (SCA). University of North Carolina Chapel Hill.

### Scoring Key Definitions:

Meets Criterion	All dimensions of the element are adhered to and there is clear evidence to support this	2 points
Partially meets Criterion	Some activities or elements of this component are in place and/or initiated	1 points
Does not meet Criterion	This element has not yet been initiated or meets criterion	0 points

### Scoring Parameters:

Important note: For multi-component Evidence-based Programs (EBPs) or Evidence informed innovations (EIs), the least developed component is the maximum score available on any item.

*For example, if a district has the expectation of adopting a multi-tiered system of support that includes Literacy Program and a Behavioral Support Program, and the Literacy Program is more developed and established than the Behavioral support program, that item would be scored at the level of development the Behavior support program is currently operating in.*

### Administration Pre-Requisites

It is strongly recommended that the facilitator has experience and knowledge in the principles of Applied implementation Science and experience implementing and EBP or EI.

In order to help ensure this tool is used as intended, it is also recommended that an experienced DCA or SCA facilitator review the process and/or co-facilitate this instrument for the first time.

For access to data entry using [www.SISEP.org](http://www.SISEP.org), a brief training and observation with an author or member from the National SISEP center is required.

We ask that you let us know how you use these items so we can use your experience and data to improve and expand the assessment. Please respond to Caryn Ward contact information below). Thank you.

Caryn Ward, Ph.D.,  
Senior Implementation Specialist

[caryn.ward@unc.edu](mailto:caryn.ward@unc.edu)

FPG Child Development Institute  
CB 8040

University of North Carolina at Chapel Hill  
Chapel Hill, NC 27599-8040  
Cell # 813-382-2055  
Reception 919-962-2001  
Fax 919-966-7463

## DCA Administration Fidelity Checklist

### DCA Administration Protocol

Protocol Steps	Step Completed?		
	Y=Yes	N=No	N/A= unsure or not applicable
1. <b>Respondents Invited</b> -Administrator assures attendance of knowledgeable raters including DIT members and others	Y	N	N/A
2. <b>Prepare Materials in Advance</b> -Administrator ensures that paper copies of a blank DCA are available for each Respondent and sets up a room with a laptop, LCD projector, internet connection, and conference phone (video if possible) for any participants joining remotely.	Y	N	N/A
3. <b>Overview</b> -Administrator provides a review of DCA, purpose, and instructions for voting	Y	N	N/A
4. <b>Administration</b> -Blank DCA is projected on screen for entire team to review. If team is using sisep.org, the web based version is projected on the LCD screen	Y	N	N/A
5. <b>Administration</b> -Each question is read aloud. After the Administrator reads a question, the Facilitator says, “ready, set, vote” and all respondents vote simultaneously and publicly to neutralize influence in the voting process (e.g. hold up 2 fingers to vote “fully in place,” 1 finger to vote “partially in place,” or a closed hand to vote “not in place” or holds up a card with the number 0, 1, or 2)	Y	N	N/A
6. <b>Administration</b> -Facilitator tallies the votes and notes agreement or discrepancies	Y	N	N/A
7. <b>Consensus</b> -If complete agreement is reached, move on to the next question. If not, the Facilitator invites an open discussion of the reasons for differences in scoring. The group is asked to vote again. The goal is to reach consensus. Consensus means that the minority voters can live with the majority decision on an item. If the minority persists in not being able to live with the majority vote, the Facilitator encourages further discussion at a later time and the majority vote is recorded so that the results can be scored and graphed.	Y	N	N/A
8. <b>Recording</b> -Administrator documents each decision on sisep.org which is projected for all respondents to see, or on the paper copy used to record all votes	Y	N	N/A
9. <b>Repeat steps 7 through 10 until each item is completed</b>	Y	N	N/A
10. <b>Data summary</b> - After the last question has been asked and answered, the Administrator clicks the link on sisep.org to display graphs of total scores and subscale scores	Y	N	N/A
11. <b>Review</b> -While viewing the graphs, Administrator highlights all of the subscales that moved in a positive direction and celebrates progress toward 80% or better subscale scores	Y	N	N/A
12. <b>District Status Review</b> - Facilitator initiates a discussion of updates on achievements, progress, and major milestones or barriers that have occurred since previous administration	Y	N	N/A

<b>13. Action-</b> Facilitator asks respondents to discuss three domains they would like to set as agenda items for their regular meetings	<b>Y</b>	<b>N</b>	<b>N/A</b>
<b>14. Planning –</b> If there is not sufficient time for #13 and #14 the Facilitator ensures that a date and time are set for the District Status Review and Action related to selecting domains	<b>Y</b>	<b>N</b>	<b>N/A</b>
<b>15. Conclusion-</b> Administrator thanks the team for their openness and for sharing in the discussion	<b>Y</b>	<b>N</b>	<b>N/A</b>
<b>16. Summary-</b> Administrator downloads data documents from sisep.org and sends them to a designated team member no later than 5 business days post administration	<b>Y</b>	<b>N</b>	<b>N/A</b>
<b>17. Follow-up-</b> The Note taker summarizes notes and observations and sends them to a designated team member no later than 5 business days post administration. The notes are used to supplement the DCA scores to facilitate action planning by the district team	<b>Y</b>	<b>N</b>	<b>N/A</b>
<b>TOTAL:</b>			

**Date:** \_\_\_\_\_

**Date of Previous DCA:** \_\_\_\_\_ (if this is the first administration, leave this space blank)

**DCA Facilitator(s):** \_\_\_\_\_

**Individuals Participating in the Assessment:**

DCA Participant Name	Position In District	Role in DCA process (i.e. Respondent, Observer)

**Evidence-based program or practice/evidence-based Innovation (EBP/EII) being assessed:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Tips:*

*If this is the first time administrating the DCA, identify the core components of the EBPs/EIIs being assessed. If a Practice Profile has been completed, using that document may be helpful to reflect on/review the core components.*

*If assessing more than one EBP/EIIs, use the lowest score as the recorded score.*

## Section A: DLIT District Commitment and Leadership

Factor: Subscale	Item	Data Source(s)	Criterion for Scoring	Score (0, 1,2)
			0= Does Not Meet Criterion 1= Partially Meets Criterion 2 = Meets Criterion	
<b>Section A: DLIT District Commitment and Leadership</b>	<b>A.1 DLIT is part of the district management structure and includes personnel with authority to implement evidence-based practices across the district</b>	District Organizational Chart*  List of DLIT members  Interview DLIT  DLIT mission (Terms of Reference) or purpose statement  Selection Criteria identified for DLIT members	0= No DLIT  1= Team exists but the members do not have authority to make decisions.  2= A DLIT has been formed <b>AND (a)</b> it includes members of the Superintendent’s cabinet and <b>(b)</b> has the authority to select and implement evidence-based practices	1
	<b>A.2 DLIT meets in person at least monthly</b>	Interview DLIT  Schedule of DLIT meetings  Minutes from past DLIT meetings	0= DLIT is formed but has not met in last 6 months  1= DLIT has met in person, in the last 6 months, but not monthly.  2= DLIT has been formed and has met at least monthly in at least 7 of the last 9 academic months	0
	<b>A.3 DLIT reports to District Board/Community Stakeholders at least every six months</b>	Interview DLIT  Board/Community Stakeholders meeting minutes  DLIT Reports	0= DLIT has not reported to board or community stake holders in past year  1= DLIT has reported formally to board at least once but less than three times over 18 months  2= DLIT has reported formally at least every six months over past 18 months	0

<p><b>A.4 Most recent DLIT report to District Board/Community Stakeholders includes information about: (a) school level fidelity to intervention processes and (b) student outcomes (May also include DCA data)</b></p>	<p>DLIT report DCA data</p>	<p>0 = Report does not include Fidelity or Outcome information  1 = Report includes Fidelity OR Outcome information, but not both  2 = Report includes both Fidelity AND Outcome information</p>	<p>0</p>	
	<p><b>A.5 DLIT includes an identified facilitator/coordinator with the FTE (time) knowledge of Implementation Science and responsibility to assist the DLIT to meet, process and manage DLIT tasks</b></p>	<p>Interview DLIT members  DLIT facilitator/coordinator job description  Interview DLIT facilitator/coordinator</p>	<p>0= DLIT does not include a designated facilitator/coordinator  1= DLIT has a designated facilitator, but the facilitator/coordinator does not have enough time or a corresponding job description to adequately fulfill  2= DLIT has a designated facilitator/coordinator with adequate FTE to fulfill roles and responsibilities</p>	<p>0</p>
	<p><b>A.6 DLIT has at least a three-year budget plan to support implementation of any new selected evidence-based practices</b></p>	<p>DLIT budget  Long Range Budget Plan</p>	<p>0= No dedicated funding  1=Dedicated funding for new EBP implementation, but less than 3 years  2= At least three years of funding to support implementation of EBPs</p>	<p>2</p>

## Section B: DLIT System Alignment

Factor: Subscale	Item	Data Source	Criterion for Scoring	Score (0, 1,2)
			0= Does Not Meet Criterion 1= Partially Meets Criterion 2 = Meets Criterion	
<b>Section B: DLIT: Systems Alignment</b>	<b>B.1 District Plan or Continuous Improvement Plan specifies goals and processes associated with implementing evidenced based practices with the linkage to avoid content silos and duplication</b>	District annual plan *	0= District has no goal to implement evidence-based practices  1 = District has broad, but not specific goals to improve the implementation and coordination of evidence-based practices in order to avoid content silos and duplication  2 = District has annual goals detailing the implementation and coordination of evidence-based practices in order to avoid content silos and duplication	1
	<b>B.2 District has a written policy and a process for selecting practices that are evidence-based</b>	District written policy or process for selecting evidence-based practices  District Policy and Regulations/Administrative Rule  Interview with individuals involved in the process of selecting EBPs	0= No policy for selecting evidence-based practices  1= Process for selecting practices exists, but does not focus on evidence-based practices (e.g., Scaleworthy)  2= Policy and process exists for selecting evidence-based practices	0
	<b>B.3 DLIT has written process for linking multiple initiatives/practices to avoid content silos and duplication of effort</b>	District written protocol for selecting evidence-based practices  District Initiative inventory (needs assessment)  Communication Protocols (process of PIP-PEP cycle)	0= no written process  1= unwritten process or written process with only some elements  2= written process for assessing any district initiative by examining all initiatives focused on common student outcomes, and assessing implications for team operations and examining	0

		information sharing	initiative elements/features for efficiency and integration	
	<p><b>B.4 DLIT obtains and uses school-building information/data to conduct district-level continuous improvement cycles</b> (<i>e.g. Practice to Policy to Practice cycles</i>)</p>	<p>Communication Protocols (process of PEP-PIP cycle information sharing)</p> <p>Interview with DLIT</p> <p>Meeting Minutes</p>	<p>0= No process in place to recruit or use building level data to improve district support of evidence-based practices</p> <p>1= Data from school teams are used to evaluate and improve district procedures, but the process is not written or systematic</p> <p>2= Written process or protocol exists for the district to recruit information from building teams on how the district may improve support for implementation of evidence-based practices</p>	0

## Section C: DLIT Action Planning

Factor: Subscale	Item	Data Source(s)	Criterion for Scoring	Score (0, 1,2)
			0= Does Not Meet Criterion 1= Partially Meets Criterion 2 = Meets Criterion	
<b>Section C: Action Planning</b>	<p><b>C.1 DLIT has a District action plan for scaling of specified initiatives/practices implementation throughout the entire district</b></p> <p><i>The plan encompasses a systematic and intentional method for identifying cohorts of schools that will adopt specified initiatives/practices across 100% of the eligible schools in the district</i></p>	<p>DLIT annual action plan</p> <p>DLIT annual District Improvement plan</p> <p>Interview DLIT</p> <p>Readiness measures</p> <p>Selection Criteria for new Buildings</p> <p>Selection Criteria for BLIT</p> <p>Selection Criteria for Implementation Leads</p> <p>Clear action plans</p> <p>Descriptions of data that will be used for decision making</p>	<p>0= No action plan</p> <p>1= Action plan for implementation developed but without specified goals for number of schools or documented plans to measure fidelity</p> <p>2= Action plan developed and shared with school board. Plan includes specific goals for supporting the specific stage of implementation; is differentiated by number of schools in each stage of implementation; and includes measures of fidelity</p>	1
	<p><b>C.2 DLIT action plan for implementation of specified evidence-based practices for at least the next twelve months</b></p>	<p>DLIT annual action plan</p> <p>DLIT annual District Improvement plan</p> <p>Interview DLIT members</p> <p>Implementation Action Plan</p>	<p>0= No written action plan</p> <p>1= Written action plan for implementation but without specific timeline and/or identified number of schools targeted</p> <p>2= Written action plan with specific goals for number of schools adopting evidence-based practices over the next 12 months</p>	0

	<p><b>C.3 District has established building implementation teams who have the responsibility of implementing evidence-based academic and behavior supports</b></p>	<p>Interview DLIT members</p> <p>Interview with Administrators</p> <p>List of building implementation teams</p> <p>Interview Building Teams</p>	<p>0= No building teams developed to implement evidence-based practices</p> <p>1= Building teams defined but without the training and support needed to implement evidence-based practices</p> <p>2= District develops, trains and supports teams to implement and sustain evidence-based practices</p>	<p>0</p>
	<p><b>C.4 Building Teams have building implementation action plans (e.g. Achievement Compact, SIP, CIP) that align with district plan</b></p>	<p>District Plan*</p> <p>School Building Team Improvement Plans</p> <p>Implementation Action Plans</p>	<p>0= Fewer than 80% of School teams have documented improvement plans</p> <p>1= All school building teams have documented improvement plans but not all are consistent with district improvement goals or outcomes or may not have an Implementation Plan in place</p> <p>2= All school building teams have documented improvement and Implementation action plans AND all are consistent with district improvement goals or outcomes</p>	<p>1</p>
	<p><b>C.5 Building teams report at least twice a year to district leadership on fidelity of intervention and student outcomes</b></p>	<p>School building teams reports</p>	<p>0= Fewer than 50% of School building teams report to the District about intervention fidelity/outcome data twice a year</p> <p>1= At least 50% of building teams report to the district at least twice a year about intervention fidelity/outcome data</p> <p>2= All school building teams report to the district at least twice a year about intervention fidelity/outcome data</p>	<p>0</p>

## Section D: Implementation Drivers: Performance Assessment

Factor: Subscale	Item	Data Source(s)	Criterion for Scoring	Score (0, 1,2)
			0= Does Not Meet Criterion 1= Partially Meets Criterion 2 = Meets Criterion	
<b>Section D: Implementation Driver Supports: Performance Feedback</b>	<b>D.1 DLIT establishes a: 1) policy; 2) process; and 3) organizational capacity to support feedback to building-level personnel (BLIT) on intervention fidelity of EBP at least twice a year to promote improvement in using the intervention as intended</b>	Performance assessment protocol  Interview DLIT members  Feedback reports	0 = No system (policy or clear process) for providing feedback on intervention fidelity and no feedback is provided  1 = Policy or process exists, however, feedback on intervention fidelity is provided less than twice a year, or feedback provided is unconnected with intervention fidelity elements of EBP that are required to produce outcomes  2 = Policy or process is in place to provide feedback on intervention fidelity and this feedback is reviewed by the BLIT at least twice a year and provided twice year to DLIT. Intervention fidelity data are, based on elements of the EBP that are required to produce outcomes	0
	<b>D.2 DLIT has a formal process for using performance feedback information to improve the quality of EBP implementation</b>	Performance assessment protocol  Interview DLIT members  Interview EBP personnel	0 = Performance feedback data are not collected  1 = Performance feedback data are collected but not used for improvement  2 = Performance feedback	0

			data are collected and used to improve the quality of EBP implementation	
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## Section E: Implementation Drivers: Selection

Factor: Subscale	Item	Data Source(s)	Criterion for Scoring	Score (0, 1,2)
			0= Does Not Meet Criterion 1= Partially Meets Criterion 2 = Meets Criterion	
<b>Section E: Implementation Driver Supports: Selection</b>	<b>E.1 District has formal process for recruiting personnel qualified to implement selected evidence-based practice</b>	Job descriptions  Interview with personnel	0 = Job descriptions exist but do not align with competencies needed to implement selected evidence based practices  1 = Job descriptions exist and include general descriptions that may align with competencies needed to implement selected evidence based practices  2 = Job descriptions clearly align with the function of the needed positions	0
	<b>E.2 District has formal process for selection of qualified personnel that have the necessary skills needed to implement selected evidence-based practices and have a procedures for assessing if candidates have those skills</b>	Job interview protocol  Interview with team  Interview a person who has just been hired	0 = Generic or standardized job interview protocol exists in the District  1 = Interview and selection protocols exist but do not include documentation and assessment of core skills or demonstrated ability to perform skills in simulated activity  2 = Job interview protocol includes documentation and assessment of core skills <b>and</b> includes specific interview procedures for assessing candidate capacity to perform key skills, and ability to use feedback to improve performance during a simulated work activity	1

	<p><b>E.3 Selection information is used by district/school to define targeted training supports needed for hired personnel</b></p>	<p>Interview DLIT team members</p> <p>Entrance Interviews</p> <p>Yearly check-in with new hires</p> <p>Exit Interviews</p>	<p>0 = Selection information is not obtained</p> <p>1 = Selection information is gathered but not used to guide training needs</p> <p>2 = Selection information is gathered and used to guide training and coaching supports</p>	1
	<p><b>E.4 Selection information is used by district/school as part of continuous improvement of the selection process</b></p>	<p>Interview DLIT team members</p> <p>Entrance Interviews</p> <p>Yearly check-in with new hires</p> <p>Exit Interviews</p>	<p>0 = Selection information that is directly linked to the EBP/EI is not obtained</p> <p>1 = Selection information is gathered but is not used to guide improvement in the selection process</p> <p>2 = Selection information is gathered and is used to guide improvement in the selection process</p>	0

## Section F: Implementation Drivers: Training

Factor: Subscale	Item	Data Source(s)	Criterion for Scoring	Score (0, 1,2)
			0= Does Not Meet Criterion 1= Partially Meets Criterion 2 = Meets Criterion	
<b>Section F: Implementation Driver Supports: Training</b>	<b>F.1 DLIT has the capacity to train or secure training for Coaches and district/school personnel (i.e. BLITs) in core competencies needed to implement selected evidence-based practices</b>	Interview with DLIT team  Training curriculum or schedule  Training fidelity  Interview with individuals being trained	0= District does not have capacity to provide or secure aligned EBP training  1= District is able to provide access to full training, and deliver release funds to allow full set of individuals needed to achieve full implementation  2= District is able to internally provide training for all individuals (Coaches, BLIT and DLITs) to achieve full implementation	1
	<b>F.2 DLIT has a written process for assessing and responding to the training needed for implementation of evidence-base practices</b>	District training assessment  District training plan Fidelity assessment of those being trained	0 = No process for assessing or adjusting to training needs  1 = District training plan exists, but no process for assessing training needs  2 = A district-wide Process/needs assessment is conducted, and data are used to build a plan for staff training for implementation of evidence-based practices	0
	<b>F.3 The effectiveness of training is formally evaluated</b>	Training assessment measures	0 = No data collected on training effectiveness  1= Data on training effectiveness is collected informally  2=There is evidence that training results in personnel gaining the initial skills and competencies needed to begin implementing evidence-based practices	1

<p><b>F.4 Data on training effectiveness is used to improve training and personnel selection, and to inform the coaching service delivery plan</b></p>				
		<p>Training plan</p> <p>Selection Process data</p> <p>Coaching service delivery plan</p> <p>Staff exit Interviews</p> <p>Staff turnover</p>	<p>0 = Data are not used for decision-making</p> <p>1 = Data are reviewed but used informally</p> <p>2 = Training, selection, and coaching service delivery plans are formally reviewed and modified based on relevant data sources (i.e. training data summaries, fidelity data)</p>	<p>1</p>

## Section G: Implementation Drivers: Coaching

Factor: Subscale	Item	Data Source(s)	Criterion for Scoring	Score (0, 1,2)
			0= Does Not Meet Criterion 1= Partially Meets Criterion 2 = Meets Criterion	
<b>Section G: Implementation Driver Supports: Coaching</b>	<b>G.1 DLIT has capacity to provide or ensure access to Coaching support to school/district personnel in core competencies needed to implement selected evidence-based practices</b>	FTE Allocated for coaching	0= No coaching support available that aligns with the EBP/EII	0
		Budget Documents	1= Coaching that aligns with the EBP/EII is available to some but not all implementers.	
		Interview with school teams to determine if they received coaching	2= Coaching that aligns with the EBP/EII is available to all implementers	
<b>Section G: Implementation Driver Supports: Coaching</b>	<b>G.2 Coaching service delivery plan has been developed and is linked to training plan</b>	Coaching service delivery plan	0= No plan established for building and sustaining effective coaching	0
		Training plan	1= Coaching plan developed but is either not current (12 months) or has not been implemented	
			2= Coaching plan is current and is being used	
<b>Section G: Implementation Driver Supports: Coaching</b>	<b>G.3 Analysis of Coaching Effectiveness is conducted at least every 6 months for “new” practices</b>	Coaching effectiveness assessment	0 = Coaching effectiveness is not assessed or effectiveness data are not used to improve coaching	0
		Interview coaches	1= Coaching effectiveness is assessed annually and the data are used to improve coaching	
		Interview implementers	2= Coaching effectiveness is assessed at least every 6 months, and the data are used to improve coaching	
		Student outcome data		
		Coaching service delivery plan		
		Staff exit Interviews		
		Staff turnover		

	<p><b>G.4 Coaching outcome data are used to inform training, needed organization supports and related implementation activities</b></p>	<p>Coaching Evaluation</p> <p>Report and Action Plan</p>	<p>0 = Evaluation of the effectiveness of coaching is not used to improve coaching capacity</p> <p>1= Coaching effectiveness is assessed, but no action plan for improving coaching is developed or implemented</p> <p>2= Coaching effectiveness is assessed and the information is used to build an action plan for improving the coaching capacity of the district and/or related changes in selection, training or organizational supports</p>	<p>0</p>

## Section H: Implementation Drivers: Decision Support Data System

Factor: Subscale	Item	Data Source(s)	Criterion for Scoring	Score (0, 1,2)
			0= Does Not Meet Criterion 1= Partially Meets Criterion 2 = Meets Criterion	
<b>Section H: Implementation Driver Supports: Decision Support System</b>	<b>H.1 DLIT has a valid and reliable measure of “fidelity of the intervention” for any evidence-based practice being adopted district-wide</b>	Intervention fidelity measures of implemented practices	0 = No fidelity measures for the intervention  1 = Fidelity measures exist for the intervention, but are not research validated  2 = Research validated fidelity measures exist for evidence-based practices being implemented at scale <i>(Note: If multiple practices are in use or being considered, <b>begin by</b> assessing each practice independently. If <b>all</b> practices have a research validated fidelity measure score a “2”. If one or more practices, but not all practices, have research validated fidelity measures score “1”)</i>	0
	<b>H.2 DLIT has a process for collecting and reporting intervention fidelity measures to building and district administrators and teams</b>	Fidelity measure reports  Team meeting minutes  Interviews with Implementers (Teachers), Trainers and/or coaches	0 = Fidelity data are not reported  1 = Fidelity data are reported less than annually, and/or not reported to building teams  2= Fidelity data are collected, summarized and reported at least annually to district, and building teams and administrators	0
	<b>H.3 Fidelity data are used for decision making about implementation of evidence-based practices</b>	District evaluation reports  Team meeting minutes	0 = Fidelity data are not reported within reports that link fidelity to other implementation drivers and student outcomes  1 = Fidelity data are reported but not used to build action plans to improve implementation and student outcomes	0

			2 = Fidelity data are reported and result in action plans to improve implementation process and student outcomes	
	<b>H.4 Universal screening measures (i.e. Office Discipline Referrals, DIBELs, Easy CBM, AIMS web) are available and used to assess the effectiveness of the intervention, and the need for more intensive support</b>	<p>Universal screening measure for the EBPs being implemented</p> <p>Interview with implementers</p> <p>Team meeting minutes</p>	<p>0 = No Universal Screening measures used for any EBP</p> <p>1 = Universal screening is conducted for some but not all EBPs, or done but not used</p> <p>2 = Universal screening is conducted and used for decision-making for all EBPs</p>	0
	<b>H.5 Progress monitoring data are collected and used for assessing the need for more intensive supports (i.e. Office Discipline Referrals, DIBELs, Easy CBM, AIMS web)</b>	<p>Progress monitoring measures for EBPs</p> <p>Review progress monitoring data</p> <p>Team meeting minutes</p>	<p>0 = No progress monitoring measures used for any EBP</p> <p>1 = Progress monitoring data are collected for some but not all EBPs, or collected but not used</p> <p>2. Progress monitoring data are collected and used for decision-making for all EBPs implemented</p>	0
	<b>H.6 Standardized assessment data are collected and used to assess the effectiveness of EBPs</b>	<p>Standardized assessment measures/data</p> <p>Team meeting minutes</p>	<p>0 = Standardized assessment data are not collected</p> <p>1 = Standardized assessment data are collected but not used for decision-making</p> <p>2 = Standardized assessment data are collected and used to improve educational effectiveness</p>	1

## Section I: Implementation Drivers: Facilitative Administration

Factor: Subscale	Item	Data Source(s)	Criterion for Scoring	Score (0, 1,2)
			0= Does Not Meet Criterion 1= Partially Meets Criterion 2 = Meets Criterion	
<b>Section I: Implementation Driver Supports: Facilitative Administration</b>	<b>I.1 DLIT has formal process to review and revise District policies and guidance documents to support the new ways of work</b>	Standard Operating Procedures  Interview DLIT members  Interview Key Stakeholders	0 = No formal process for reviewing and revising policies and guidance documents  1 = Formal process exists for <b>either</b> reviewing and/or revising policies and guidance documents to support the new ways of work (not both)  2 = Formal process exists and is utilized for reviewing and revising policies and guidance documents in order to better facilitate the new ways of work	0
	<b>I.2 DLIT uses a formal process to address/remove internal barriers brought forward by BLIT</b>	Requests for support  Interview DLIT members  Interview BLIT members  Impact or Change data	0 = Formal process exists but is not being utilized  1 = Formal process exists but overall has not been effective at removing or addressing barriers  2 = Formal process exists and overall is successfully utilized to address or remove barriers presented by the BLIT(s)	0

## Section J: Implementation Drivers: Systems Intervention

Factor: Subscale	Item	Data Source(s)	Criterion for Scoring	Score (0, 1,2)
			0= Does Not Meet Criterion 1= Partially Meets Criterion 2 = Meets Criterion	
<b>Section J: Implementation Driver Supports: Systems Intervention</b>	<p><b>J.1 Data sets have been identified and District level reports are created that analyze data across schools in the District</b></p> <p><i>These data reports assess and report intervention fidelity and student outcomes and are used for systems improvement at the District level</i></p>	<p>District-level data summaries</p> <p>District-level intervention fidelity and student outcome reports</p>	<p>0 = No district-level reports available</p> <p>1= District-level reports of student outcomes exist but the data are not used to make systemic changes at the District level that are indicated by multi-school data reports</p> <p>2 = District level reports of <b>both</b> intervention fidelity and student outcomes exist and the data are used to make systemic changes at the District level that are indicated by the multi-school data reports</p>	1
	<p><b>J.2 DLIT has a formal process for reporting policy relevant information to state/region. (e.g. Practice to Policy to Practice feedback loops)</b></p>	<p>Interview DLIT members</p>	<p>0 = No formal process for reporting policy-relevant information to the state/region</p> <p>1= Informal and episodic process for reporting policy-relevant information to the state/region</p> <p>2 = Formal, regular process for reporting policy-relevant information to the state/region</p>	1
	<p><b>J.3 DLIT recruits information about fidelity and impact of implementing evidence-based practices from relevant stakeholders</b></p>	<p>Interview families,</p> <p>Interview DLIT</p> <p>Review materials/measures used to obtain information</p>	<p>0 = DLIT obtains no information from stakeholders other than school team</p> <p>1 = DLIT obtains but does not build action plans based on stakeholder information</p> <p>2 = DLIT obtains stakeholder information, uses the information to build action</p>	1

			plans, and uses the action plans to improve implementation of evidence-based practices	
--	--	--	--	--

## Section K: Scoring the DCA

The DCA generates three scores: (a) Total score; which is the mean percentage implemented across the 10 subscales, (b) Subscale scores, and (c) individual item scores.

The Total Score is the average of the subscale scores:

The Sub-Scale scores are the percentage of possible points achieved

The Item Scores are the 0; 1; 2 score provided per item.

The table below is used to provide to build sub-scale and total scores when the DCA is completed by hand instead of completed online.

Subscale/ Section	# of Items	Actual Points / Points Possible	Percentage of Points Possible: Actual/Possible
A	6	___ / 12	
B	4	___ / 8	
C	5	___ / 10	
D	2	___ / 4	
E	4	___ / 8	
F	4	___ / 8	
G	4	___ / 8	
H	6	___ / 12	
I	2	___ / 2	
J	3	___ / 6	
<b>DCA Total Scores: Points Possible and Percentage</b>		<b>Sum ___ /80</b>	<b>% age ___ /100</b>

## Section L: Action Planning

**Step 1:** For any item listed below a “2” consider actions that may be completed within the next 3 months.

**Step 2:** Define the action, "who" is responsible, when it will be accomplished, and the team/meeting when updates on the action will be reviewed.

**Step 3:** Team should prioritize the areas or items that are most critical to improve– critical defined as most likely to improve fidelity, sustainability and student outcomes.

Subscale and Items	Action	Who	When	Next Update
<b>1. Commitment and Leadership</b>				
<b>2. Systems Alignment</b>				
<b>3. Action Planning</b>				
<b>4. Performance Feedback</b>				
<b>5. Selection</b>				
<b>6. Training</b>				
<b>7. Coaching</b>				
<b>8. Decision Support System</b>				
<b>9. Facilitative Administration</b>				
<b>10. Systems Intervention</b>				

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## **Appendix 5: MDP Site Observation Tool**

## MDP Site Observation Tool Draft 3

### Purpose

The purpose of the MDP Site Observation Tool is utilize a grounded theory approach to provide a consistent set of culturally relevant standards that will guide the observation of all MDP classrooms and school sites. This tool is a compliment to the Engage, Encourage, Empower African American Male Achievement Framework.

### Goals

The goals of the MDP site observation tool are to:

- 1) Provide standards for class room observation and evaluation
- 2) Provide data for MDP Managers to support teachers
- 3) Provided criterion for MDP Teacher RTI “ Focal Teacher Development Program”

### Areas of focus

1. **Overall School Climate:** MDP as a targeted intervention for African American Males still lives within the greater school eco-system. Every school site has a different set of environmental strengths and challenges. While MDP is a stand-alone class, understanding the conditions students encounter regularly are essential in determining school climate and naming chronic environmental stressors placed on studiers as a result of their school. MDP Teachers are also faced with these stressors so a general appraisal of the overall school climate is essential for AAMA to provide support to teachers in service of students.
2. **Classroom Climate:** MDP teachers are charged with facilitating classes that foster a positive leaning environment targeted for African American Males. This requires teachers to utilize effective culturally grounded communication to promote a positive prejudice free learning environment while supplying various forms of positive imagery. A positive MDP class climate is paramount because this is the only space in most schools (not all) that will provide skills to encourage and empower African American male students while teaching them to navigate oppressive systems through academic text and language.

3. **Pedagogy and Delivery:** The strength of MDP is in the individual tool kit each teachers possesses. Classroom climate and academic instruction are possible through strong pedagogy and leadership within the classroom. The concept of a successful targeted strategy hinges on a Black male teacher that can cultivate strong relationships with African American students and families while setting high expectations and using scaffolds for all students, regardless of starting point, to be successful. Teachers utilize several techniques to promote understating for multiple learning styles. Engaging class rooms that encourages students and empower them to navigate oppressive academic systems.
4. **Academic Content and Instruction:** The MDP Keporoa curriculum requires student to read a rage of grade level appropriate texts; review segments film and discern meaning from current events. Expectations for comprehension and synthesis of information for application to lived experience are high. The language of the academic discipline comes in learning to intellectually expand them colloquialisms available to students for expression of self while developing an increased emotional capacity to influence worldview and systems navigation.

### **Observer and Observed**

- **Observer:** AAMA MDP Lead Instructor team member that will be visiting the school site.
- **Observed:** MDP Teacher that will be under observation for the class period.
- **Date and Time:** Noted date and time from the site visit. This should also include the class period or section number if possible.

### **Alignment**

- **OUSD Framework for Effective Teaching:** The MDP site observation tool is aligned with the same score scales as the teacher effective frame work.
- **13-14 AAMA 3E Framework:** The MDP site observation tool is aligned with the AAMAs Engage, Encourage, Empower rubrics: a series of dimensions that have evidence based proof of improving social emotional and academic success.
- **OUSD School Quality Review Standards:** The MDP Site Observation tool provides classroom observation data with Quality Indicator #1 (Quality Learning Experience for All Students) and Quality Indicator #2(Safe, Supportive & Healthy Learning Improvement.)

## Overall School Climate

**Instructions:** Prior to entering the MDP classroom take mental notes about the following school characteristic and select the option that best matches your observation.

### Indicator Definitions

- **School Safety:** Are students able to get to class free from violence or predatory incident?
- **Access to campus:** Was I able to gain entry to the school site? Can anyone gain access to the school site?
- **Student /staff language:** Are students and staff using profanity and the “N” word regularly? Is there constructive language used to build up the school community?
- **Student behavior:** How are the students on campus treating each other in the halls, office, playgrounds and classroom?
- **Class room Accessibility:** Is the MDP classroom easy to locate on school site campuses?

Indicators	Beginning	Developing	Proficient	Exceeding
School safety	Evidence of vandalism, threats, or disruptive behavior at the school site and a supporting narrative from student or staff.	Some evidence of vandalism, threats, or disruptive behavior at the school site.	No evidence of vandalism, threats, or disruptive behavior at the school site. Emerging evidence of a healthy supportive safe environment.	Evidence of supportive school. No evidence of safety concerns for disruptive behavior from students.
Access to campus	School site shows little to no signs of a protection from the neighborhood for students and staff.	School site shows some signs of structured interference from the neighborhood for staff and students	School site shows access to campus while providing sufficient protection from external threats so students and staff can move easily.	School site provides welcoming access to campus and politely buffers for visitors and the neighborhood .
Student/ Staff Language	Consistent use of profanity, racial slurs and disrespect is evident between student to student and staff to	Intermittent use of profanity, racial slurs and disrespect is evident between student to student and staff to student interaction.	No use of profanity, racial slurs or disrespectful language present.	There is an absence of disrespectful language and students and staff are uplifting and encouraging across all gender and ethnic groups.

	student interaction.			
Cleanliness	School site is dirty Tash, graffiti, gum and media postings are littered throughout the campus.	Intermittent trash, graffiti, or gum around the campus. Maybe one or more concentrated areas	School site is clean. There is very little trash, no graffiti and no gum.	School site is immaculate. No trash, graffiti, gum or abandon postings present.
Student Behavior	Students are abusive and disrespectful towards peers and staff.	Students are moderately disrespectful towards peers and staff.	Students are uplifting and supportive towards peers and staff.	Students are exceptionally uplifting towards peers, staff and the community.
Classroom accessibility	MDP Classroom is not easily accessible on the school campus.	MDP classroom is somewhat accessible on the school campus.	MDP classroom is easy to locate and access on the school campus.	MDP classroom is central on the school campus.

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## Overall MDP Classroom Climate

**Instructions:** Within the MDP classroom look for things that indicate the quality of the in class learning environment for students.

### Indicator Definitions

- **Culturally relevant images and text:** Diverse forms of media providing positive imagery of successful African American Men and boys in the classroom.
- **Class room safety:** Students are free from prejudice, bullying and unfair practices; therefore, are able to learn in an environment that is healthy.
- **Positive language:** Are students and staff using profanity and the “N” word regularly or are words and phrases encouraging brotherhood and encouragement being used?
- **Cleanliness:** Class room organized, neat, and free of trash. The floor is free of trash and the room reflects a high quality learning environment.
- **Student behavior:** Students are focused and respectful during class. Targeted redirects are effective.

Indicators	Beginning	Developing	Proficient	Exceeding
Culturally relevant images and text	There are no culturally relevant pieces of media reflecting African American males in the classroom.	There is one type of media present reflecting African American males in the classroom.	There are several forms of media and text by or reflecting African American males in the class room.	There are several forms of media in the classroom and text that reflect positive African American males outside of sports and entertainment.
Class room safety	Evidence of vandalism, threats, or disruptive behavior in the classroom between student and staff.	Some evidence of vandalism, threats, or disruptive behavior at the classroom between peers.	No evidence of vandalism, threats, or disruptive behavior in the classroom. Emerging evidence of a healthy supportive safe environment.	Evidence of a safe class room. No evidence of safety concerns form disruptive and a collective environment of a peer push to be better.
Positive language	There is no evidence of positive uplifting language in the classroom. Regular	There is little evidence of positive uplifting language in the classroom. Intermittence	Use of positive language in the classroom. Very few incidents of disrespect easily corrected with redirects from teacher.	Consistent use of positive language in the classroom. Peers facilitate redirects.

	occurrence of put downs and disrespect	occurrence of put downs and disrespect between students.		
Cleanliness	Class room is not clean.	Intermittent trash, graffiti, or gum in the class room.	Class is clean. There is very little trash, no graffiti and no gum.	Class room is clean. Not gum or trash present .
Student Behavior	Students are abusive and disrespectful towards peers and MDP teacher .	Students are moderately disrespectful towards peers.	Students are uplifting and supportive towards peers and staff.	Students are exceptionally uplifting towards peers, staff in the classroom.

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## Pedagogy and Delivery

**Instructions:** while in the classroom look for the things that stand out in the noted areas around teaching style and delivery. Rate the following actions with what corresponds with how you feel.

### Indicator Definitions

- **Presence:** MDP teacher has a command of the classroom and is clearly leaning in one or many styles
- **Delivery:** Does the teacher look prepared to teach and speak with confidence
- **Communication:** Is the teacher able to clearly explain the lesson, assignments, and expectation while promoting students do have voice?
- **Rituals:** Are there standard opening, closing or in-between routines that students are engaging in regularly.
- **Engagement:** At minimum 80% of the students are following along the lesson of the day.
- **Classroom Management:** Asset facing redirects and discipline strategies are used to address demonstrative or otherwise disruptive behaviors.
- **Develops Relationships:** Teacher seeks to build community with his class. This also includes students being encouraged to share regularly.
- **Appeals to all learning styles:** Lessons are engaging students in a variety of ways not just lecture.

Indicators	Beginning	Developing	Proficient	Exceeding
Delivery	Teacher appears to not be prepared and have low command of class.	Teacher appears to be moderately prepared with less on and has intermittent command of the classroom.	Teacher is prepared for the lesson and has command of the classroom.	Teacher has mastery of the content and exceptional command of all students in the classroom.
Communication	Teacher does not clearly articulate through multiple domains the lesson or expectations for students.	Teacher articulates lesson and expectations for students through one method.	Lesson and expectations are clearly articulated through multiple mediums of communication.	Expectations and steps to attainment are clearly articulated to students in multiple ways. Lesson is presented to support all learning styles equally.
Rituals	There are no daily routines or rituals that students have adapted in	There is one observed routine or ritual that the students have adapted in	There are several student routines and rituals and student responsibilities in	There are several strong routines in the class that students have adapted. Each structure includes

	that class.	the classroom.	the classroom.	students in multiple ways.
Engagement	Less than 80% of the students are not on task and the lesson does not create conditions to engage students.	Students are on task. The lesson does not create the conditions for 80% or more of the students to be engaged.	80% or greater of students are on task. The lesson creates conditions to engaged at least 80 % of the class for the entire period.	All students are on task. The lesson creates the conditions to engage all students for the entire class period.
Classroom Management	Teacher shows poor command of the classroom, struggles with engagement and does not have strong redirects for off task students.	Teacher shows basic command of the classroom, moderate engagement of at least half of the students and is able to redirect some of the students back to task.	Teacher shows strong command of the classroom, engagement of at least 80% of the students and is able to utilize redirects to get the other 20 % back to task.	Teacher shows strong command of the classroom, all students are engaged and there are provisions for breaks to retain student focus.
Develops Relationships	Teacher does not work to develop individual relationships and rapport with students.	Teacher works to consistently develop relationships and rapport with a select few of easily engaged students.	Teacher consistently develops strong relationships and rapport with the majority of the class through lessons and role/ responsibility through the class.	Teacher consistently develops strong meaningful relationships with all students by incorporating class participation and encouraging the environment for peer relationships to be fostered.
Learning Styles	Teacher does not engage multiple learning styles in lesson. Low student participation.	Teacher engages two learning styles in lesson and has moderate student participation.	Teacher engages several types of learning styles and has a high level of student participation.	Teacher engages all learning styles, has a high level of student participation and provides information for each student on how the best learn.

## Academic Content and Instruction

**Instructions:** While in the classroom look for the things that stand out in the noted areas around Academic instruction. Rate the following actions with what corresponds with how you feel.

- **Reading:** Lesson provided individual or group reading of grade level culturally relevant text.
- **Writing:** Lesson utilizes class time to complete a writing activity or writing assignment is given.
- **Academic discussion:** Students are required to define the main point(s) of the lesson and then provide contextual understanding or relation to present day life in class discussion.
- **Use of Academic Language:** Intellectual expansion occurs where students learn to express themselves for multiple audiences.
- **Academic rigor:** Content challenges students
- **Major concepts:** The major concepts of the days lesson are easy to observe

Indicators	Beginning	Developing	Proficient	Exceeding
Reading	Lesson provided no independent or group reading from grade appropriate text or articles.	Lesson provided some( but not much) independent or group reading from grade appropriate text or articles	Lesson provided independent and group reading from grade appropriate text or articles.	Lesson provides independent, group and student driven grade level reading activities.
Writing	Lesson included no prompts or assignments for student writing	Writing included one prompt and no assignments that require students to write.	Lesson included at least one in class writing assignment and one take home writing assignment for students.	Lesson provides multiple opportunities for students to write via prompt or discussion. Written take home assignments are also provided.
Academic Discussion	Students are not shown language of the discipline nor use it to contribute to the class discussion based on the lesson.	Students are presented language of the discipline in class but do not use in discussions based on the lesson.	Students are presented language of the discipline and use while in discussion based on the lesson.	Students are presented language of the discipline and alternate between large group and small group conversations based on the lesson.
Academic Language	Students are not using vocabulary to describe the lesson or personal	Student use vocabulary to describe the lesson or personal experiences in	Students use vocabulary to describe the lesson or a personal in multiple ways.	Students use vocabulary to describe the lesson, personal experience and the narrative of

	experiences in multiple ways	one way.		peers in multiple ways.
Academic Rigor	Lesson does not challenge any students academic skills.	Lesson challenges some of the students' academic skills.	Lesson challenges many of the students' academic skills.	Lesson challenges existing academic skills and forgers new ones.
Major Concepts	The major concepts of the lesson are not clear for observer or students.	The major concepts of the lesson are not clear for the students.	Students and observers are able to identify major concepts.	Students are able to identify and articulate clearly the major concepts of the lesson.

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## **Appendix 6: TGDS and OETF**

# TGDS Handbook

2015-16



## Teacher Growth & Development System



**TGDS Pilot Support Team**

In the 2015-2016 school year a modified version of the TGDS evaluation pilot will be implemented at all OUSD schools. Each site will receive dedicated TGDS implementation support and training through our Talent Division. If you have any questions please feel free to contact us.

**TGDS Pilot Support Team**

Tamara Arroyo, Director Educator Effectiveness

Kate Sugarman, Teacher Growth and Development Program Manager

**Network 1:**

Melissa Granetz, Talent School Partner

James Hilton Harrell, Teacher Growth and Development Specialist

**Network 2:**

Silindra McRay, Talent School Partner

Alexis Alexander, Teacher Growth and Development Specialist

**Network 3:**

Cenne Carroll-Moore, Talent School Partner

Renee Bullie, Teacher Growth and Development Specialist

**Middle School Network:**

Jeff Dillion, Talent School Partner

Jill Thomas, Teacher Growth and Development Specialist

**High School Network:**

Beverley Jarrett, Talent School Partner

Lisa Rothbard, Teacher Growth and Development Specialist

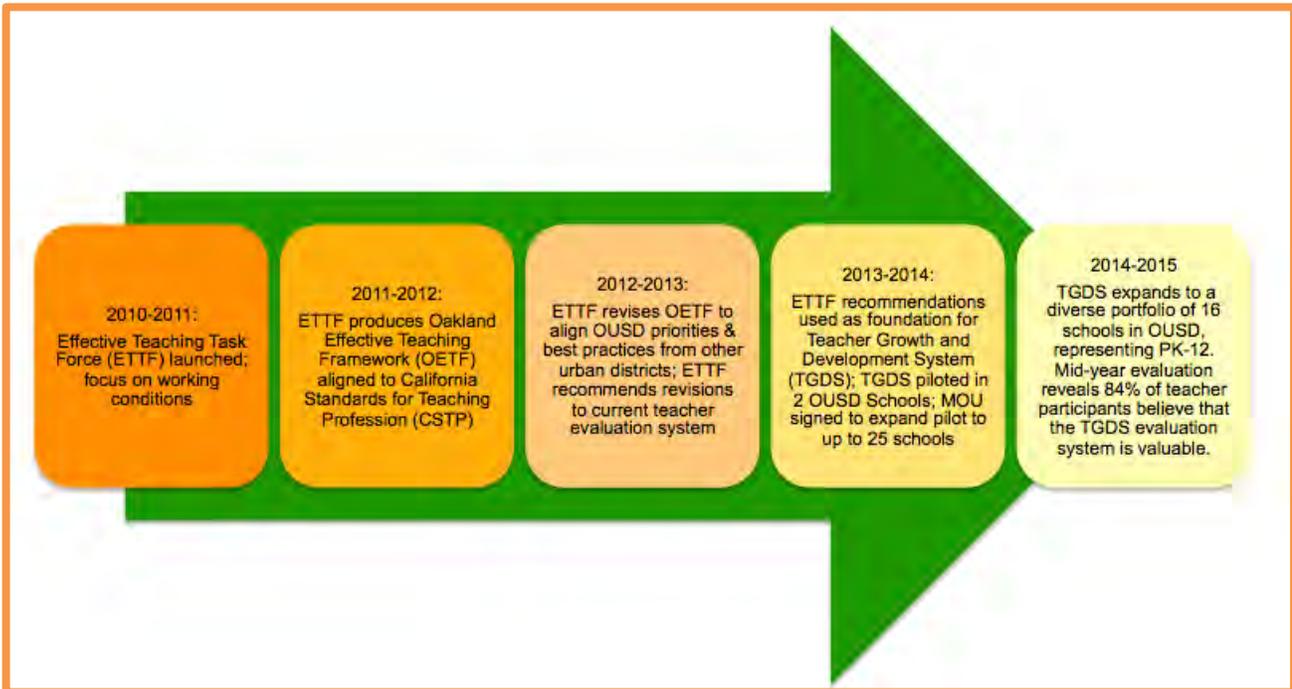
**Teacher Growth and Development System (TGDS)**

**TGDS History & Development**

Launched in 2011, as an outgrowth of the Strategic Plan, the OUSD Effective Teaching Task Force developed a homegrown framework for effective teaching and a correlating evaluation system that pulls from local and national research. Both are grounded in the specific priorities, context and needs of Oakland’s teachers and students. The resulting Oakland Effective Teaching Framework (OETF) and Teacher Growth and Development System (TGDS) were implemented at 2 schools in the 2013-2014 academic year. Early success encouraged OEA and OUSD to expand the pilot to 16 schools in the 2014-2015 school year.

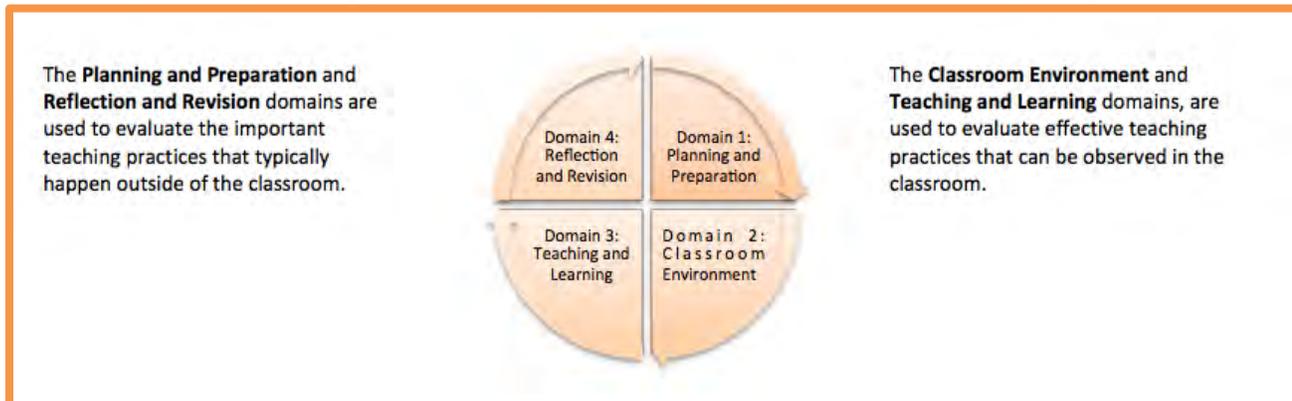
**The TGDS Mission**

TGDS is designed to support the continuous growth and development of teachers by building an asset focused evaluation system that empowers leaders, in and out of the classroom, to provide regular, consistent, evidenced-based feedback to teachers that improves their practice for students.



**The Foundation: Oakland Effective Teaching Framework (OETF)**

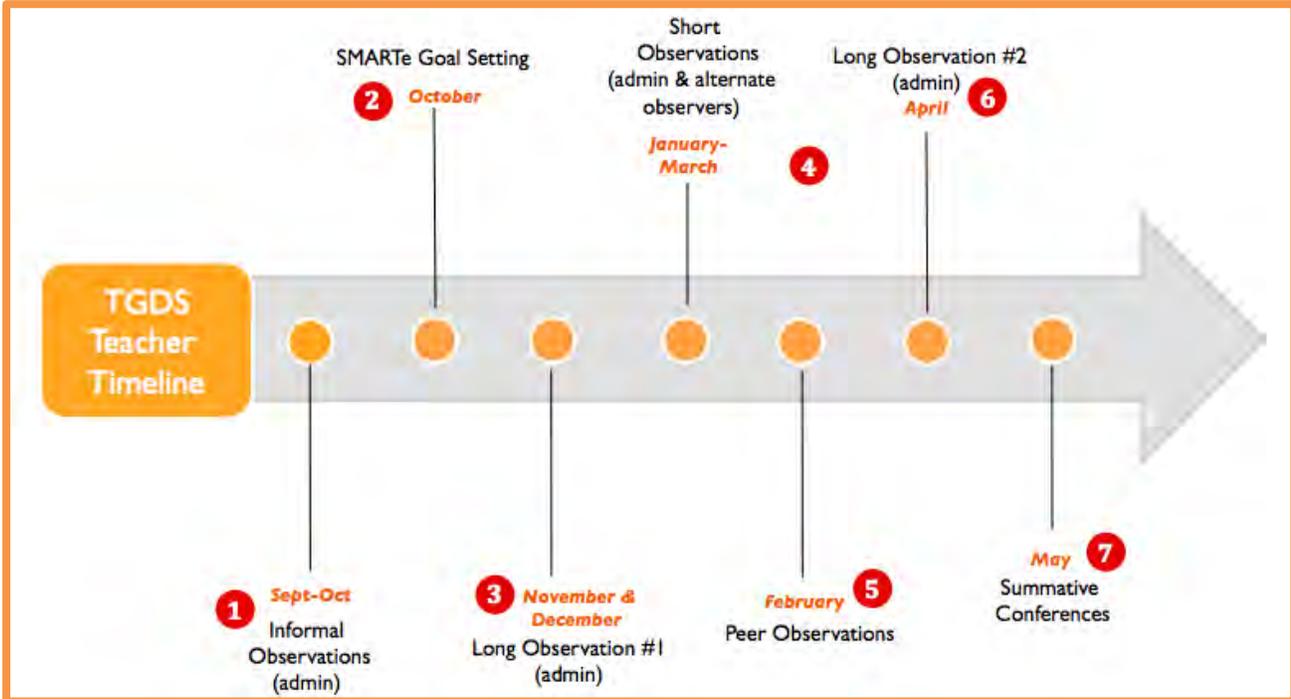
The Oakland Effective Teaching Framework is the basis for all classroom observation and is used to provide feedback to teachers and evaluate teaching practice. The OETF is divided into four domains of effective teaching.



The framework provides four distinct levels of teaching performance (**Not Meeting, Developing, Effective, Exemplary**) that describe measurable teaching actions and provide a roadmap for improvement in teaching practice. Teachers use the framework to set and measure progress toward **teacher-selected growth objectives (SMARTe goals)** focused on student outcomes and professional practice.

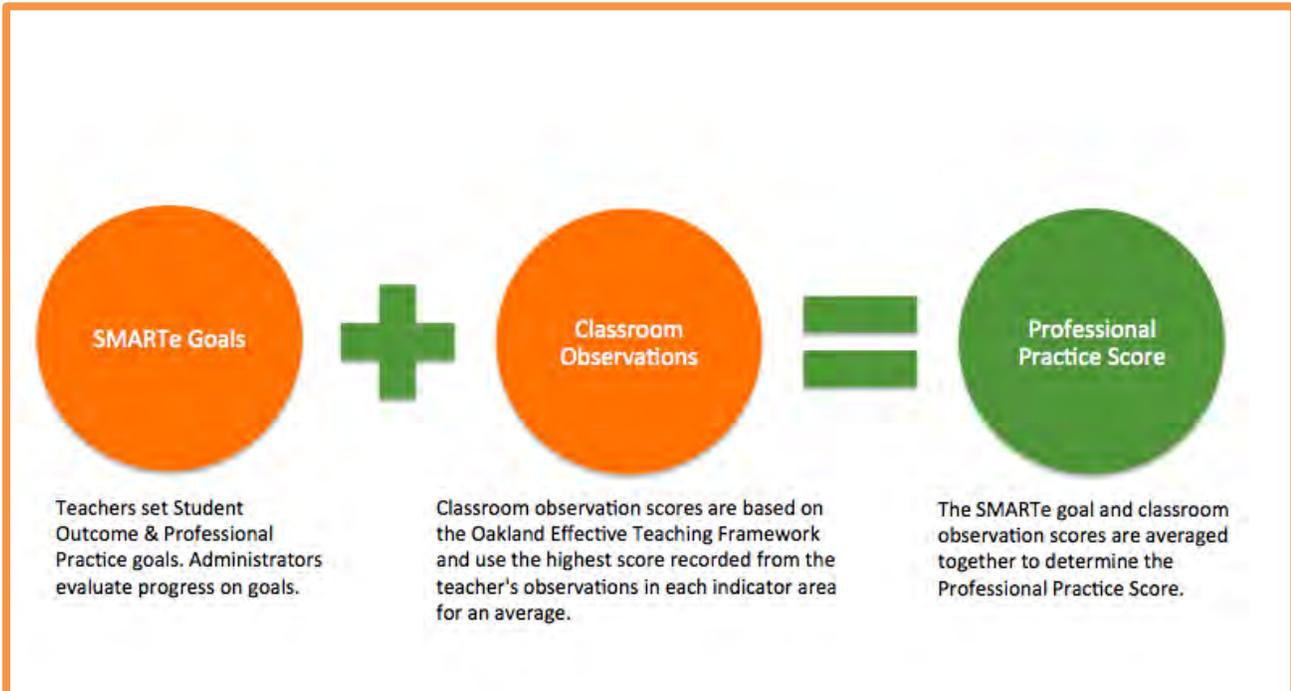
**TGDS Timeline**

The TGDS timeline has been designed to provide teachers with regular feedback and opportunities for reflection to support growth in teaching practice. All observation types—informal, long and short—are opportunities to collect evidence of practice on all OETF indicators. Long observations are conducted by certified administrators, and short observations are conducted by certified administrators and alternate observers.



**Professional Practice Scores**

The goal of TGDS is to position teachers as leaders in their own growth and development. Teachers use the OETF to set SMARTe goals that they believe will be most impactful for student and professional growth. Throughout the cycle, teachers focus on demonstrating growth in these areas.



**OAKLAND EFFECTIVE TEACHING FRAMEWORK (OETF) 2015-2016**

OUSD Response to OCR

<b>Domain 1: Plan and Prepare Rigorous Standards Aligned Lessons*</b>	
1A Plans a Clear Purpose for Learning	1A.1 Establishes standards-aligned <b>content-language objectives</b> and <b>criteria for mastery</b> 1A.2 Plans student <b>assessment <i>aligned</i></b> to <b>content-language objectives</b> 1B.1 Plans <b>meaningful tasks</b> that <b>require student ownership</b> 1B.2 Plans for <b>student communication and collaboration</b> 1B.3 Plans support for <b>equitable engagement and access</b> for ALL for students
1B Plans Meaningful and Equitable Instruction	
<b>Domain 2: Build a Supportive and Challenging Learning Environment</b>	
2A Promotes an Environment of Respect and Rapport	2A Builds a <b>positive and respectful</b> classroom <b>community</b> where <b>ALL students</b> are <b>valued</b>
2B Establishes a Culture for Learning	2B Builds a <b>growth mindset-focused learning environment</b>
2C Establishes Behavioral Expectations and Routines	2C Builds and maintains <b>classroom routines</b> that <b>maximize learning time</b>
<b>Domain 3: Teach to Ensure Ownership and Mastery for ALL Students</b>	
3A Establishes a Clear Purpose for Learning	3A Clearly <b>communicates the content language objective</b> and <b>criteria for mastery</b>
3B Engages Students in Meaningful Tasks	3B.1 <b>Engages</b> students in <b>meaningful tasks</b> that <b>require student ownership</b>
	3B.2 Uses <b>instructional strategies</b> to support <b>equitable engagement and access</b> for ALL students
3C Fosters Communication and Collaboration Skills	3C.1 <b>Models</b> and <b>ensures use of academic language</b>
	3C.2 Uses <b>questioning strategies</b> that require the use of <b>evidence and elaboration</b>
3D Assesses Student Learning	3D <b>Monitors and supports student progress</b> towards <b>mastery of content-language objective</b>
<b>Domain 4: Reflect and Revise to Improve Student Outcomes</b>	
4A Reflects and Revises to Improve Student Outcomes	4A <b>Reflects on student outcomes</b> to <b>assess effectiveness</b> and <b>determine next steps</b>

\*\* **District Standards** include [Common Core State Standards](#), [Next Generation Science Standards](#), [English Language Development Standards](#), and [Social Emotional Learning Standards \(SEL\)](#)

**Domain 1: Plan and Prepare Rigorous Standards-Aligned Lessons\***

Indicator		Not Meeting	Developing	“Exemplary” = meeting criteria in both Effective and Exemplary	Exemplary
<p>1.A.1 Establishes standards aligned <b>content-language objectives</b> and <b>criteria for mastery</b></p>	<p><u>Content-language objectives:</u></p> <ul style="list-style-type: none"> <li>Are not measurable; listed as activities rather than student learning objectives.</li> <li>Reflect low challenge and are not aligned to grade-level district content standards.</li> <li>Missing clear connection to discipline’s big ideas, unit goals, and/or real-life applications.</li> <li>Is missing cognitive <u>(Depth of Knowledge)</u> outcomes.</li> <li>Do not describe how students will use language to practice and apply the content.</li> </ul>	<p><u>Content-language objectives:</u></p> <ul style="list-style-type: none"> <li>Consist of a combination of learning objectives and activities.</li> <li>Reflect meaningful or challenging content somewhat aligned to grade-level district content standards.</li> <li>Are superficially connected to discipline’s big ideas, unit goals, and/or real-life applications.</li> <li>May be missing some cognitive <u>(Depth of Knowledge)</u> outcomes.</li> <li>Partially describe how students will use language (read, write, discuss, listen) to practice and apply the content.</li> </ul>	<p><u>Content-language objectives:</u></p> <ul style="list-style-type: none"> <li>Are specific, clear, measurable and student-oriented. *</li> <li>Reflect meaningful and challenging grade-level content aligned to <b>district standards</b>.**</li> <li>Are clearly connected to discipline’s big ideas, unit goals, and/or real-life applications.</li> <li>Include appropriate cognitive <u>(Depth of Knowledge)</u> outcomes.</li> <li>Describe how students will use language (e.g. read, write, discuss, listen) to practice and apply the content.</li> </ul>	<p><u>Content-language objectives:</u></p> <ul style="list-style-type: none"> <li>Reflect interdisciplinary grade-level district content standards aligned across a range of subjects/topics.</li> <li>Focus on high levels of cognition <u>(Depth of Knowledge)</u> that increase the level of challenge of content outcomes.</li> <li>Include Social and Emotional Learning Standards (SEL) to support character and academic success.</li> </ul>	
<p><b>Observable Evidence</b></p>	<ul style="list-style-type: none"> <li>Objective(s) includes active verbs to name functions/purposes for learning and specifies target language necessary to complete the task (discuss, articulate, read, listen for).</li> <li>Objective(s) articulates the academic language functions and skills that they need to master to fully participate in the lesson and meet the grade-level content standards.</li> <li>Objective(s) includes clear connection to discipline’s big ideas, unit goals and/or real-life applications.</li> <li>Objective(s) includes clear connection to District instructional and Social and Emotional Learning standards. *</li> </ul>	<ul style="list-style-type: none"> <li>Objective(s) includes clear connection to discipline’s big ideas, unit goals and/or real-life applications.</li> <li>Objective(s) includes clear connection to District instructional and Social and Emotional Learning standards. *</li> </ul>	<ul style="list-style-type: none"> <li>Objective(s) includes clear connection to discipline’s big ideas, unit goals and/or real-life applications.</li> <li>Objective(s) includes clear connection to District instructional and Social and Emotional Learning standards. *</li> </ul>	<ul style="list-style-type: none"> <li>Objective(s) includes clear connection to discipline’s big ideas, unit goals and/or real-life applications.</li> <li>Objective(s) includes clear connection to District instructional and Social and Emotional Learning standards. *</li> </ul>	
<p><b>Accommodations for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Instructional outcomes may reference IEP goals, and/or alternative standards that address real-world life and adaptive functioning skills.</li> <li>Instructional outcomes may be modified and/or adapted for individual students.</li> </ul>				

\* Student oriented: Describes what students will do rather than what the teacher will do (Students will...)

\*\* **District Standards** include [Common Core State Standards](#), [Next Generation Science Standards](#), [English Language Development Standards](#), [Social Emotional Learning Standards \(SEL\)](#)

**Domain 1: Plan and Prepare Rigorous Standards-Aligned Lessons\***

Indicator		Not Meeting		Developing		"Exemplary" = meeting criteria in both Effective and Exemplary			
Indicators		Not Meeting		Developing		Effective		Exemplary	
<p>1.A.2 Plans student assessment aligned to content-language objectives</p>	<p>● The teacher's instructional plans do not include criteria by which student learning will be assessed, or criteria are limited or confusing.</p> <p>● The teacher's instructional plans include limited or no plans for formative assessment aligned to content-language objective(s).</p>	<p>● The teacher's instructional plans assess activity completion rather than student learning, or criteria to assess levels of student learning is unclear.</p> <p>● The teacher's instructional plans include formative assessments partially aligned to content-language objectives OR formative assessments that will yield generic data about student progress.</p> <p>● The teacher's instructional plans provide students with superficial opportunities for monitoring progress that are partially aligned to the criteria for mastery.</p>	<p>● The teacher's instructional plans include clear criteria to assess levels of student learning.</p> <p>● The teacher's plans for communicating criteria for mastery clearly describe expectations for student success and may include models, rubrics, or tools to illustrate what success will look like.</p> <p>● The teacher's instructional plans include formative assessments aligned to the content-language objective(s) that can yield actionable data about student progress.</p> <p>● The teacher's instructional plans provide students with structured opportunities to monitor progress against the criteria for mastery and identify meaningful next steps to advance learning.</p>	<p>● The teacher's instructional plans include structures/strategies to solicit and incorporate student voice into the assessment criteria.</p> <p>● The teacher's instructional plans provide time for students to assess their own work against the criteria for mastery and establish next steps for advancing their own learning toward mastery.</p>					
<p><b>Observable Evidence</b></p>	<ul style="list-style-type: none"> <li>● Instructional plan shows how the teacher will use assessment strategies and instruments appropriate to the learning outcomes being evaluated (conferring, oral/written presentation, performance rubric, questioning strategies, etc.).</li> <li>● Instructional plan provides opportunities for students to think about, discuss, or evaluate and monitor their progress towards content mastery. (SEL)</li> <li>● Instructional plan shows the use of rubrics and guidelines to evaluate work in progress.</li> <li>● Instructional plan includes plans to address and answer questions in accordance with Depths of Knowledge.</li> <li>● Instructional plans include a clear plan to articulate content-language objective and criteria for mastery to and with students.</li> <li>● Instructional plans provide opportunities for students to self-review and/or peer review. (SEL)</li> </ul>	<p>● Students' IEPs and 504 accommodations are up-to-date and adequately address the criteria by which students' learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes.</p> <p>● Teacher's instructional plans reference IEP goals/504 accommodations, and/or alternative standards that address real-world life and adaptive functioning skills.</p> <p>● Teacher's instructional plans should be modified and/or adapted for individual students.</p>							
<p><b>Accommodations for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>● Students' IEPs and 504 accommodations are up-to-date and adequately address the criteria by which students' learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes.</li> <li>● Teacher's instructional plans reference IEP goals/504 accommodations, and/or alternative standards that address real-world life and adaptive functioning skills.</li> <li>● Teacher's instructional plans should be modified and/or adapted for individual students.</li> </ul>								

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Domain 1: Plan and Prepare Rigorous Standards-Aligned Lessons*			
B Plans Meaningful and Equitable Instruction			
Indicators	Not Meeting	Developing	“Exemplary” = meeting criteria in both Effective and Exemplary
<p><b>2.B.1 Plans meaningful tasks that require student ownership</b></p>	<ul style="list-style-type: none"> <li>Tasks are not aligned to content-language objective and represent a challenge to few students.</li> <li>Tasks primarily require students to remember and/or repeat facts/basic information.</li> <li>Task sequence does not provide students with adequate time to practice and apply concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Tasks are somewhat aligned to content-language objective and represent a challenge for some students.</li> <li>Tasks require some superficial analysis and response to complex texts or real-world scenarios.</li> <li>Tasks are sequenced to allow students to spend some of the lesson practicing and applying concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Tasks are aligned to content-language objective and represent a challenge that can be personalized for each student.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>Tasks include student choice or open selection with regard to the use of media, technology and/or tools to enhance student mastery of learning objective.</li> </ul>
<p><b>Observable Evidence</b></p>	<ul style="list-style-type: none"> <li>Tasks are aligned to the content language objective.</li> <li>Tasks require students to analyze, explain and/or write in response to complex texts OR to solve problems for real-world scenarios or applications.</li> <li>Tasks offer several ways for students to approach and demonstrate learning (i.e. different activities/questions/modes of expression or performance for students to choose from). (SEL)</li> <li>Instructional plan facilitates students’ use of available technologies to support and/or advance their learning and to explore important ideas using a variety of resources and available technologies. (SEL)</li> <li>Instructional plan allows a significant amount of time for students to practice, internalize, and apply content-specific learning strategies.</li> <li>Tasks are framed to indicate their cognitive function.</li> </ul>	<ul style="list-style-type: none"> <li>Tasks are aligned to content-language objective and represent a challenge for most students.</li> <li>Tasks require students to engage in high-level analysis, explanation and/or written response to complex texts OR to solve problems for real-world scenarios or applications.</li> <li>Tasks are sequenced so that students will spend the majority of the lesson reading, writing, discussing, analyzing, problem solving, or applying concepts in order to support mastery of the learning objective.</li> <li>Tasks include use of media, technology and/or tools that enhance student mastery of learning objective.</li> </ul>	<p>Response to OCR</p>
<p><b>Accommodations for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Students’ IEPs and 504 accommodations are up to date and adequately address the criteria by which students’ learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes.</li> <li>Teacher’s instructional plans reference IEP goals/504 accommodations and/or alternative standards that address real-world and adaptive functioning skills.</li> <li>Teacher’s instructional plans should be modified and/or adapted for individual students.</li> </ul>		

Domain 1: Plan and Prepare Rigorous Standards-Aligned Lessons*		OU SD Response to OCR	
B Plans Meaningful and Equitable Instruction		“Exemplary” = meeting criteria in both Effective and Exemplary	
Indicators	Not Meeting	Developing	Effective
<p><b>2.B.2 Plans for student communication and collaboration</b></p>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans do not include focus on academic language.</li> <li>The teacher’s instructional plans include limited questions/prompts OR questions are low level (basic recall).</li> <li>The teacher’s instructional plans do not include arrangements for student communication or collaboration OR there is a mismatch between the structure and instructional objective/student needs.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans include focus on academic language but opportunities for students to practice/apply are vague.</li> <li>The teacher’s instructional plans include questions/prompts that require moderate level thinking and somewhat support students in mastery of the learning target(s)</li> <li>The teacher’s instructional plans may include arrangements for communication or collaboration, but the design and structures are not clear or only partially support the instructional outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans include structures to support students in developing questions/prompts to advance higher-level thinking and support mastery of the learning objective.</li> <li>The teacher’s instructional plans include the structures for students to flexibly group themselves during the lesson to meet individual student needs.</li> <li>The teacher’s instructional plans position students as facilitators of classroom discussions and/or collaborative structures.</li> </ul>
<p><b>Observable Evidence</b></p>	<ul style="list-style-type: none"> <li>Role, duration, and accountability of tasks foster collaboration and communication. (SEL)</li> <li>Instructional plan explicitly names opportunities for academic vocabulary to be used and supported.</li> <li>Instructional plan includes cognitively challenging discussion opportunities that allow for teacher and student facilitation that support ALL learners. (SEL)</li> <li>Instructional plan includes varied structures for student groupings for Academic Discussions that are designed to deepen learning. (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>Role, duration, and accountability of tasks foster collaboration and communication. (SEL)</li> <li>Instructional plan explicitly names opportunities for academic vocabulary to be used and supported.</li> <li>Instructional plan includes cognitively challenging discussion opportunities that allow for teacher and student facilitation that support ALL learners. (SEL)</li> <li>Instructional plan includes varied structures for student groupings for Academic Discussions that are designed to deepen learning. (SEL)</li> </ul>	<ul style="list-style-type: none"> <li>Role, duration, and accountability of tasks foster collaboration and communication. (SEL)</li> <li>Instructional plan explicitly names opportunities for academic vocabulary to be used and supported.</li> <li>Instructional plan includes cognitively challenging discussion opportunities that allow for teacher and student facilitation that support ALL learners. (SEL)</li> <li>Instructional plan includes varied structures for student groupings for Academic Discussions that are designed to deepen learning. (SEL)</li> </ul>
<p><b>Accommodations for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Students’ IEPs and 504 accommodations are up-to-date and adequately address the criteria by which students’ learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes.</li> <li>Teacher’s instructional plans reference IEP goals/504 accommodations and/or alternative standards that address real-world and adaptive functioning skills.</li> <li>Teacher’s instructional plans should be modified and/or adapted for individual students.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ IEPs and 504 accommodations are up-to-date and adequately address the criteria by which students’ learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes.</li> <li>Teacher’s instructional plans reference IEP goals/504 accommodations and/or alternative standards that address real-world and adaptive functioning skills.</li> <li>Teacher’s instructional plans should be modified and/or adapted for individual students.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ IEPs and 504 accommodations are up-to-date and adequately address the criteria by which students’ learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes.</li> <li>Teacher’s instructional plans reference IEP goals/504 accommodations and/or alternative standards that address real-world and adaptive functioning skills.</li> <li>Teacher’s instructional plans should be modified and/or adapted for individual students.</li> </ul>

Domain 1: Plan and Prepare Rigorous Standards-Aligned Lessons *			
4.1.B Plans Meaningful and Equitable Instruction			
Indicators	Not Meeting	Developing	“Exemplary” = meeting criteria in both Effective and Exemplary
<p>3.B.3 Plans support for equitable engagement and access for ALL for students</p>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans do not incorporate student culture, interests and prior knowledge into lesson content/design to engage students in learning.</li> <li>The teacher’s instructional plans are designed for the class as a whole, without modifications to address student needs.</li> <li>The teacher’s instructional plans do not address common student misconceptions or provide strategies to support students in correcting misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans broadly incorporate student culture by focusing primarily on “surface” culture (i.e. food, dress, and holidays), student interests, and prior knowledge into lesson content/design to engage students in learning.</li> <li>The teacher’s instructional plans incorporate some modifications, or scaffolds, but only superficially address students’ needs and/or access to grade-level content.</li> <li>The teacher’s instructional plans address common student misconceptions, but include limited strategies to address and correct misconceptions.</li> </ul>	<p style="text-align: center;"><b>Effective</b></p> <ul style="list-style-type: none"> <li>The teacher’s instructional plans incorporate students’ “shallow” or “deep” cultures, student interests, and prior knowledge into lesson content/design to engage students in learning.</li> <li>The teacher’s instructional plans incorporate modifications, instructional strategies and scaffolds to meet the diverse academic and linguistic needs of student groups with a particular focus on historically underserved student groups (e.g. PEC, ELL, AAM, etc.).</li> <li>The teacher’s instructional plans anticipate student misconceptions and include strategies to support students to recognize and correct these misconceptions.</li> </ul> <p style="text-align: center;"><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>The teacher’s instructional plans incorporate individual student culture on all levels (surface, shallow, and deep), student interests, and prior knowledge into lesson content/design to engage students in learning.</li> <li>The teacher’s instructional plans incorporate modifications, instructional strategies, and scaffolds to meet the diverse academic and linguistic needs of individual students.</li> <li>The teacher’s instructional plans provide an effective structure for students to uncover and correct their own misconceptions for deeper learning.</li> </ul>
<p><b>Observable Evidence</b></p>	<ul style="list-style-type: none"> <li>Instructional plan includes scaffolds and strategies for ELL and/or dependent learners that builds understanding of English learners’ levels of language acquisition and teaches specific academic language in ways that engage students in accessing subject matter text and/or learning activities (including sentence frames, frontloading of vocabulary, content and language functions, small-group instruction).</li> <li>Instructional plan is designed with a philosophical stance of Culturally Responsive Teaching (SEL)</li> <li>Instructional plan includes consideration of students’ prior knowledge, skills and interests from previous lesson with connection to Big Ideas and/or Unit Theme</li> <li>Instructional plan includes modifications and scaffolds for students’ individual cognitive, social and physical development that matches students’ instruction with their pattern of abilities. (SEL)</li> <li>Instructional plan shows how teacher anticipates and will address student misconceptions throughout the lesson. Instructional plan includes scaffolds and strategies for EL and/or struggling students (including sentence frames, frontloading of vocabulary, content and language functions, small group instruction).</li> </ul>		
<p><b>Accommodations for Students with</b></p>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans include knowledge of individual students’ instructional needs and ability based on IEP goals and/or 504 Plan Accommodations.</li> <li>The teacher’s instructional plans purposefully incorporate the culture of disability into lesson content/design, including accommodations based on IDEA</li> </ul>		

**Disabilities**

- (Individuals with Disabilities Education Act). The teacher’s instructional plans include specific and appropriate modifications to match individual students needs and/or goals.
- Teacher’s instructional plans may include student grouping that are teacher facilitated.
  - Teacher’s instructional plans include strategies or structures that are carefully selected to support student output and generate student interaction aligned to learning targets.
  - The teacher’s instructional plans include strategies to minimize behavioral distractions/disruptions and are designed to facilitate engagement and academic achievement.
  - Instructional plans should take into considerations accommodations/modifications as well as student groupings by multiple skill levels.

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Domain 2: Build a Supportive and Challenging Learning Environment			
2.A Promotes an Environment of Respect and Rapport			
Indicators	Not Meeting	Developing	“Exemplary” = meeting criteria in both Effective and Exemplary
2.A Builds a positive and respectful classroom community where all students are valued	<ul style="list-style-type: none"> <li>Teacher/student and student/student interactions are not respectful.</li> <li>Interacts with students in ways that do not support students’ cultural backgrounds and/or native languages.</li> <li>Evidence of awareness for students’ community and culture are lacking.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/student and student/student interactions are generally respectful.</li> <li>The teacher interacts with students in ways that indicate acceptance of their cultural backgrounds and/or native languages.</li> <li>Limited/partial evidence of promoting students’ community and culture.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/student and student/student interactions convey respect and warmth.</li> <li>The teacher interacts with students in ways that validate and affirm diverse cultural perspectives (e.g., students’ culture, culture of disability, community, family, background) and/or native languages.</li> <li>Cultural perspectives are observable in the classroom through lesson examples, mental models, discussion prompts, curricular resources, visuals and/or artifacts.</li> </ul>
Observable Teaching Practices	<ul style="list-style-type: none"> <li>Uses body language and nonverbal cues to acknowledge students individually and convey warmth and respect (SEL).</li> <li>Accepts different registers of language and explicitly teaches their appropriate use in different contexts (code-switching) (SEL).</li> <li>Uses curriculum that describes historical and/or political events from a range of racial, ethnic, cultural, gender, and language perspectives.</li> <li>Uses and provides access to a variety of multicultural materials (e.g., literature, resources, toys/games, artifacts, realia, current events) that reflect students’ cultures and/or other cultures for students to learn about.</li> <li>Uses technology and digital resources (including online databases) to research diverse cultures, perspectives and opinions, and to engage in appropriate social action.</li> <li>Addresses systems of power and privilege, even in mono-cultural classrooms, in a way that decreases bias and increases equity (SEL).</li> <li>Uses ritual, recitation, repetition, and rhythm to support students in processing new information</li> <li>Incorporates cultural learning tools of memory, patterns and puzzles, talk and word play, and perspectives to engage students</li> <li>Incorporates music into the lesson as background for student thinking or to indicate transition and movement time</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/student interactions demonstrate a high regard and respect for one another reflecting genuine trust, caring and warmth modeled by the teacher.</li> <li>Students assume ownership of cultural competence in the classroom, validating and affirming the cultural backgrounds and/or native languages of others in and beyond their classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Student/student interactions demonstrate a high regard and respect for one another reflecting genuine trust, caring and warmth modeled by the teacher.</li> <li>Students assume ownership of cultural competence in the classroom, validating and affirming the cultural backgrounds and/or native languages of others in and beyond their classroom.</li> </ul>
Observable Student Behaviors	<ul style="list-style-type: none"> <li>Supports peers and offers assistance and encouragement (SEL).</li> <li>Listens and focuses on teacher or peers when they are speaking (SEL).</li> <li>Makes connections between curriculum and personal community and culture.</li> <li>Describes classroom as a place where they feel accepted (when prompted) (SEL).</li> <li>Describes teacher as someone who knows them and is interested in them (when prompted) (SEL).</li> </ul>		
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> <li>Student/student interaction may be limited. Teacher may need to incorporate additional scaffolds to support social skills and positive interactions between students.</li> </ul>		

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**Domain 2: Build a Supportive and Challenging Learning Environment**

**2B Establishes a Culture for Learning**

2B Establishes a Culture for Learning		“Exemplary” = meeting criteria in both Effective and Exemplary	
Indicators	Not Meeting	Developing	Effective
<p><b>2B Builds a growth-mindset focused learning environment</b></p>	<ul style="list-style-type: none"> <li>The teacher’s words and actions provide little or no encouragement for student effort or convey low expectations for student ability.</li> <li>Few students engage in completing assigned work and/or teacher provides little or no encouragement in the face of difficulty.</li> <li>Social Emotional Learning instruction/learning strategies are minimal or lacking.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s words and actions partially communicate belief in student ability, but expectations for students may be inconsistent.</li> <li>The learning environment is one in which students complete tasks with inconsistent focus on learning or persistence.</li> <li>Social Emotional Learning instruction/learning strategies are partially observable or are not integral to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s words and actions promote the idea that all students can achieve through effort.</li> <li>The learning environment is one in which students are clearly eager to learn, willing to take risks and persevere in producing high quality work.</li> <li>Clear Social Emotional Learning instruction/learning strategies and/or artifacts are observable and integral to teaching and learning.</li> </ul>
<p><b>Observable Teaching Practices*</b></p>	<ul style="list-style-type: none"> <li>Recognizes and celebrates student academic progress and process (e.g., round of applause, certification of success, parent notification).</li> <li>Helps to build empathy towards classmates (through morning meeting or connecting to fictional characters).</li> <li>Uses growth mindset language like “persevere” to describe the class’s efforts to meet a challenging demand.</li> <li>Acknowledges persistence verbally or by tracking visually (e.g., Marlene Castro’s “persistence point” chart).</li> <li>Provides experiences where teamwork and taking care of each other are learned, practiced, expected, and discussed.</li> <li>Models having a growth mindset (e.g. “I don’t understand that YET”).</li> <li>The teacher uses personalized examples of past challenges that were successfully overcome to build student self-efficacy.</li> <li>Values mistakes as essential components of the learning process and selectively shares his/her own learning vulnerabilities.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s words and actions communicate a belief in effort-based learning and the belief that ALL students can achieve at high levels.</li> <li>The learning environment is one in which students assume ownership of learning, support each other in taking risks and persist in the face of difficulty.</li> <li>The teacher uses examples of students’ past challenges and successes to build confidence and self-efficacy.</li> </ul>	<p>USD Response to OCR</p>
<p><b>Observable Student Behaviors*</b></p>	<ul style="list-style-type: none"> <li>Most students engage in lesson or become engaged when prompted by teacher.</li> <li>Articulates the counter-narrative to the negative self-talk they may experience</li> <li>Relies on a song or mantra with a growth mindset message to keep focus (e.g., NAS’ “I know I Can”)</li> <li>Reflect on their progress and process as learner.</li> <li>Can articulate strategies they can use when they are challenged.</li> <li>Ask for help when needed.</li> <li>Can use accurate words to describe their emotions beyond “mad,” “sad,” or “glad.”</li> </ul>		
<p><b>Accommodations for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Students may have challenges understanding abstract concepts and perseverance of task.</li> <li>Recognition of learning styles, preferred modalities, and multiple intelligences in fostering “ability awareness.”</li> <li>Teacher incorporates additional aids to support perseverance and social emotional learning (e.g., visual aids, tangible rewards systems, use of prompts/visual cues to get started, etc.)</li> <li>Teacher supports students in developing organizational and self-advocacy skills to become independent learners.</li> <li>The teacher uses personalized examples of past challenges that were successfully overcome to build student self-efficacy.</li> <li>Students/student interactions may include therapeutic supports that promote social emotional learning.</li> </ul>		

\*All observable teaching practices and student behaviors are exemplars of SEL

<b>Domain 2: Build a Supportive and Challenging Learning Environment</b>			
<b>2C Establishes Behavioral Expectations and Routines</b>			
<b>Indicators</b>	<b>Not Meeting</b>	<b>Developing</b>	<b>“Exemplary” = meeting criteria in both Effective and Exemplary</b>
<p>2C Builds and maintains classroom routines that maximize learning time</p>	<ul style="list-style-type: none"> <li>Expectations for student behavior are minimal, lacking, or inappropriate.</li> <li>The teacher’s response to student misbehavior is inconsistent; student misbehavior significantly detracts from overall learning.</li> <li>The teacher’s response to misbehavior is sometimes negative or disrespectful to students.</li> <li>Classroom procedural routines are minimal or lacking in evidence, and substantial instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate expectations for student behavior are inconsistently communicated and/or applied.</li> <li>The teacher’s response to student misbehavior is inconsistent or ineffective; student misbehavior interferes with overall learning.</li> <li>Classroom procedural routines are somewhat effective, resulting in a noticeable loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>High expectations for student behavior that support a learning community are consistently and clearly in evidence.</li> <li>The teacher focuses on positive student behavior and purposefully recognizes positive behavior to reinforce expectations.</li> <li>Classroom procedural routines are clear, effective, and largely maximize allotted learning time.</li> </ul>
<p><b>Observable Teaching Practices*</b></p>	<ul style="list-style-type: none"> <li>There are visual reminders of classroom procedural and cognitive routines posted in the classroom.</li> <li>Teacher verbally reflects back to students their progress in meeting behavioral expectations.</li> <li>Teacher uses a consistent visual or audio signal for attention (e.g., call and response, bell, chime, hand signal, etc.).</li> <li>Teacher elicits the help of students to enact classroom procedural routines wherever possible (e.g., passing out papers, checking homework, etc.).</li> <li>Teacher redirects students by moving into close proximity and speaking to the individual rather than calling them out in front of other students.</li> <li>Positive narration is utilized.</li> <li>Teacher utilizes a behavior modification and/or reinforcement system that builds student capacity to thrive in a collaborative classroom.</li> <li>Teacher reinforces routines and expectations by grounding them in their learning purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Cognitive and procedural routines are clear, effective, and maximize allotted learning time.</li> <li>Students act as leaders in developing and maintaining classroom norms and procedural routines, which maximize instructional time.</li> <li>The teacher provides minimal management or reminders to students because students have internalized norms, procedures and routines.</li> </ul>	<p style="text-align: right;">Exemplary</p>
<p><b>Observable Student Behaviors*</b></p>	<ul style="list-style-type: none"> <li>All students follow directions.</li> <li>Students know the procedure for all classroom routines (e.g., using the bathroom, asking a question, getting supplies, etc.).</li> <li>Students know which cognitive routines suit their learning needs and employ them regularly to incorporate new understandings.</li> <li>Students are focused on the learning task.</li> <li>Students support each other to abide by a shared set of expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Students may have varied skills in managing their own behavior. Evidence is present that teacher proactively addresses student behavior needs.</li> <li>All transitions and routines are emphasized and taught through multiple repetitions and supported by graphic representation of behavior expectations. Transitions can trigger behaviors; however, teacher has supports in place to address these behaviors.</li> <li>Behaviors are managed through inclusionary practices within the classroom rather than relying on outside interventions, save exceptional situations.</li> </ul>	<p style="text-align: right;">Exemplary</p>
<p><b>Accommodations for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Students may have varied skills in managing their own behavior. Evidence is present that teacher proactively addresses student behavior needs.</li> <li>All transitions and routines are emphasized and taught through multiple repetitions and supported by graphic representation of behavior expectations. Transitions can trigger behaviors; however, teacher has supports in place to address these behaviors.</li> <li>Behaviors are managed through inclusionary practices within the classroom rather than relying on outside interventions, save exceptional situations.</li> </ul>	<ul style="list-style-type: none"> <li>Students may have varied skills in managing their own behavior. Evidence is present that teacher proactively addresses student behavior needs.</li> <li>All transitions and routines are emphasized and taught through multiple repetitions and supported by graphic representation of behavior expectations. Transitions can trigger behaviors; however, teacher has supports in place to address these behaviors.</li> <li>Behaviors are managed through inclusionary practices within the classroom rather than relying on outside interventions, save exceptional situations.</li> </ul>	<p style="text-align: right;">Exemplary</p>

\*All observable teaching practices and student behaviors are exemplars of SEL

**Domain 3: Teach to Ensure Ownership and Mastery for ALL Students**

Indicator		Not Meeting	Developing	Effective	Exemplary
3A	Clearly communicates the content-language objective and criteria for mastery	<ul style="list-style-type: none"> <li>The content-language objective is not expressed, and/or the content-language objective is absent or confusing.</li> <li>The teacher makes limited connections to students' prior learning and/or future learning, or such connections are lacking or confusing.</li> <li>The teacher does not articulate learning criteria, or expectations are expressed as task completion.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher expresses content-language objective(s) primarily as a topic, agenda, activity, or the content-language objective is partially measurable.</li> <li>The content language-objective is referenced minimally during the lesson.</li> <li>The teacher may connect content-language objective(s) to task or object but connection to prior learning, big ideas, and essential questions/unit goals is vague.</li> <li>The teacher partially expresses the criteria for successfully demonstrating mastery of the content-language objective(s), and/or the criteria may be expressed partially as task completion.</li> <li>Exemplars and models are lacking or partially clear.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher strategically shares relevant, measurable content-language objective(s) with students at the appropriate time and refers to it throughout the lesson.</li> <li>The teacher situates the content-language objective(s) within broader learning, creating connection to students' prior knowledge, discipline's big ideas, essential questions/unit goals and real-life applications.</li> <li>The teacher clearly articulates the criteria for successfully demonstrating mastery of the content-language objective(s) and provides models/exemplars as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Students can articulate what they are learning.</li> <li>The teacher provides students with opportunities to make personal connections to new content and establish their own authentic purpose for learning.</li> <li>The teacher collaborates with students to develop the criteria for demonstrating mastery and uses student exemplars to model mastery with an emphasis on college and career readiness.</li> </ul>
	<b>Observable Teaching Practices</b>	<ul style="list-style-type: none"> <li>The learning target is written on the board or is a part of projected presentation.</li> <li>Teacher or student reads the learning target aloud.</li> <li>Discusses the learning target and its significance, connecting it to previous lesson and/or big picture.</li> <li>Uses a student model or creates a mock model to demonstrate the criteria for mastery.</li> <li>Uses rubrics to communicate in writing the criteria for a given learning target or mastery assignment.</li> <li>Presents visuals of content-language objective(s).</li> </ul>			
	<b>Observable Student Behaviors</b>	<ul style="list-style-type: none"> <li>Reads the learning target aloud to the class or to a partner.</li> <li>Writes the learning target in their agenda or other graphic organizer.</li> <li>Can articulate the significance of the learning target and its connection to the larger unit.</li> <li>Can assess whether they met the learning target by the end of the period.</li> <li>Describes the criteria for successfully mastering the learning target.</li> </ul>			
	<b>Accommodations for Students with Disabilities</b>	<ul style="list-style-type: none"> <li>Teacher may use multiple modes to communicate learning targets (e.g., oral expression, use of pictures, gestures, etc.).</li> <li>Teacher supports students in articulating what they are learning.</li> <li>Teacher develops varied criteria for mastery for individual students based on learning needs and clearly communicates criteria to individual students.</li> <li>Learning targets can be individualized instead of whole group.</li> </ul>			

USD Response to OCR

September 2015

USD 351

**Domain 3: Teach to Ensure Ownership and Mastery for ALL Students**

3B Engages Students in Meaningful Tasks		"Exemplary" = meeting criteria in both Effective and Exemplary	
Indicators	Not Meeting	Developing	Effective
<p><b>3B.1 Engages</b> Students in <b>meaningful tasks</b> that require student ownership</p>	<ul style="list-style-type: none"> <li>Few students are engaged in a meaningful or challenging content language-aligned task.</li> <li>Tasks are not sequenced to provide students adequate time for practice and/or tasks primarily require students to remember and repeat facts/basic information.</li> <li>Tasks do not require students to share their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Some students are engaged in a meaningful or challenging task that is aligned or somewhat aligned to the content language objective.</li> <li>Tasks are sequenced so that students spend some of the lesson reading, writing, discussing, analyzing, problem solving, or applying concepts in support of the learning objective.</li> <li>Tasks require students to state their thinking, but do not require them to justify thinking using examples or textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Most students are engaged in a meaningful and challenging content language-aligned task.</li> <li>Tasks are sequenced so that students spend the majority of the lesson reading, writing, discussing, analyzing, problem solving, or applying concepts in order to support mastery of the learning objective.</li> <li>Tasks require students to justify their thinking with textual evidence or examples, and respond to other's thinking verbally or in writing.</li> <li>The teacher uses and supports student's use of media, technology and/or tools in a way that meaningfully enhances student mastery.</li> </ul>
<p><b>Observable Teaching Practices</b></p>	<ul style="list-style-type: none"> <li>Provides multiple reading sources and/or media for students to synthesize and identify themes across the artifacts.</li> <li>Seeks out an authentic audience for given task (e.g., policy paper, letters to Congress, student anthology, digital stories, blogs, PSAs, etc.).</li> <li>Provides sufficient time for all students to engage in productive struggle with content and develop deep understanding. (SEL)</li> <li>Provides opportunities for students to transfer higher-level thinking from speaking and thinking aloud to writing, including: peer critiques, peer editing and online collaboration.</li> <li>Uses ritual, recitation, repetition, and rhythm to support students in processing new information.</li> <li>Incorporates cultural learning tools of memory, patterns and puzzles, talk and word play, and perspectives to engage students.</li> </ul>	<ul style="list-style-type: none"> <li>Provides multiple reading sources and/or media for students to synthesize and identify themes across the artifacts.</li> <li>Seeks out an authentic audience for given task (e.g., policy paper, letters to Congress, student anthology, digital stories, blogs, PSAs, etc.).</li> <li>Provides sufficient time for all students to engage in productive struggle with content and develop deep understanding. (SEL)</li> <li>Provides opportunities for students to transfer higher-level thinking from speaking and thinking aloud to writing, including: peer critiques, peer editing and online collaboration.</li> <li>Uses ritual, recitation, repetition, and rhythm to support students in processing new information.</li> <li>Incorporates cultural learning tools of memory, patterns and puzzles, talk and word play, and perspectives to engage students.</li> </ul>	<ul style="list-style-type: none"> <li>All students are engaged in a meaningful task that represents a challenge that has been personalized for each student.</li> <li>Students have access to choice or open selection to the use of media, technology and/or tools in a way that meaningfully enhances student mastery.</li> </ul>
<p><b>Observable Student Behaviors</b></p>	<ul style="list-style-type: none"> <li>Apply information inferred from text, facts and/or new data.</li> <li>Provide reasoning behind their answers, regardless of whether answers are correct and typically before indicating if answers are correct or not.</li> <li>Demonstrate the ability to apply skills or understanding in different contexts when presented with new, unfamiliar tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Apply information inferred from text, facts and/or new data.</li> <li>Provide reasoning behind their answers, regardless of whether answers are correct and typically before indicating if answers are correct or not.</li> <li>Demonstrate the ability to apply skills or understanding in different contexts when presented with new, unfamiliar tasks.</li> </ul>	<ul style="list-style-type: none"> <li>All students are engaged in a meaningful task that represents a challenge that has been personalized for each student.</li> <li>Students have access to choice or open selection to the use of media, technology and/or tools in a way that meaningfully enhances student mastery.</li> </ul>
<p><b>Accommodations for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Instructional grouping arrangements are matched with student development and need (e.g., structure, role, duration, etc.).</li> <li>Teacher scaffolds students' participation in-group work. Every student has a clear role and/or responsibility for producing something that shows his or her thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional grouping arrangements are matched with student development and need (e.g., structure, role, duration, etc.).</li> <li>Teacher scaffolds students' participation in-group work. Every student has a clear role and/or responsibility for producing something that shows his or her thinking.</li> </ul>	<ul style="list-style-type: none"> <li>All students are engaged in a meaningful task that represents a challenge that has been personalized for each student.</li> <li>Students have access to choice or open selection to the use of media, technology and/or tools in a way that meaningfully enhances student mastery.</li> </ul>

OUSD Response to OCR

September 2015

OUSD 352

Domain 3: Teach to Ensure Ownership and Mastery for ALL Students			
3B Engages Students in Meaningful Tasks			
Indicators	Not Meeting	Developing	“Exemplary” = meeting criteria in both Effective and Exemplary
<p>3B.2 Uses instructional strategies to support equitable engagement and access for ALL students*</p>	<ul style="list-style-type: none"> <li>Does not modify/extend instructional methods, content, lesson processes and/or products to support students' needs.</li> <li>The teacher does not adequately address students' challenges and misconceptions during the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to modify/extend instructional methods, content, lesson processes and/or products, but differentiation only superficially addresses students' needs and/or access to grade-level content.</li> <li>The teacher inconsistently addresses students' challenges and misconceptions during the lesson.</li> </ul>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;"><b>Effective</b></p> <ul style="list-style-type: none"> <li>Supports access to and/or extension of grade-level content by effectively modifying content, lesson processes and/or products to meet the diverse academic and linguistic needs of most students.</li> <li>The teacher effectively addresses students' challenges and misconceptions, implementing various strategies to support student learning in the moment.</li> </ul> </div> <div style="width: 45%;"> <p style="text-align: center;"><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>Personalizes grade-level content by modifying content, lesson processes and/or products to meet the diverse academic and linguistic needs of all students.</li> <li>Supports all students in identifying how they learn best and in creating/utilizing strategies that support their individual needs.</li> </ul> </div> </div>
<p><b>Observable Teaching Practices</b></p>	<ul style="list-style-type: none"> <li>Starts the lesson in a way that gets the attention of the students.</li> <li>Modifies content, process, and product requirements based on the specific needs of a student's IEP (e.g., shortening the assignment, providing alternate prompts, providing evidence, etc.).</li> <li>Breaks content into small chunks that students can more easily integrate.</li> <li>Employs learning games to assist with elaboration of new content (e.g., sorting activities, concentration-style matching).</li> <li>Connects previous knowledge to new knowledge and facts, not just personal connections.</li> <li>Provides appropriate processing time.</li> <li>Revisits new learning within 24 hours and requires students to manipulate the new learning to make it stick (e.g., teach to a peer, act it out, drawing, etc.)</li> <li>Previews content to students with language needs or learning disabilities.</li> <li>Provides language-based clues for ELL's such as: adopting slower speech rate, enunciating clearly, providing synonyms and antonyms for unknown words, modeling with think-aloud, avoiding unfamiliar idioms and using cognates when possible.</li> <li>Adjusts process through grouping (homogeneously and heterogeneously by languages and academic proficiencies, depending on tasks and objective) and learning styles (e.g., auditory, kinesthetic, verbal, visual-spatial, tactile).</li> <li>Adjusts product by providing students multiple ways to demonstrate academic/linguistic learning (e.g., acting out knowledge, using physical objects, providing other performance-based opportunities) to accommodate academic/linguistic needs and/or interests.</li> <li>Provides individualized academic supports to learn information or complete tasks, such as graphic organizers, math manipulatives and online resources.</li> <li>Utilizes various tools (e.g., technology/digital resources and assistive technology devices for students with disabilities) to meet students' learning needs.</li> </ul>		
<p><b>Observable Student Behaviors</b></p>	<ul style="list-style-type: none"> <li>Records information in the format that best suits his/her need (for example, some students can be seen writing closed notes instead of free-form).</li> <li>Starts a given task somewhere even if that starting point is different than the starting point for a peer.</li> </ul>		
<p><b>Accommodations for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>In addition to typical differentiation, differentiation might also be needed for behavior, social and adaptive skills.</li> <li>Differentiation should be utilized to address behavior, social, and adaptive skills.</li> </ul>		

\*All observable teaching practices and student behaviors are exemplars of SEL

<b>Domain 3: Teach to Ensure Ownership and Mastery for ALL Students</b>			
<b>3.C Fosters Communication and Collaboration Skills</b>			
Indicators	Not Meeting	Developing	"Exemplary" = meeting all criteria in both <i>Effective and Exemplary</i>
<p>3.C.1 Models and ensures use of academic language</p>	<ul style="list-style-type: none"> <li>The teacher does not support the use of discipline-specific academic language.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides discipline-specific academic language, but inconsistently supports or requires its use.</li> </ul>	<p style="text-align: center;"><b>Effective</b></p> <ul style="list-style-type: none"> <li>The teacher models and provides opportunities, instruction, and support to rehearse and apply new language.</li> <li>The teacher holds students accountable for using discipline-specific academic language.</li> </ul> <p style="text-align: center;"><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>Students hold each other accountable for using discipline-specific academic language.</li> </ul>
<b>Observable Teaching Practices</b>	<ul style="list-style-type: none"> <li>Explicit modeling and naming of academic language.</li> <li>Teacher rephrases student responses to include target academic language.</li> <li>Teacher provides sentence frames for student response that include target academic language.</li> </ul>		
<b>Observable Student Behaviors</b>	<ul style="list-style-type: none"> <li>During student interview, students can point to resources or explain new vocabulary words in their own words.</li> <li>Without teacher prompting, students use academic language to complete task.</li> <li>Students use academic language sentence frames.</li> </ul>		
<b>Accommodations for Students with Disabilities</b>	<ul style="list-style-type: none"> <li>Academic language is matched to the learning target, academic content, and students' developmental levels.</li> <li>Academic language can be expressed through multiple modes of communication including: picture exchanges, gestures, sign language, expressions, eye gaze, etc.</li> <li>Student production may be limited; interaction may be characterized by back and forth interaction with teacher rather than student interaction.</li> </ul>		

OSD Response to OCR

**Domain 3: Teach to Ensure Ownership and Mastery for ALL Students**

**3C Fosters Communication and Collaboration Skills**

		"Exemplary" = meeting criteria in both Effective and Exemplary	
Indicators	Not Meeting	Developing	Effective
<p><b>3C.2</b> Uses questioning strategies that require the use of evidence and elaboration</p>	<ul style="list-style-type: none"> <li>The teacher poses questions/prompts that result in low-level thinking (e.g., recall, basic facts).</li> <li>Students are not required to go beyond brief or incomplete responses.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher poses some questions/prompts that inconsistently advance higher-level thinking, and only somewhat support students in mastery of the learning target(s).</li> <li>The teacher inconsistently holds students accountable for responses that cite evidence or provide a rationale for thinking.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher poses questions/prompts that encourage diverse perspectives, advance higher-level thinking, and support students in mastery of the learning target(s).</li> <li>The teacher holds students accountable for complete and/or elaborate responses, justifying their thinking with examples and citing reliable evidence.</li> <li>When responses are incomplete, the teacher asks follow up questions that push students to provide evidence or provide a rationale for their thinking.</li> </ul>
<p><b>Observable Teaching Practices</b></p>	<ul style="list-style-type: none"> <li>Teacher's questioning strategies encourage cognitively demanding thinking (Why? How?).</li> <li>Teacher clarifies students' statements to have accountable talk (e.g. "tell us more about that").</li> <li>Questions using varied levels (e.g., Bloom's Taxonomy, Marzano's, Costa's) to assess all students' understanding.</li> <li>Teachers respond to students neutrally but with interest.</li> </ul>	<ul style="list-style-type: none"> <li>Students respond in complete and elaborate responses.</li> <li>Student responses are relevant to the learning objective.</li> <li>Students ask questions that deepen their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Students pose questions/prompts that require diverse perspectives, encourage controversy, and advance higher-level thinking in support of the content-learning objective.</li> <li>With minimal prompting, students respond in complete and elaborate responses, citing evidence and rationale for thinking.</li> <li>When responses are incomplete, students ask follow up questions that push their peers to provide evidence or provide a rationale for their thinking.</li> </ul>
<p><b>Observable Student Behaviors</b></p>	<ul style="list-style-type: none"> <li>The teacher poses questions/prompts that support student in expressing their thinking in increasingly complex ways.</li> <li>Student production may be limited; interaction may be characterized by back and forth interaction with teacher rather than student interaction.</li> </ul>		
<p><b>Accommodations for Students with Disabilities</b></p>			

Domain 3: Teach to Ensure Ownership and Mastery for ALL Students			
3C Fosters Communication and Collaboration Skills			
Indicators	Not Meeting	Developing	"Exemplary" = meeting criteria in both Effective and Exemplary
<p><b>3C.3</b> Develops student collaboration and communication</p>	<ul style="list-style-type: none"> <li>The teacher does not establish clear expectations for communication and/or collaboration among students with protocols and tools.</li> <li>The teacher does not hold students accountable for equitable participation and the content of their conversations and/or collaborative structures.</li> <li>The teacher does not use discussion strategies and facilitation moves.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's expectations for communication and/or collaboration among students are somewhat clear.</li> <li>The teacher inconsistently holds students accountable for equitable participation and the content of their conversations and/or collaborative structures.</li> <li>The teacher inconsistently uses discussion strategies and facilitation moves to advance student expression or deepen content understanding.</li> </ul>	<p style="text-align: center;"><b>Effective</b></p> <ul style="list-style-type: none"> <li>The teacher establishes clear expectations for communication and/or collaboration among students with protocols and/or tools.</li> <li>The teacher holds students accountable for equitable participation and the content of their conversations and/or collaborative structures.</li> <li>The teacher effectively uses a range of discussion strategies and facilitation moves to advance student expression and deepen content understanding.</li> </ul> <p style="text-align: center;"><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>Students facilitate equitable discussions and support each other to ensure that all students are engaged and participating in classroom discussions and/or collaborative structures.</li> <li>With minimal prompting, students use strategies to comment on or question peers' thinking, or extend and/or justify their own thinking by using examples and/or textual evidence.</li> </ul>
<p><b>Observable Teaching Practices*</b></p>	<ul style="list-style-type: none"> <li>Allows sufficient think time and/or writing time before asking students to produce verbally or vice versa.</li> <li>Delineates which member of a group is responsible for what component by using role cards or task sheets.</li> <li>Has a routine for classroom grouping like "partner clocks."</li> <li>Changes group size and structure depending on the activity (from pairs to trios to larger group) to ensure student voice.</li> <li>Uses appropriate cueing and/or wait time that requires students to think through work, but not struggle to a level of frustration.</li> </ul>		
<p><b>Observable Student Behaviors*</b></p>	<ul style="list-style-type: none"> <li>Says things like "I think...because..."</li> <li>Asks peers, "Why do you think that?"</li> <li>Students ask each other clarifying questions and build off peers' ideas (I agree with...).</li> <li>Explains when asked how the task might apply to the "real world."</li> <li>Explains what his/her role is in the group and why it is important.</li> <li>Utilizes native language to understand new concepts.</li> </ul>		
<p><b>Accommodations for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Student production may be limited; interaction may be characterized by back-and-forth interaction with teacher rather than student interaction.</li> <li>The teacher uses a range of strategies and structures to scaffold and develop students' communication skills.</li> <li>The teacher uses facilitation moves (wait time, talk moves) to encourage student interaction.</li> <li>Student production may be limited; interaction may be characterized by back and forth interaction with teacher rather than student interaction.</li> <li>Classroom discussion is differentiated and allows all students to participate.</li> </ul>		

\*All observable teaching practices and student behaviors are exemplars of SEL

**Domain 3: Teach to Ensure Ownership and Mastery for ALL Students**

3D Assesses Student Learning		“Exemplary” = meeting criteria in both Effective and Exemplary	
Indicator	Not Meeting	Developing	Effective
<p>3D Monitors and supports student progress towards mastery of content-learning objective</p>	<ul style="list-style-type: none"> <li>The teacher does not use formative assessments to assess progress toward the content-language objective and does not adjust instruction based on student-learning needs.</li> <li>The teacher does not provide students with opportunities to monitor their progress against criteria for mastery.</li> <li>The teacher does not provide feedback to students or provides feedback that focuses only on compliance or completion of work.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher somewhat monitors and supports student progress towards content-language objective. Use of assessment is sporadic or teacher makes few adjustments to instruction based on assessment data.</li> <li>The teacher provides students with superficial opportunities for monitoring progress that are partially aligned to the criteria for mastery and result in superficial next steps.</li> <li>The teacher provides general feedback that moderately supports student progress towards the content-language objective/criteria for mastery.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher monitors and supports student progress towards the content-language objective using varied formative assessments, and makes effective adjustments to instruction based on the data to address student-learning needs.</li> <li>The teacher provides students with structured opportunities to monitor their progress against the criteria for mastery and identify meaningful next steps to advance learning.</li> <li>The teacher provides feedback throughout the lesson that is timely, specific, and helps students clearly identify next steps in achieving the content-language objective and criteria for mastery.</li> </ul>
<p>Observable Teaching Practices*</p>	<ul style="list-style-type: none"> <li>Provides multiple opportunities for students to demonstrate competency (online polling, exit tickets, 1-1 conferencing, performance tasks, etc.).</li> <li>Asks students to define or restate terms/concepts.</li> <li>Has students elaborate using prompts, such as: “Tell me more about _____” or “How do you know that?”</li> <li>Regularly circulates throughout the room during the lesson to assess all students’ understanding of objective(s); teacher may take notes on student progress.</li> <li>Uses think-alouds to model how students could respond to the use of feedback.</li> <li>Circulates during the lesson to question students and provide academically-focused descriptive feedback.</li> <li>Provides feedback on students’ use of strategies and metacognitive processes.</li> <li>Provides feedback by modeling corrections in the response to a student (i.e. recasting).</li> <li>Provides opportunities for students to self-assess and peer-assess (e.g., with rubrics).</li> <li>Uses data charts that reflect progress toward explicitly stated goals/objective(s) referenced during lesson.</li> <li>One-on-one conferencing, small- or whole-group tasks that result in students receiving academically-focused descriptive feedback.</li> <li>Students monitor their own progress with a wall chart, in a notebook, online, etc.</li> <li>Students communicate completion of the primary task using the identified language objective domain.</li> <li>Students explain their thinking (metacognition).</li> </ul>		
<p>Observable Student Behaviors</p>	<ul style="list-style-type: none"> <li>The teacher fully integrates formative assessments into instruction, monitoring progress for all students throughout the lesson and providing personalized support to address individual student needs.</li> <li>Students continuously monitor their own work against the criteria for mastery and establish next steps for advancing their own learning toward meeting criteria for mastery.</li> <li>Students are able to provide respectful, accurate and actionable feedback for one another that advances learning.</li> </ul>		

**Accommodations for Students with Disabilities**

- Varied formative assessments might include students explaining their thinking using their mode of communication, or teacher circulating the room checking on their work.
- Teacher provides descriptive feedback within the context of the lesson, in addition to behavior and/or behavior goals that might manifest during the lesson.
- Teacher provides descriptive feedback within the context of the lesson, in addition to feedback that is specific to individual student goals and directly connected to IEP goals.

*\* All observable teaching practices and student behaviors are exemplars of SEL*

October 30, 2015

OUUSD Response to OCR

**Domain 4: Reflect and Revise to Improve Student Outcomes**

4A Reflects and Revises to Improve Student Outcomes				“Exemplary” = meeting criteria in both Effective and Exemplary	
Indicators	Not Meeting	Developing	Effective	Exemplary	
<p><b>4A Reflects on student outcomes to assess effectiveness and determine next steps</b></p>	<ul style="list-style-type: none"> <li>Teacher does not analyze student work to identify the extent to which the content-language objective was achieved.</li> <li>The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.</li> <li>The teacher has no suggestions for what could be improved for next steps in subsequent lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reviews some student work to make generalizations about the extent to which the content-language objective was achieved.</li> <li>The teacher states whether or not a lesson was effective, but only somewhat describes the extent to which it achieved its objective or its impact on student learning.</li> <li>The teacher makes general suggestions about ways in which instruction can be improved.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher analyzes student work to identify the extent to which the content-language objective was achieved.</li> <li>The teacher makes an accurate assessment of a lesson’s effectiveness (i.e. extent to which it achieved its objective and impact on student learning) and can provide evidence to support the judgment.</li> <li>The teacher describes next steps to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher analyzes student work to identify patterns and trends in student achievement.</li> <li>The teacher makes an accurate assessment of a lesson’s effectiveness (i.e. extent to which it achieved its objective and its impact on student learning) by citing many specific examples and evidence.</li> <li>The teacher describes specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning.</li> </ul>	
<p><b>Observable Evidence</b></p>	<ul style="list-style-type: none"> <li>Teacher presents student work in post-conference or analysis of student achievement based on concrete example in student work.</li> <li>Teacher uses a variety of work sample from above to below standard to analyze patterns of student achievement.</li> <li>Teacher addresses next steps in teaching practice as well as its potential impact on student achievement.</li> <li>Teacher provides specific next steps for student group or individual students.</li> <li>Teacher takes responsibility for student learning and discusses next steps in terms of teacher actions.</li> </ul>				
<p><b>Accommodations for Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Teacher may use IEP goals in addition to content-language objectives to reflect on achievement or progress towards mastery.</li> </ul>				

September

October

**Detailed TGDS Pilot Evaluation Cycle 2015-2016 – Step by Step**

Month	Evaluation Step	Teacher Role	Administrator Role
September & October	<b>Informal Observation(s)</b> <ul style="list-style-type: none"> <li>10-15 minutes</li> <li>Does not factor into final evaluative score</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on lesson in post-conference (recommended)</li> </ul>	<ul style="list-style-type: none"> <li>Script <b>Informal Lesson Observation</b></li> <li>Script and/or Tag evidence to OETF</li> <li>Schedule and conduct <b>Post-Observation conference</b> (recommended)</li> </ul>
October	<b>SMARTe Goals</b> Based on evidence from the Informal <b>Observation(s)</b> & teacher <b>Self-Assessment</b> <ul style="list-style-type: none"> <li>2 <b>SMARTe Goals: Student Outcome &amp; Professional Practice SMARTe goal</b></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>Self-Assessment</b> and <b>Informal Observation(s)</b> to draft Professional <b>Practice SMARTe Goal</b> based on focus indicator(s) in OETF Domains 2 or 3</li> <li>Use student data, school &amp; grade level/content area goals to draft <b>Student Outcome SMARTe Goal</b></li> </ul>	<ul style="list-style-type: none"> <li>Approve teacher <b>SMARTe Goals</b></li> <li>Lead teacher training on <b>SMARTe Goals</b></li> </ul>
November & December	<b>Admin Long Observation Cycle #1</b> <ul style="list-style-type: none"> <li>30+ Minutes (full lesson cycle)</li> <li>Provides evaluative ratings on all OETF Domains/Indicators</li> </ul>	<ul style="list-style-type: none"> <li>Write <b>Lesson Plan</b> and upload to TeachBoost</li> <li>Teach Lesson</li> <li>Complete <b>Lesson Effectiveness Reflection</b></li> <li>Self-rate in TeachBoost based on <b>Lesson Observation Script</b></li> <li>Reflect on lesson in <b>Post-Conference</b></li> </ul>	<ul style="list-style-type: none"> <li>Schedule <b>Long Observation Cycle</b> (Pre-Conference, Lesson Observation, Post-Conference)</li> <li>Review teacher <b>Lesson Plan</b></li> <li><b>Tag and rate</b> teacher <b>Lesson Plan</b></li> <li>Facilitate <b>Pre-Conference</b> with teacher</li> <li>Script <b>Lesson Observation</b></li> <li><b>Tag and rate Lesson Observation</b> script (Domain 2 &amp; 3)</li> <li>Share <b>Lesson Observation</b> evidence with teacher</li> <li>Facilitate <b>Post-Conference</b> reflection with teacher</li> <li>Rate Domain 4 using <b>Teacher Reflection &amp; Post-Conference</b> notes.</li> </ul>
January	<b>Admin Short Observation (Recommended)</b> <ul style="list-style-type: none"> <li>15-20 minutes</li> <li>Results in ratings for Domains 2 &amp; 3 only</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on lesson in <b>Post-Conference</b></li> </ul>	<ul style="list-style-type: none"> <li>Schedule <b>Short Observation Cycle</b> (Short Observation &amp; Post-Observation Conference)</li> <li>Script <b>Short Lesson Observation</b></li> <li>Tag evidence to OETF</li> <li>Schedule and conduct <b>Post-Observation conference</b></li> </ul>
February	<b>Peer Observation</b> <ul style="list-style-type: none"> <li>Non-evaluative</li> <li>Focused on professional practice goal</li> </ul>	<ul style="list-style-type: none"> <li>Observe peer teacher</li> <li>Meet to debrief and provide feedback on teacher SMARTe goal focus</li> </ul>	<ul style="list-style-type: none"> <li>Provide release time and professional learning time for teachers to share reflections with peers</li> </ul>
February & March	<b>Admin Alternate Observer Short Observations</b>	<ul style="list-style-type: none"> <li>Reflect on lesson in <b>Post-Conference</b></li> </ul>	Alternate Observer: <ul style="list-style-type: none"> <li>Schedule <b>Short Observation Cycle</b></li> </ul>

	<ul style="list-style-type: none"> <li>• 2 scheduled observations</li> <li>• 15-20 minutes each</li> </ul>		<p>(including <b>Short Observation &amp; Post-Observation Conference</b>)</p> <ul style="list-style-type: none"> <li>• Script <b>Short Lesson Observation</b></li> <li>• Tag evidence to OETF</li> <li>• Schedule and conduct <b>Post-Observation conference</b></li> </ul>
April	<p><b>Admin Long Observation Cycle #2</b></p> <ul style="list-style-type: none"> <li>• 30+ Minutes (full lesson cycle)</li> <li>• Provides evaluative ratings on all OETF Domains/Indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Write <b>Lesson Plan</b> and upload to TeachBoost</li> <li>• Teach Lesson</li> <li>• Complete <b>Lesson Effectiveness Reflection</b></li> <li>• Self-rate based on <b>Lesson Observation Script</b></li> <li>• Reflect on lesson in <b>Post-Conference</b></li> </ul>	<ul style="list-style-type: none"> <li>• Schedule <b>Long Observation Cycle</b> (Pre-Conference, Lesson Observation, Post-Conference)</li> <li>• Review teacher <b>Lesson Plan</b></li> <li>• <b>Tag and rate</b> teacher <b>Lesson Plan</b></li> <li>• Facilitate <b>Pre-Conference</b> with teacher</li> <li>• Script <b>Lesson Observation</b></li> <li>• <b>Tag and rate Lesson Observation</b> script (Domain 2 &amp; 3)</li> <li>• Share <b>Lesson Observation</b> evidence with teacher</li> <li>• Facilitate <b>Post-Conference</b> reflection with teacher</li> <li>• Rate Domain 4 using <b>Teacher Reflection &amp; Post-Conference</b> notes.</li> </ul>
May	<p><b>Summative Evaluation Conference</b></p> <ul style="list-style-type: none"> <li>• 15 minutes</li> <li>• Overview of final ratings</li> </ul>	<ul style="list-style-type: none"> <li>• Upload evidence for <b>SMARTe Goals</b> progress prior to Summative Conference</li> <li>• Reflect on growth and development across <b>TGDS Evaluation Cycle</b> and establish next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Rate <b>SMARTe Goals</b> using teacher and observation evidence</li> <li>• Schedule <b>Summative Evaluation Conference</b> to share teacher ratings (SMARTe Goals, Classroom Observation &amp; Overall Professional Practice)</li> </ul>

**Instructional Conferencing Guide**

Instructional conferences provide opportunities to develop teachers’ practice through the use of effective feedback. This guide provides the purpose and process for conducting effective conferences.

Pre-Observation Conference	Post-Observation Conference
The purpose of the pre-conference is to bring focus to an area of growth in the teacher’s planning process, and to clarify or improve an aspect of the lesson before it is taught.	The purpose of the post-observation conference is to provide a high-level view on the teacher’s practice, bring focus to a high-leverage area of improvement, and determine concrete next steps.

**Instructional Conference Phases**

*Phase 1: Activating and Engaging*

- Provide high-level view of strengths and areas for growth based on collected evidence.
- Provide opportunity to share contextual information or raise concerns that are relevant to the areas of growth.

*Phase 2: Exploring and Discovering*

- Determine focus area of growth tied to a framework indicator: What will the focus of the conference be?
- Establish shared criteria for success: What will it look like when practice improves in this indicator?
- Discuss strategies: What tools, resources, or strategies can be used to improve practice?
- Provide choice points: What one or two actions can move practice forward?

*Phase 3: Organizing and Integrating*

- Teacher reflects on what he or she is taking away from the conversation.
- Teacher and observer Determine concrete next steps.

**Best practice:** Use conversation stems that promote reflective thinking and collaboration. Consider the developmental needs of the teacher and the relationship between teacher and observer as you plan for the conversation.

Reflective Stems	Collaborating Stems	Consulting Stems:
<ul style="list-style-type: none"> <li>• What did you notice...</li> <li>• What’s your thinking about...</li> <li>• How have you addressed this before in a similar situation?</li> </ul>	<ul style="list-style-type: none"> <li>• Let’s brainstorm together...</li> <li>• Let’s think about...</li> <li>• Let’s generate...</li> <li>• How might we...</li> </ul>	<ul style="list-style-type: none"> <li>• Here are some options you might consider...</li> <li>• One idea I have is...</li> <li>• Here’s how I think about...</li> <li>• It’s important to...</li> <li>• Keep in mind that...</li> <li>• Pay attention to...</li> <li>• Share with me what you...</li> </ul>

## TGDS Evaluation Calendar 2015-16

August 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug/Sept/Oct	
Sept. 18	Opt In Deadline
Oct. 16	Informal Obs.
Oct. 30	SMARTe Goals

November 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Nov/Dec/Jan	
Dec. 18	Long Obs.
Jan. 29	Short Obs.

February 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Feb/Mar/Apr	
Feb. 1-29	Peer Obs.
March 24	Alt. Obs.
April 29	Long Obs.

May 2016						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May/June	
May 26	Sum. Conf.

Alternate Observer Trainings	
September 15	
October 20	
November 17	
December 15	
January 19	
February 16	
March 15	
April 19	

TGDS Teacher Trainings	
Sept 12	OETF and TeachBoost
Oct 24	SMARTe Goals
Nov 14	Long Observations
Jan 9	Short Observations
Feb 6	Peer Observations
Mar 12	Alternate Observer Ob.
May 7	Summative Conferences

Color Key	
Deadlines	
Trainings	
Holidays	
First/Last day of school	
Window opens/closes	



## **Teacher Growth and Development System**

*Thank you to the teachers, principals, parents, students and community members who helped us build the Teacher Growth and Development System as members of the Oakland Effective Teaching Task Force & PEC Oakland Effective Teaching Task Force.*

*Thank you to the members of the Oakland Effective Teaching Framework tuning team who helped us develop and align the OETF to the needs of Oakland's students and teachers.*

*Thank you to the members of the Joint Study Committee who have documented the experiences of TGDS pilot participants and shared recommendations to help us improve TGDS.*

*Thank you to the principals and teachers at our 2014-2015 TGDS Pilot Schools who helped us to test, improve and refine the Teacher Growth and Development System evaluation pilot, so that all teachers and students in Oakland can grow and develop.*

## **Appendix 7: Revised Discipline Policies and Matrix**

# OAKLAND UNIFIED SCHOOL DISTRICT

## Board Policy

### Students

#### BP 5144.1

#### Suspension and Expulsion / Due Process

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. In response to serious or repeated violations of established policies and standards, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

The Board does not support a zero tolerance approach to discipline. The Board recognizes the importance of providing school-wide positive supports, using discipline strategies that keep students in school and in the classroom, and supporting students in learning to behave appropriately and solve conflicts peacefully.

Before subjecting a student to disciplinary sanctions that result in a loss of instructional time, the Superintendent or designee shall, to the extent allowed by law, first use alternative strategies as described in AR 5144 - Discipline. Except where suspension for a first offense is permitted by 48900.5, as further described in AR 5144.1, in-school and out-of-school suspension shall be imposed only when other means of correction fail to bring about proper conduct or the student's presence causes a danger to persons. (Education Code 48900.5) Expulsion is an action taken by the Board only for severe breaches of discipline by a student.

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913).

Suspension and expulsion may not be imposed for truancy, tardiness, or absence. Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)  
(cf. 5113.1 - Chronic Absence and Truancy)

Effective January 1, 2015, as provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended for disrupting school activities or willfully defying the authority of school personnel (“disruption and willful defiance”) and no student enrolled in grades TK through twelve (TK-12) shall be expelled for the same.

Effective July 1, 2016, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2015 and January 2016. If based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for disruption and willful defiance by July 1, 2016, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for disruption and willful defiance by July 1, 2016.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be specified by administrative regulation and must be consistent with the requirements set forth here.

Effective January 1, 2015, the District may not involuntarily transfer a student in grades TK- 3<sup>rd</sup> grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2016, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District’s Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures for expulsions. DHP shall recognize the use of a positive approach to student behavior and maximize instructional time for every student. An involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

## **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or

designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

### **Expansion of Restorative Justice, the Manhood Development Program, PBIS and other restorative and youth development approaches**

The Board recognizes that the District has made progress toward creating a positive school culture through various means, including through the use of Restorative Justice (RJ), Positive Behavioral Interventions and Supports, and the Manhood Development Program. The Board believes that the continued expansion of such programs is central to the creation of safe, healthy and supportive school environments for all students in the District. The Board supports and will prioritize funding for RJ, Manhood Development Program and PBIS programs and coordinators at school sites and professional development, coaching and support for teachers and administrators to successfully implement these programs.

### **Supervised Suspension Classroom**

Supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

### **Decision Not to Enforce Expulsion Order**

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law and administrative regulation. (Education Code 48917)

### **Expungement of Student Disciplinary Records**

As provided in Board Policy 5144.3, effective January 15, 2014, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student, may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

## **Monitoring the Use of Suspension and Expulsion**

By July 1, 2015, the Superintendent shall promulgate Administrative Regulations that establish the procedures for regular, accurate, and public data reporting on disciplinary measures and interventions. The procedures will include at least a requirement that the District make available on the District's public website twice annually, within 60 days after the completion of each semester, data on school discipline, behavioral interventions, and student outcomes.

The data will include at least the following:

1. The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, and school-based arrests (from both OPD and OSPD), and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
2. The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions disaggregated by the aforementioned subgroups.
3. The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.
4. In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.
5. The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

## **Convene Safe And Strong Schools Sub-Committee**

The Superintendent shall convene a Safe and Strong Schools sub-committee as part of the Pathway to Excellence Strategic Plan Quality Community Schools Committee that will include parents, students, representatives from community organizations, teachers, administrators and partner organizations. The sub-committee will meet at least twice a year, one meeting to occur in January to review the annual report to OCR that is submitted in the fall of the prior year and review the District's progress in successful implementation of RJ, PBIS and Manhood Development programs and the Three Year Plan ("Transforming School Culture" Three Year Plan, OCR Compliance Review No. 09125001); and one meeting in October to review 1) the

discipline data from the prior school year, 2) the District's progress in successful implementation of RJ, PBIS and Manhood Development programs and the Three Year Plan ("Transforming School Culture" Three Year Plan, OCR Compliance Review No. 09125001), and 3) through June 30, 2016, data regarding suspensions for defiance in Grades 4 through 12. In reviewing the suspension for defiance data, the sub-committee shall consider whether to recommend that the Superintendent undertake additional measures if it appears the District is not on target for the successful elimination of willful defiance as a basis for suspension or expulsion for all grade levels TK-12 effective July 1, 2016.

### **Annual Community Forum**

The Superintendent will convene a community forum in the Spring of 2016 and 2017 to update the community on transforming school climate and disparities in school discipline, including but not limited to the implementation of the VRP and the Three Year Plan and to establish a dialogue with the community about the types of non-policing resources and interventions needed to keep schools strong and safe and students out of the juvenile justice system. The Superintendent will report the results of the Community Forum to the Board during the Superintendent's report as a part of a regularly scheduled Board meeting. The need to continue an annual forum will be considered as part of the districts exit plan from the VRP with the OCR in 2017.

### **Complaint Process**

The Superintendent shall develop a complaint form to allow members of the school community and public to raise concerns if restorative justice or another restorative approach is not available at a school site as an alternative to suspension. The complaint form will be available on the District's website, the District Discipline Office and the District Ombudsperson's Office. The Ombudsperson shall investigate such complaints and within 90 days of complaint submission develop a plan with the school site for addressing the complaint and provide a written response to the complaining party.

(cf. 9320 - Meetings and Notices)

#### **Legal Reference:**

##### **EDUCATION CODE**

212.5 Sexual harassment

233 Hate violence

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48667 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

#### CIVIL CODE

47 Privileged communication

48.8 Defamation liability

#### CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

#### GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

#### HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

#### LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

#### PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

#### WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7151 Gun-free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Office for Civil Rights' (OCR) April 2011 Dear Colleague Letter: Sexual Violence

Civil Rights Data Collection Summary, March 2012

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs>

7/14/04; 4/23/14A; 4/1/15A; 5/13/15A

# OAKLAND UNIFIED SCHOOL DISTRICT

## **Administrative Regulation**

### **Students**

AR 5144.1

#### **Suspension and Expulsion Process**

##### **Notice of Regulations**

At the beginning of each school year, the District shall ensure that all students and parents/guardians are notified in writing of the availability of all rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

##### **Definitions**

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during

the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Justice (RJ) is a process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and emotional learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Response to Intervention (RTI) is a prevention system focused on maximizing student achievement, reducing behavior problems, and avoiding loss of instructional time through the use of tiered interventions.

### **Grounds for Suspension and Expulsion**

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the restrictions and requirements herein:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has

been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Effective January 1, 2015, as provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for

disrupting school activities or willfully defying the authority of school personnel (“disruption and willful defiance”) and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2016, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2015 and January 2016. If based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2016, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2016.

(cf. 5131.4 - Student Disturbances)

12. Knowingly received stolen school property or private property (Education Code 48900(l))

13. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

18. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more

students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

20. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school

(cf. 5131.1 - Bus Conduct)

3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

### **Teacher-Initiated Suspensions Pursuant to Section 48910**

The Board desires the adoption of the RTI framework to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt RTI interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

1. The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2014-2015 school year, the universal office referral form.
2. The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
3. The site administrator or designee reviewed the universal office referral form and completed the in-school suspension form if warranted.
4. The site administrator or designee contacted parent/guardian regarding the suspension.
5. The site administrator or designee recorded the classroom interventions and referral in the District database.

(cf. AR 5144)

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Through June 30, 2016, when suspending a student in Grades 4-12 from class for committing an

obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Effective July 1, 2016, when suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student
3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

(cf. 5125 - Student Records)

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

### **Suspensions by Superintendent, Principal, or Designee**

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

#### *Defiance*

Effective January 1, 2015, as provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel (“disruption and willful defiance”) and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2016, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2015 and January 2016. If based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2016, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2016.

### **Discipline and Intervention Matrix for Administrators**

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District’s Response to Intervention (RTI) framework and models a progressive and holistic

approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs and interventions within an RTI framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student's loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5) As described in AR 5144, RTI interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

(cf. 5125 - Student Records)

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

(cf. 5144.2 Suspension & Expulsion/Due Process (Students With Disabilities))

(cf. 6184 - Continuation Education)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines

that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or Principal determines, following a meeting

in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

### **Suspension by the Board**

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

### **Supervised Suspension Classroom**

A student for whom an expulsion action has not been initiated and who poses no imminent

danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

### **Involuntary Transfer**

Effective January 1, 2015, , the District may not involuntarily transfer a student in Grades TK-3<sup>rd</sup> grade to another school based on a finding of disruption of school activities or willfull defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2016, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willfull defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. . In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

### **Expulsions**

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13).

(Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

### **Authority to Expel**

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

### **Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct**

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of

marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician

4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

### **Mandatory Recommendation and Mandatory Expulsion**

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

### **Student's Right to Expulsion Hearing**

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent

postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

### **Rights of Complaining Witness**

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

## **Written Notice of the Expulsion Hearing**

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

## **Additional Notice of Expulsion Hearing for Foster Youth**

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

## **Conduct of Expulsion Hearing**

1. **Closed Session:** Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

- (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
  - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
  - (3) The person conducting the hearing may:
    - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
    - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
    - (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

### **Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil

in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final... (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

### **Final Action by the Board**

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education

assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

### **Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

### **Decision Not to Enforce Expulsion Order**

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the

rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

### **Right to Appeal**

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

### **Notification to Law Enforcement Authorities**

The Oakland School Police Department (OSPD) exists to support the educational mission of the District by ensuring the safety and security of the District's students, staff, and property.

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

### **Post-Expulsion Placements**

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

### **Readmission After Expulsion**

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

### **Maintenance of Records**

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

### **Outcome Data**

#### **Outcome Data**

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

### **Public Reporting of Discipline Data**

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

1. The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, and school-based arrests (from both OPD and OSPD), and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
2. The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
3. The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.
4. In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal

student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

5. The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

### **Convene Safe and Strong Schools Sub-Committee**

The Superintendent shall convene a Safe and Strong Schools sub-committee as part of the Pathway to Excellence Strategic Plan Quality Community Schools Committee that will include parents, students, representatives from community organizations, teachers, administrators and partner organizations. The sub-committee will meet at least twice a year, one meeting to occur in January to review the annual report to OCR that is submitted in the fall of the prior year and review the District’s progress in successful implementation of RJ, PBIS and Manhood Development programs and the Three Year Plan (“Transforming School Culture” Three Year Plan, OCR Compliance Review No. 09125001); and one meeting in October to review 1) the discipline data from the prior school year, 2) the District’s progress in successful implementation of RJ, PBIS and Manhood Development programs and the Three Year Plan (“Transforming School Culture” Three Year Plan, OCR Compliance Review No. 09125001), and 3) through June 30, 2016, data regarding suspensions for defiance in Grades 4 through 12. In reviewing the suspension for defiance data, the sub-committee shall consider whether to recommend that the Superintendent undertake additional measures if it appears the District is not on target for the successful elimination of willful defiance as a basis for suspension or expulsion for all grade levels TK-12 effective July 1, 2016.

### **Annual Community Forum**

The Superintendent will convene a community forum in the Spring of 2016 and 2017 to update the community on transforming school climate and disparities in school discipline, including but not limited to the implementation of the VRP and the Three Year Plan and to establish a dialogue with the community about the types of non-policing resources and interventions needed to keep schools strong and safe and students out of the juvenile justice system. The Superintendent will report the results of the Community Forum to the Board during the Superintendent’s report as a part of a regularly scheduled Board meeting. The need to continue an annual forum will be considered as part of the districts exit plan from the VRP with the OCR in 2017.

### **Expungement of Student Disciplinary Records**

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student, may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

## **Complaint Process**

The Superintendent shall develop a complaint form to allow members of the school community and public to raise concerns if restorative justice or another restorative approach is not available at a school site as an alternative to suspension. The complaint form will be available on the District's website, the District Discipline Office and the District Ombudsperson's Office.

The Ombudsperson shall investigate such complaints and within 90 days of complaint submission develop a plan with the school site for addressing the complaint and provide a written response to the complaining party.

8/25/04; 4/23/14A; 5/13/15A

## **Attachment**

Student Discipline and Intervention Matrix dated April 7, 2015

### Student Discipline and Intervention Matrix

<u>Behavior/Offense</u>	<u>Recommended Intervention</u>	<u>Suspension</u>	<u>Referral for Expulsion</u>	<u>Notice to Police</u>
<b>Type I (Classroom-Managed Behaviors)</b>				
Dress code violation	Teachers are expected to complete at least 3 Pre-Referral Interventions from the Universal Referral Form (URF) before an office referral (see Pre-Referral Intervention Guide for details).	No	No	No
Picking on, bothering or distracting other students				
Technology violation (i.e. using cell phone in class without permission)				
Use of profanity or vulgarity (not directed towards adults)				
Failure to follow directions (all grades)				
Cutting class or repeatedly truant				
Possessed or used tobacco				
<b>Type II</b>				
Repeated Type I offense	One or more appropriate interventions from the Post-Referral Guide (also listed at the bottom of the URF).	No	No	No
Repeated failure to follow directions (K-3) (suspension never permitted for K-3)				
Repeated failure to follow directions (4-12)		Discouraged and not permitted unless tiered interventions have been attempted and failed. (Note that out-of-school suspensions for defiance will be phased out by 2017.) Sexual Harassment Optional 1 day		
Use of profanity toward adults				
Trespassing				
Bullying/Harassment Level 1 (teasing, name calling, excluding, giving dirty looks, gossiping)				
Sexual Harassment Level 1 (verbal, written, or electronic comments that are sexually offensive or degrading)		Optional 1 day		
Intentional destruction of school property including graffiti or tagging		Optional 1 day		
Possession of firecrackers (non-projectile)		Optional 1 day		
False activation of fire alarm		Optional 1 day		
<b>Type III</b>				

Revision date: April 7, 2015

<b><u>Behavior/Offense</u></b>	<b><u>Recommended Intervention</u></b>	<b><u>Suspension</u></b>	<b><u>Referral for Expulsion</u></b>	<b><u>Notice to Police</u></b>	
Repeated Type II	Parent consultation and one or more appropriate interventions from the Post-Referral Intervention Guide.	Discouraged and not permitted unless tiered interventions have been attempted and failed. K-3 students may not be suspended for defiance.	No	No	
Failure to follow directions when it causes an unsafe situation (4-12) (suspension never permitted for K-3)		Case-by-case basis depending on safety issue or mitigating factors	No	No	
Bullying/Harassment Level 2 (bullying based on race, disability, sexuality, and other protected classes, <u>or</u> pushing, poking, tripping, shoving or making threats)		Optional 1-2 days (except that K-4 students may not be suspended for harassment or sexual harassment)	Discouraged unless secondary factors present*		If force likely to cause great bodily injury or a deadly weapon was involved
Sexual Harassment Level 2 (touching that is uncomfortable, embarrassing, and/or offensive but does not arise to the level of sexual battery)					
Stole or attempted to steal school or private property (not directly from a person but from an unattended location such as a backpack)					
Possessed or sold drug paraphernalia					
Engaging in sexual behavior on campus					
Caused, attempted to cause, or threatened to cause physical injury to another person (not involving threats re weapons)		Parent consultation plus referral for substance abuse assessment.	No unless student refuses substance abuse assessment	No	No
Fighting Level 1 (mutual combat resulting in minor injuries such as cuts, scrapes) or instigating a physical altercation					
Intoxication					

Revision date: April 7, 2015

<b><u>Behavior/Offense</u></b>	<b><u>Recommended Intervention</u></b>	<b><u>Suspension</u></b>	<b><u>Referral for Expulsion</u></b>	<b><u>Notice to Police</u></b>
<b>Type IV</b>				
Fighting level 2 (one-sided fighting resulting in minor injuries such as cuts, scrapes)	Parent conference <u>plus</u> one or more appropriate interventions from the Post-Referral Guide.	Optional; no more than 3 days (except that K-4 students may not be suspended for harassment or sexual harassment)	Expulsion permitted if secondary factors present	If force used was likely to cause great bodily injury or a deadly weapon was involved
Bullying Level 3 (severe or pervasive conduct, including online conduct, that has a substantially detrimental effect on physical or mental health or as described in 48900(r))				No (but note that a sexual battery must be reported to police)
Sexual Harassment Level 3 (severe or pervasive conduct of a sexual nature as described in 48900.2)				
Possessing and/or using marijuana (with no intent to sell)			Expulsion not permitted for first offense of possession of one ounce of marijuana; expulsions permitted for repeated offenses if tiered interventions have failed or student poses danger	No
Possession of an imitation firearm such as a BB gun		Case-by-case basis depending on safety threat or mitigating factors	Case-by-case basis depending on safety threat or mitigating	Yes

Revision date: April 7, 2015

<b><u>Behavior/Offense</u></b>	<b><u>Recommended Intervention</u></b>	<b><u>Suspension</u></b>	<b><u>Referral for Expulsion</u></b>	<b><u>Notice to Police</u></b>
			factors	
Committed harassment, threats, or intimidation against a student witness (including gang related behavior)		Optional, up to 5 days	Expulsion discretionary	Depends on nature of threats
Threatening to cause physical injury with a weapon				No unless in possession of a weapon at the time of the threat
<b>Type V (Expulsion “Expected”)</b>				
Possession of a knife, taser, stun gun, or other dangerous object (brandishing a knife and possessing firearm/explosive listed separately)	Welcome circle to develop reentry plan including referral to COST.	Expected, 5 days if referring for expulsion	Expected, unless administrator determines that expulsion should not be recommended under the circumstances or an alternative means of correction would address the conduct	Yes
Caused <u>serious</u> physical injury to another person except in self-defense (or Fighting Level 3)				If force used was likely to cause great bodily injury or a deadly weapon was involved
Committed or threatening an assault or battery on a school employee				Yes
Committed robbery (taking property directly from someone)				Yes
Possessing and/or using a controlled substance other than marijuana				Yes
<b>Type VI (The “Big 5” Offenses)</b>				
Committed or attempted sexual assault or battery	Welcome circle to develop reentry plan including referral to COST.	Mandatory, 5 days	Mandatory	Yes
Selling a controlled substance <sup>1</sup> (see note below)				

<sup>1</sup> Administrators who find an ounce or less of marijuana on a student should presume that the student had the marijuana for their own consumption (see Type IV offense) and not for the purpose of selling.

Revision date: April 7, 2015

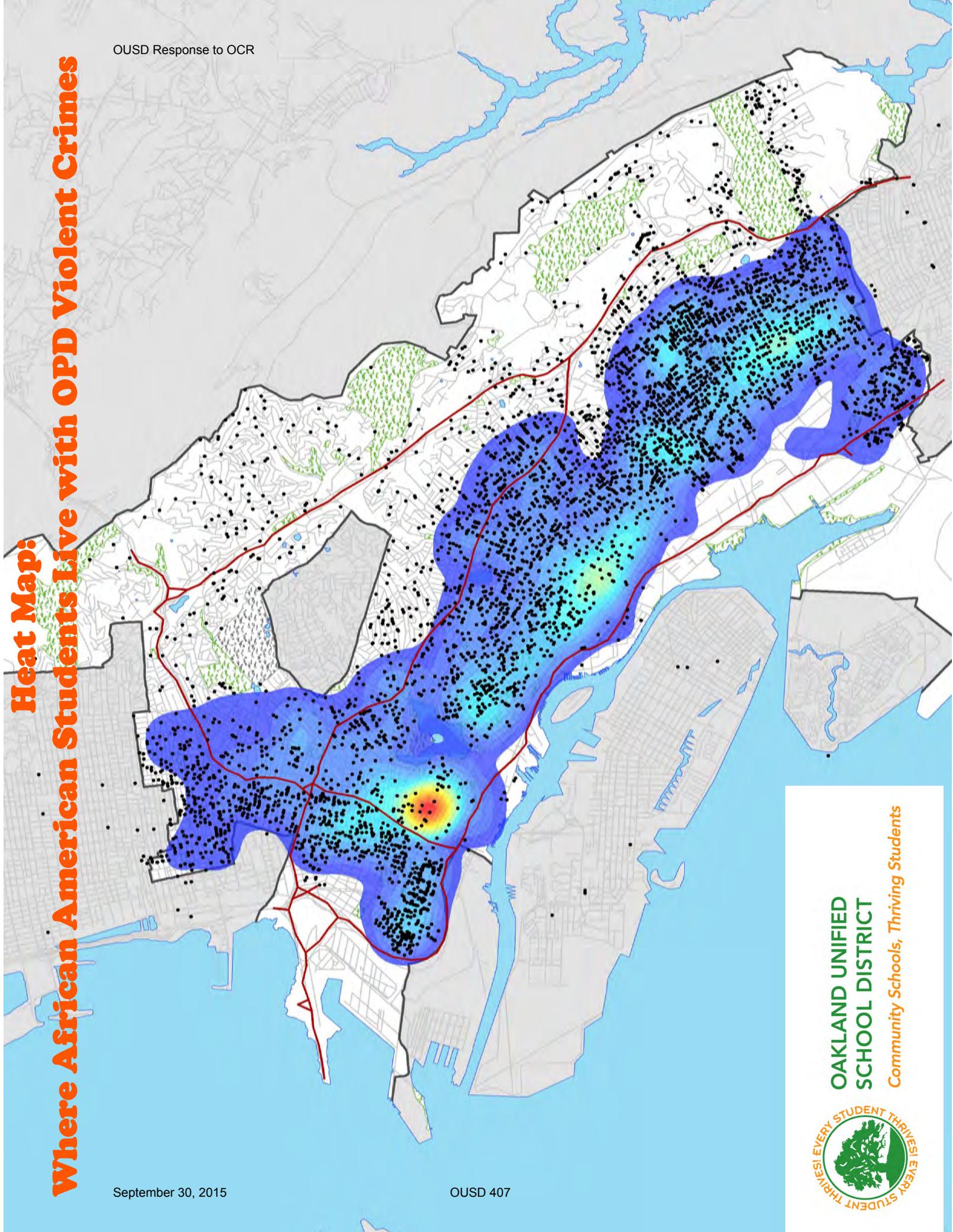
<b><u>Behavior/Offense</u></b>	<b><u>Recommended Intervention</u></b>	<b><u>Suspension</u></b>	<b><u>Referral for Expulsion</u></b>	<b><u>Notice to Police</u></b>
Possessing, selling, or furnishing a firearm				
Brandishing a knife				
Possession of an explosive				

Revision date: April 7, 2015

September 30, 2015

## Appendix 8: Heat Map

# Heat Map: Where African American Students Live with OPD Violent Crimes



September 30, 2015

OUSD 407



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **Appendix 9: Draft Equity Policy**

DRAFT v.1.6 - PROPOSAL FOR EQUITY POLICY IN THE DISTRICT  
July 29, 2015

# **OAKLAND UNIFIED SCHOOL DISTRICT**

## **Board Policy**

BP 5032

### **EQUITY POLICY**

#### **PURPOSE**

Oakland Unified School District (the “District”) students are at the heart of the District’s equity policy. This policy also confronts institutional bias (whether conscious or unconscious) that results in predictably lower academic achievement most notably for students of color. Eliminating institutional bias (e.g. race based, identity bias, economic) will increase achievement and graduation rates for *all* students, while narrowing the academic and opportunity gaps between the highest and lowest performing students.

The District acknowledges that complex societal and historical factors contribute to the inequity within our district. Nonetheless, rather than perpetuating the resulting disparities, the District will address and overcome these inequities and the institutional bias which exists throughout the organization, thereby providing all students the opportunity to graduate and be college, career and community ready.

This policy is necessary because in order to improve academic opportunities for all students and reduce achievement gaps between groups of students, the District must proactively work to eradicate inequities that exist throughout the organization (centrally and in school sites), which serve to perpetuate negative stereotypes about groups of students, marginalize students or staff who seek to disrupt institutional bias, and restrict access to rigorous academic programs for certain groups of students based on race, special education placement, being a designated English Language Learner, and other factors.

Students deserve to be educated in environments that respect them as individuals, including their racial and ethnic diversity, thereby facilitating successful academic outcomes. District students must be honored and valued in every classroom by supporting their social, emotional and cultural needs. This can be achieved by hearing and listening to student voices through restorative justice circles, regular morning meetings with students, and culturally responsive pedagogy.

DRAFT v.1.6 - PROPOSAL FOR EQUITY POLICY IN THE DISTRICT  
July 29, 2015

The primary focus of this equity policy is on race and ethnicity.<sup>1</sup> The District also acknowledges other forms of social inequalities and oppression, including gender, sexual orientation, socioeconomic status, immigration status, foster youth, and students with disabilities and learning differences. The District is committed to explicitly identifying and addressing all disparities in educational outcomes for the purpose of targeting areas for action, intervention and investment.

**LEGAL REFERENCES**

- U.S. Const. amend XIV, § 1 (Equal Protection)
- 20 U.S.C. § 1703 (Equal Educational Opportunity)
- 42 U.S.C. § 2000c et seq. (Desegregation)
- 42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
- 42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964)

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<sup>1</sup>Targeting race explicitly and examining how it intersects with other forms of inequity, provides a framework which offers an important sociological and historical perspective (See, Race Reporting Guide by Race Forward (2015), The Center for Racial Justice Innovation, [www.raceforward.org](http://www.raceforward.org)).

## **Appendix 10: Memo from the Office of General Counsel Regarding Suspensions for Defiance**



OFFICE OF THE GENERAL COUNSEL

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# Revised Memo

To: Board of Education  
cc: Superintendent Antwan Wilson

From: Curtiss Sarikey, Deputy Chief  
Jacqueline Minor, General Counsel

Date: April 29, 2015

## **Report to the Board -- Superintendent Recommendation to Modify BP 5144.1 Effective July 1, 2016 to Eliminate Willful Defiance and Disruption as Basis for Expulsion in Grades 4-12**

### **I. RECOMMENDATION**

One year ago, at the April 23, 2014 Board meeting, the Board directed Staff to "re-visit" and bring back to the Board in one year, a recommendation to eliminate willful defiance.<sup>1</sup> After extensive review, engagement with stakeholders, and Staff, the Superintendent recommends to the Board effective July 1, 2016, the elimination of disruption and willful defiance as a basis for expulsion for all grade levels.

Between 2011 and 2014, the African American suspension rate for disruption/willful defiance declined from 1050 incidents to 630 incidents or a 37% decline. However, African American males continue to experience significantly disproportionate discipline for disruption/willful defiance. As discussed in more detail below, the District has made progress toward transforming school culture and climate. The progress has been made largely through expansions of Restorative Justice, Positive Behavioral Interventions and Supports, and Manhood Development Programs, analyzing data and using data to support transformation of school climates, engaging parents and students, professional development for Staff and revising discipline policies to create a uniform set of standards and expectations. At the April 1, 2015 Board meeting, the Board modified BP 5144.1 to conform with changes in State law which eliminated suspension and expulsions of students in K through 3<sup>rd</sup> grade for disruption or willful defiance and prohibits expulsion for defiance or disruption at all grade levels.

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<sup>1</sup> Board of Education File No 14-0227, April 23, 2014, "Amendment - Board Policies and Administrative Regulations 5144 - Students - Discipline and 5144.1 - Students - Suspension and Expulsion / Due Process (Second Reading)"

## II. ANALYSIS

### A. Office of African American Male Achievement (AAMA)

The Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students and Staff (BP 5144.1 and AR 5144.1). The Board also recognized the importance of providing school-wide positive supports, using discipline strategies that keep students in school and in the classroom, and supporting students in learning to behave appropriately and solve conflicts peacefully.

Despite the progressive, inclusive Board Policy, in 2011, African American students were 32% of the OUSD students but 63% of students suspended were African American. African American male students were 16% of the students in the District, but 41% of those suspended were African American. It was clear that bold and courageous effort was needed.

Recognizing the clear need to specifically address the needs of African American male students in 2010 the District, under the leadership of then Superintendent Tony Smith, established the Office of African American Male Achievement (AAMA).

OUSD is the first District in the United States to create a department the specifically addresses the needs of African American male students. In establishing AAMA, the District recognized that the urban school crisis affects African American males unlike any other group. Consistent with national trends, OUSD has faced major challenges with successfully educating African Americans. The following 2009-10 statistics paint a horrific picture of this challenge:<sup>2</sup>

- 1) African American males in OUSD were chronically absent: they missed 17.6% of the academic year in elementary school, 19.8% in middle school, and 22.2% in high school
- 2) African American males comprised 17% of the population, but accounted for 42% of suspensions annually
- 3) Only 28% of African American males scored proficient on the California Standards Test (CST) for English
- 4) Only 30% scored proficient on the CST for Math.

### B. The Manhood Development Program

In 2010, AAMA initiated the Manhood Development Program (MDP), a unique academic and social emotional mentoring model for African American males. Facilitators for the program were carefully chosen based upon cultural competency, understanding of youth development, and past teaching experience. The Program Facilitators are credentialed, are members of the Oakland Education Association and the MDP class is A to G certified by the University of California and Cal State systems.

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<sup>2</sup> See, *The Black Sonrise*, Dr. Vajra Watson, Director of Research and Policy for Equity, University of California, Davis (2014)

During its first year, MDP proved so effective that in 2011-2012, the program grew from three to six sites. Today, the program is operating in 17 schools throughout the District: Castlemont, Dewey, Fremont, McClymonds, MetWest, Oakland, Oakland Technical, and Ralph Bunch high schools; Alliance, Claremont, Edna Brewer, Frick, Madison, Montera, and West Oakland middle schools; plus Parker and Piedmont elementary schools.

The MDP program sought to: 1) decrease suspensions and increase attendance; 2) decrease incarceration and increase graduation rates; and 3) decrease the achievement gap and increase literacy. The MDP program is achieving each of these objectives. Between 2010-2014<sup>3</sup>

1. 79% of MDP students have satisfactory or improved school discipline records.<sup>4</sup>
2. 20% of MDP students have improved in attendance.<sup>5</sup>
3. 30% of participants are reading at or above grade level and over the course of two years, 8% of students increased from below grade level to grade level or above.<sup>6</sup>
4. The average GPA for MDP students is 2.12 compared to a GPA of 1.7 for African American males who are not in the program.

### **C. Structural Changes in the District that Support AAMA**

1. Every school is required to include specific goals and outcomes for African American males in their site plan.
2. OUSD School Quality Review standards include specific African American male standards.
3. AAMA Executive Director sits on the OUSD Cabinet – providing both access and a voice for African American males at the highest level of District administration leadership.
4. AAMA staff members participate in cross-functional committees to help formulate policies and structures in support of African American male students.

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<sup>3</sup> Findings on student academic and social-emotional outcomes taken from the AAMA Community Update: 2014 as well as analyses by Gerald Williams, Oakland Unified School District

<sup>4</sup> Suspensions were calculated by looking at students in third and fourth cohort (2012-13 and 2013-14) of the MDP. The number of days suspended for the 2012-13 and 2013-14 school years were compared side by side. A separate column was created to note if the students had improved on days suspended from the previous year, moved backwards, received more suspensions than the previous year, or stayed the same.

<sup>5</sup> Chronic absence has negative effects on student achievement and is defined as missing 10% or more of school time. This includes excused and unexcused absences.

<sup>6</sup> Data from the Scholastic Reading Inventory (SRI) test.

#### **D. Restorative Justice**

In 2005, the District initiated a Whole School Restorative Justice program aimed to reduce harm and build community. In 2010<sup>7</sup>, the Board approved a resolution launching a three-year District-wide Restorative Justice (RJ) Initiative and declared that it is "committed to creating and supporting a culture shift in the way the district systematically responds to student discipline problems in District schools by moving toward restorative approaches, not inconsistent with law, which re-integrate rather than exclude." The District has made significant advances in implementing restorative practices as an alternative to suspending students. Particularly in the last three years, there has been substantial growth in the number of schools implementing RJ practices, staffing, professional development and reducing suspensions especially of African American students. Indeed, the most significant decline in suspensions at schools implementing RJ has been in the number of African American students suspended for disruption/willful defiance, down from 1,050 to 630, a decrease of 40% or 420 fewer suspensions in one year. Today, the District uses both the whole school and peer RJ models.

#### **E. Voluntary Resolution**

In 2012, OUSD entered into a Voluntary Resolution Plan with the United States Department of Education, Office of Civil Rights agreeing to eliminate disparities in discipline for African American students.

The District is committed to achieving racial and educational equality for all of its students, including in achievement and discipline, and implementing policies and solutions that address intentional discrimination, as well as explicit, implicit bias and structural racism. As part of the VRP, District Staff presents a public progress and data report to the Board and community at least once annually and provides a written progress report annually to OCR. The annual OCR report is presented to the Board and is posted on the Board's website. Additionally, the VRP Implementation Team is led by the Chief of Schools, thereby facilitating a cross-departmental team designed to ensure coordination and integration of the VRP objectives across OUSD.

#### **F. Disproportionality**

In 2011-12, African American students made up 32% of all OUSD students, but were 63% of all OUSD students who were suspended. African American male students made up 16% of all OUSD students, but were 41% of all OUSD students who were suspended. All other ethnicities were underrepresented among suspended students as compared to their percentage of the overall OUSD student enrollment. For example, Latino students made up 38% of OUSD students but were 27% of all OUSD students who were suspended. Latino males made up 20% of OUSD students, and 19% of suspended students.

1. In 2012-13 the District suspension rate dropped to 6% and the suspension rate of African American male students was cut by more than a third.

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<sup>7</sup> See, Restorative Justice in Oakland Schools, Implementation and Impacts, September 2014, prepared for the Office of Civil Rights, US Department of Education

2. In 2012-13, there were 177 DHP referrals, including 108 for violence/threats of which 12 resulted in actual expulsion by the Board.
3. In 2013-14, there were 135 DHP referrals, and 104 for violence/threats of which 21 resulted in actual expulsion by the Board.

Reduction in African American male students receiving suspensions/expulsions helped to drive down the overall suspension rate in OUSD. However, African American males continue to experience disproportionate discipline.

### **G. Willful Defiance and Disruption**

Between 2011 and 2014, the African American suspension rate for disruption/willful defiance declined from 1050 incidents to 630 incidents or a 37% decline. However, African American males continue to experience significantly disproportionate discipline for disruption/willful defiance.

#### **1. The drivers of disproportionality resulting in discipline for disruption and willful defiance include:**

- a. School culture and climate which focuses on punishment after the fact rather than restorative practices and prevention; inconsistent rules, norms, and expectations for student behavior and the need to explicitly teach and practice behavioral expectations; adult response to student behavior which sometimes escalates rather than de-escalates situations; and school staff with implicit cultural bias in perceptions to student behavior.
- b. Classroom Instruction which is engaging, challenging and culturally responsive; the need to improve through more professional development explicit social and emotional learning for staff and students

#### **2. District Strategies to support students to address the drivers of disproportionality include:**

- a) Positive behavior expectations defined and taught for every context
- b) Student input on behavioral expectations and reinforcements
- c) Personalization for middle and high school students (e.g., 9<sup>th</sup> grade small learning communities)
- d) Restorative practices that repair harm, restore relationships, and build community
- e) Trauma informed services & wrap-around supports
- f) Multi-tiered systems of support with an emphasis on prevention and community building

#### **3. District strategies to supports adults to address the drivers of disproportionality include:**

- a) Training and professional learning about the Common Core State Standards & Next Generation Science Standards
- b) Training and professional learning for school staff regarding school culture transformation, such as: Caring School Communities, Positive Behavior Intervention and Supports, Restorative Justice, classroom management, de-escalation and conflict resolution
- c) Training and professional learning for all school staff in cultural awareness and addressing implicit bias, grounded in an asset-based approach to African American male students
- d) Training and professional learning focused on Social and Emotional Learning skills and competencies
- e) Implementation of the Universal Referral Form, including training in the pre- and post- interventions
- f) Expansion of Positive Behavioral Interventions and Supports, Restorative Justice, the Manhood Development Program, and trauma-informed practices at District Schools

<b>Program</b>	<b># of Sites Currently Implementing</b>
Restorative Justice (RJ)	23
Positive Behavior and Supports (PBIS)	33
Manhood Development Program (MDP)	16

### **H. Three Year Plan**

On November 30, 2014, the District submitted to OCR a Three Year Plan ("TRANSFORMING SCHOOL CULTURE" THREE YEAR PLAN, OCR COMPLIANCE REVIEW No. 09125001) to achieve the objectives of the VRP and specifically to eliminate disproportionality. The cornerstones of the Three Year Plan are:

- I. Address inherent and unconscious bias against African American students
- II. Support the establishment of consistent expectations for behavior
- III. Build capacity and tools for intervention over exclusion
- IV. Engage families and students
- V. Integrate VRP goals into all district efforts to support and enforce high-quality academic experiences

VI. Infuse data-driven decision-making and evaluation into school sites and VRP as a whole

The OUSD VRP Team meets at least monthly to monitor implementation and progress of the Transforming School Culture three-year plan, and reviews data, at the student, school and program levels, to adjust plans toward achieving the goal of eliminating disproportionate discipline. The VRP Team reports publicly to the board in written report and/or presentation twice annually, and makes all data reports and plans available on the OUSD website.

The OUSD VRP team consults and collaborates regularly with a group of local and national experts in the areas of equity and inclusiveness, culturally-relevant PBIS, Restorative Justice, trauma-informed services, AAMA, engaged classrooms youth development and evaluation.

**III. STAFF RECOMMENDATIONS**

The District has made progress toward transforming school culture by 1) building infrastructure at the central office to track discipline; 2) building capacity at school sites to react in more positive ways to student behavior; and 3) setting norms and expectations throughout the District for adult responses to student behavior. The progress has been made largely through expansions of Restorative Justice, Positive Behavioral Interventions and Supports, and Manhood Development Programs, analyzing data, engaging parents and students, professional development for Staff and revising discipline policies to create a uniform set of standards and expectations.

At the April 1, 2015 Board meeting, the Board modified BP 5144.1 to conform with changes in State law which eliminated suspension and expulsions of students in K through 3<sup>rd</sup> grade for disruption or willful defiance and prohibits expulsion for defiance or disruption at all grade levels. The Staff recommends to the Board effective July 1, 2016, the elimination of disruption and willful defiance as a basis for suspension for all grade levels TK-12. During the period leading up to July 1, 2016 the District will continue to invest in the expansion of best practices (i.e. PBIS, RJ, Manhood Development, SEL, etc.) and training of staff at all levels to ensure the successful implementation of the Board Policy.

The Board will review suspensions for defiance data in Grades 4 through 12 in August 2015 and January 2016. If based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2016, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2016.

**IV. TRANSPARENCY AND ACCOUNTABILITY**

A. By July 1, 2015, the Superintendent will establish procedures for regular, accurate, and public data reporting on disciplinary measures and interventions. The procedures will include at least a requirement that the District make available on the District's public website twice annually as a part of VRP and Transforming School Culture Plan report to the Board.

B. The data will include at least the following:

- 1) The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, and school-based arrests (from both OPD and OSPD), and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the District.
- 2) The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- 3) The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.
- 4) In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.
- 5) The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

#### C. LCAP Engagement and Community Meeting

- 1) As part of the annual LCAP engagement plan the District will host at least one community study session on the LCAP goal area addressing school climate and culture, including a data report on progress toward LCAP indicators.
- 2) The District will meet and confer with interested community stakeholders as needed to plan and prepare for any of the aforementioned public reports or engagements

#### D. Convene Safe And Strong Schools Sub-Committee

The Superintendent shall convene a Safe and Strong Schools sub-committee as part of the Pathway to Excellence Strategic Plan Quality Community Schools Committee that will include parents, students, representatives from community organizations, teachers, administrators and partner organizations. The sub-committee will meet at least twice a year, one meeting to occur in January to review the annual report to OCR that is submitted in the fall of the prior year and review the District's progress in successful implementation of RJ, PBIS and Manhood Development programs and the Three Year Plan ("Transforming School Culture" Three Year Plan, OCR Compliance Review No.

09125001); and one meeting in October to review 1) the discipline data from the prior school year, 2) the District's progress in successful implementation of RJ, PBIS and Manhood Development programs and the Three Year Plan ("Transforming School Culture" Three Year Plan, OCR Compliance Review No. 09125001), and 3) through June 30, 2016, data regarding suspensions for defiance in Grades 4 through 12. In reviewing the suspension for defiance data, the sub-committee shall consider whether to recommend that the Superintendent undertake additional measures if it appears the District is not on target for the successful elimination of willful defiance as a basis for suspension or expulsion for all grade levels TK-12 effective July 1, 2016.

E. Annual Community Forum

The Superintendent will convene a community forum in the Spring of 2016 and 2017 to update the community on transforming school climate and disparities in school discipline, including but not limited to the implementation of the VRP and the Three Year Plan and to establish a dialogue with the community about the types of non-policing resources and interventions needed to keep schools strong and safe and students out of the juvenile justice system. The Superintendent will report the results of the Community Forum to the Board during the Superintendent's report as a part of a regularly scheduled Board meeting. The need to continue an annual forum will be considered as part of the districts exit plan from the VRP with the OCR in 2017.

- F. Complaint Process -- The Superintendent shall develop a complaint form to allow members of the school community and public to raise concerns if restorative justice or another restorative approach is not available at a school site as an alternative to suspension. The complaint form will be available on the District's website, the District Discipline Office and the District Ombudsperson's Office. The Ombudsperson shall investigate such complaints and within 90 days of complaint submission develop a plan with the school site for addressing the complaint and provide a written response to the complaining party.

**V. EXPECTED OUTCOMES**

OUSD is committed to creating safe, healthy and supportive school environments for all students, and providing the supports, training and policy guidance necessary to build positive adult-student interactions and relationships across the District. The OUSD Community Schools strategy names the importance of a comprehensive approach to student achievement, including: rigorous expectations and academics, social emotional learning, student and family engagement, expanded learning opportunities after school and in summer, health and wellness services, kindergarten readiness and literacy, successful transitions and positive school culture. Taken together, every OUSD student will thrive and graduate college, career and community ready.

The net effect of this recommendation will result in increased instructional time for African American male students and a reduction of exclusionary disciplinary practices for willful defiance and disruption.

## **Appendix 11: Da Town Research Report 2014-15**

## **Introduction:**

The 2014-2015 school year gave rise to a new direction for All City Council (ACC) and Da Town Researchers (DTR). This year, instead of broad-based coalition work to advance a specific campaign, student leaders worked collectively at their respective school sites to further one of the 4 youth-led recommendations put forth from the 2013-2014 school year, and to figure out how their school could best adapt to and work with the campaign. This has led to both positive new ideas and challenges for the student researchers in completing and finalizing their work for the year.

In the 2014-2015 school year, Da Town Researchers student research team consisted of 6 students from high schools throughout OUSD. Students represented Oakland Technical Senior High, Sojourner Truth, Coliseum College Preparatory Academy, Street Academy, and Arise High Schools.

The 2014-2015 DTR student-led research continued to focus on safety within the context of school climate and culture, with a specific focus on adult and student relationships, while trying to figure out how to best incorporate and uplift student and parent voices in the district.

The student researchers, with the support and collective participation of youth leaders from Youth Together (YT), Californians for Justice (CFJ), the All City Council Governing Board, Oakland Kids First (OKF), and BayPEACE, collaborated to design the overarching research framework and specific research questions (see Focus Group questions attached).

The specific aims of this year's research were to support the implementation of the four main recommendations, as well as identify best practices for developing authentic and caring relationships with mutual respect among students and adults throughout the school district. While the campaign has four major parts, the majority of the questions have revolved around safety, which we felt necessary to ensure that no matter what recommendation students were working on, they were safe and supported in working on and implementing their specific recommendation at their school site.

## **Who We Are:**

*The Meaningful Student Engagement (MSE)* collaborative is a community, school, and district partnership that seeks to increase youth voice, student leadership and overall engagement in schools. The collaborative includes the All City Council Governing Board, students, parents, and community based organizations doing meaningful youth engagement and organizing.

*Da Town Researchers (DTR)* is the research wing of All City Council that conducts student-led research and evaluation across the school district in an effort to coordinate, collect and analyze data from various groups of students to increase engagement and authentic youth voice in OUSD's multiple school transformation efforts. We are a group of High School and Middle School students that work with All City Council to conduct research that supports its campaigns.

Da Town Researchers also works together to make recommendations to OUSD's School Board from the student perspective and to empower student voice.

*All City Council (ACC)* seeks to create positive change in our schools. We amplify student voice by serving as a bridge between adult decision makers and the student body. We are a diverse team of student leaders who represent or are elected by the masses of students at our schools. ACC organizes campaigns and activities to serve the assessed needs of our constituents; including addressing internalized, interpersonal, and institutional oppression in our daily lives and the daily functioning of our schools and working towards solutions.

*I-SEED (Institute for Sustainable Economic, Educational and Environmental Design)* is an education and training non-profit organization focused on developing low-income youth, and youth of color from historically marginalized communities, and their adult allies, to be the next generation of 'solutionists' in fields including health equity, nutrition education, education transformation, environmental sustainability and community centered economic development without displacing people from their homes and communities.

**Sarah Roth** is currently a student at Sojourner Truth Independent Study, graduating this year (Class of 2015). She has been active in Da Town Researchers for two years, as well as additional youth related leadership roles in Oakland in the past. Hobbies and interests include - underground music, sketching, painting, foreign languages and learning about different cultures.

**Jonathan Cortez** is currently a Sophomore at Oakland Technical High School at the age of 15. His pastimes include reading, mainly manga, watching videos on YouTube, hanging out with friends, texting friends and sleeping, so nothing special. The things that I avoid on the other hand are intense physical activities, dealing with certain types of people and talking about people behind their back, since I find that rude and I normally just talk to them directly.

## **Methods:**

Student researchers used both surveys and focus groups to collect data and gather input from high school students throughout Oakland. Each focus group lasted between 20 – 45 minutes, and was conducted with a student researcher leading the discussion and a note-taker present. Focus Group participants were all engaged either at this year's Youth Action Summit, hosted by All City Council, or were conducted in classes in OUSD. The researchers collected surveys on a case-by-case basis. Students were asked, to the best of their ability, to fill out surveys that had approximately 20 questions including information about ethnicity, gender identity, school affiliation, their year in school, and their age.

## Participant Data:

Of the 120 survey participants, the gender ratio was 50% males to 50% females. We gathered students from all backgrounds for this survey.

## Research Question:

This year, Da Town Researchers have worked tirelessly to gather data and engage students around moving and bettering the campaign as a whole. This year, our guiding question was:

*“What beliefs and practices does OUSD need to continue strengthening in schools in order to make sure decisions incorporate meaningful student and parent voices?”*

This question led the research team in collecting, organizing, reviewing and analyzing the data for the year.

## Findings:

**Finding #1:** Over 1/3 of students we surveyed this year don't believe that everyone is getting what they need in school.

- *We wanted to start with this finding, which comes from our survey data, because it was both vague and striking. Through our focus groups, we've been able to tease out some of the underlying things that student's feel aren't being met, which is reflected in the next two findings.*

**Finding #2:** Students are overwhelmingly interested in giving feedback, however a lack of connection, coupled with a lack of expectation of being heard and respected, often stop them from reaching out. Barriers to reaching out include gender, race, and age.

- *Throughout the different focus groups, there were a lot of instances where students explained how they'd tried to either reach out or ask an adult that they thought could help them, and having been treated either disrespectfully, or not being helped or acknowledged. Age, race, quality of relationship and gender were some things that we were able to identify as barriers to reach out to adults on the many campuses that students we engaged came from.*

*“I actually think that student lead trainings would be really positive, because the students can personally tell teachers what to expect, how to handle certain situations, and how to make an overall better learning environment.”*

*“One thing I can say about OUSD is that they don’t discriminate as far as hiring, because I’ve seen people with pants on the floor, with bad attitudes, cussing at students, etc. Just the other day I saw a grown man teaching a student a derogatory term, - as far as feedback, for a teacher, to keep trying and redefine their purpose. IF you’re really passionate about something, then make it work. If education isn’t your passion, don’t teach.”*

*“...some things that work good for us, like my social media teacher, they try to get to know us. They try to be friendly with us. If there’s a problem among the students, she takes her time and we’ll have a circle, and she’ll ask what’s going on and why. And that worked because during the school year she’ll look through your grades to let you know you’re failing, and she’ll talk to you and your teachers. She knows that students might procrastinate, so she goes out of her way to be on top of you. Some teachers come in okay but get frustrated and then give up. If you’re friendly with us, we’ll be good to you though.”*

*“If someone’s going to teach, it should be mandatory to take some sort of ethnic studies. If you’re white and from the hills, you’re only going to be hearing the bad things and be fearful. They need to be more culturally relevant.*

*I want teachers who know about us and who we are. They should have trial runs and be able to try it out. I want teachers who are prepared for us, you know?”*

## **Recommendations:**

### **2013 ‘Making A-G Real’ District-Wide Campaign RECOMMENDATIONS:**

Student researchers spent much of the 2013-14 school year consistently gathering data to further the implementation of the 4 campaign recommendations. Students supported the district-wide School Quality Review (SQR) process to better understand the nature of adult and student relationships at High School sites.

Below are the 4 main campaign recommendations:

**Recommendation 1:** OUSD students recommend a clear, transparent and co-created code of conduct for adults and students at all high schools in OUSD.

**Recommendation 2:** OUSD students recommend biannual student feedback of all school staff and administrators.

**Recommendation 3:** OUSD students recommend a student hiring committee for all incoming teachers, administrators, security and other staff.

**Recommendation 4:** OUSD students recommend student-led trainings, in partnership with adult allies, about the realities of youth culture and life in Oakland, for all new and returning teachers, SSO's, administrators, and other staff, throughout the district.

**2015 'Making A-G Real' Sub-RECOMMENDATIONS:**

Student-Led Trainings RECOMMENDATION:

- Students see themselves as sources of deep knowledge for current and incoming teachers. This knowledge is useful for student-led trainings and supporting teachers in building cultural competency.

Student Feedback RECOMMENDATION:

- Engage students as experts in determining the effectiveness of teaching.

Student Hiring Committee RECOMMENDATION:

- Students being involved in the hiring of teachers is beneficial because students are capable to help select teachers who are best suited for their classes and their schools.

OVERALL RECOMMENDATION #1:

- Student voice needs to be prioritized. To prioritize student voice we recommend establishing quarterly meetings between student leaders, student researchers and district-wide high school site leadership to further support meaningful student engagement, authentic student voice practices and student leadership by working with high school principals to fully implement at least one of the 4 Recommendations.

OVERALL RECOMMENDATION #2:

- There was a good amount of participation from students this year, and it is helpful to have continued support from the district in terms of: 1) further implementation of the *Meaningful Student Engagement Standards*, and 2) funding for the Student and Family Engagement Department, specifically for leadership classes and student and community-led research at school sites for school year 2015-16. We strongly believe that it's in the best interest of all students in OUSD to implement of at least one of the 4 Recommendations that have been put forth. We ask for continued support in all ways you see to make this possible.

### OVERALL RECOMMENDATION #3:

- As the district is making efforts to implement many initiatives such as the LCAP Advisory Board, Intensive School Support, Restorative Justice, and Social and Emotional Learning Standards. We believe that in order for these and other school transformation strategies to be most successful, practices embodied by the Meaningful Student Engagement Collaborative need to be fully incorporated throughout all efforts.

### Limitations and Lessons Learned:

While this year has been a tremendous year in terms of being able to see the implementation of past amazing recommendations, such as creating a Restorative Justice framework for dealing with issues at the district level, including the Universal Referral Form, or the collaborative effort of the Oakland Education Association to create a teacher evaluation system, there have still been plenty of challenges.

As students, we recognize that maintaining student run, student initiated spaces means that there needs to be cooperation and collaboration across all school and community entities, which serves as a basis for engaging students in first recognizing their own power to make a difference through participating in the work.

Too often, student researchers are pulled into more directions than there are researchers, which hinders and delays us from being able to produce meaningful and timely work. While we understand that there is a great need for students to be at the table in all decision-making spaces, we are often stretched too thin, and are unable to engage in a way that is meaningful for us, or the students that we represent.

Similarly, it is extremely difficult to continue the work when there is a lack of access to our peers. As student researchers, we are often reliant on community based organizations to capture students for participation in surveys, focus groups, and other methods we use to gauge their voice, because we lack the ability to effectively access students on other campuses.

Throughout this process of collecting, uplifting, and engaging student voices to answer the research question, we've learned valuable lessons.

1. District engagement in our initiatives and research is imperative. Without the district backing our research, we are often unable to access other students, which hinders us from creating quality work. We need the district to work with DTR and ACC to create more access points for students to voice their concerns, and for student researchers to meaningfully access their peers. This means that administration, both at the school site and at the district office, must be aware of the work that student researchers are doing, and allow them access to the students on their campuses.

*Just this year, for example, getting onto campuses to perform focus groups and to conduct surveys was a great challenge that kept us from obtaining our goal number for each. While we also understand that things like transportation and school events can often create unseen issues, the biggest barrier was first being let onto the campus to conduct research.*

2. Research must be done in conjunction to district initiatives, and not be misused. Although students are all for engaging in decision making, student researchers are often asked to speak for all students in areas that they are unfamiliar with, or that are unrelated to the research we are conducting. We need the district to include us in matters that relate to and support the research, so that we can be more focused on creating a finished product for students and the district.

*For many students in ACC and DTR, we are often asked to stand in for other events and to give the student voice on other initiatives. Although we appreciate and respect the leadership who give us these opportunities, we also know that there are other students who are just as capable and necessary to be engaged by the district, and further, without engaging a larger group of students, the task of being “the student voice” can become too large to keep up with.*

3. Student researchers must be more supported by the district. Student researchers are often made to sacrifice other opportunities and necessities, such as internships and work for pay, which can be necessary both for our development and survival. We want to see the district support our research not only financially, but by working with community organizations to create more internships, and give class credit to researchers and heavily engaged research participants.

*For instance, this year was extremely hard for many students in ACC and DTR both because of financial reasons and educational ones. Students who are graduating are often pulled away from the work to save up for college, or to participate in the application process. Other students, many of who come from extremely underprivileged backgrounds, often need to work to help make ends meet. These issues, coupled with the strain of performing at school, can often cause students to have lower grades, or to not be able to participate at all. We want to make sure that student led research is accessible to ALL students, not just a privileged few. By creating class and internship credits, as well as funding specific initiatives, more students will be able to engage in not only the research, but in finding and exercising their voices.*

#### GUIDING QUESTIONS MOVING FORWARD:

- How do we connect the student research to LCAP?
- How can we engage a Restorative Justice circle process in our research engagements?
- How can we model Bunche’s successful student hiring committee process?