



OAKLAND UNIFIED  
SCHOOL DISTRICT  
Community Schools, Thriving Students

# ARISE

## Measure N Commission Presentation

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# Design Process

## Public Service/Community Organizing Pathway: Agents of Change

- **Engaging Multiple Stakeholders**

- Partner Organizations - through College Access Coordinator
- Leaders Circle (Dept Leads, Support Staff and Administrators)
- Board - through Board Chair, Romeo Garcia
- Students - through Advisory Coordinator
- Families - through Parent Coordinator

- **Analyzing Data**

- Graduation Progress
- Quarter/Semester Grades
- Learning Targets Across Grade Level/Content Area
- Rates of: Referrals, Academic & Behavioral Interventions

- **Establishing Partnerships**

- Peralta Colleges, UCs, CSUs & private colleges
- Oakland Leaf & Project Engage
- AmeriCorps & BuildOn
- Seneca Family of Agencies



# Design Process

## Public Service/Community Organizing Pathway: Agents of Change

- **Reviewing Literature**

- Transformational: Students do not just receive knowledge; they create it within the cognitive systems they encounter; fostering new ways to see and do things. (Doll, 1993; Freire, 1996; Bruner, 1966; Shor, 1992)
- Culturally Responsive: Culturally responsive teaching is not just about motivating disengaged students. It's about rebuilding trust with them through a learning partnership, using that rapport and trust to get permission from students to push them into their zone of proximal development. (Hammond, 2015)
- Appropriate: Effective intervention must include a process that can identify students by name and by need and then provide them with timely, directive, precise and systematic support to keep them moving forward with their learning. (Dufour & Marzano, 2011)





# Focus Areas

## Public Service/Community Organizing Pathway: Agents of Change

- **Increase Retention**
- **Decrease Remediation at the college-level**
- **Continue lowering Chronic Absence Rates**
- **Raise SBAC scores**





# Root Causes and Goals

## Public Service/Community Organizing Pathway: Agents of Change

### Root Causes

- Rewarding passively compliant students while creating conditions for students who do not fit into this traditional "student" norm that cause them to leave.
- ARISE has historically considered external measurements such as SBAC suspect and incompatible with the school's mission and vision.
- Students and families of East Oakland are put under intense pressure through interlocking systems of oppression. Chronic absence is best approached through trauma-informed practices, and through looking at perceptions of schooling and school.

### Goals for Next Year

- Increase retention so that ARISE matches or goes below the district average.
- Show significant improvement on both Math and English SBAC scores with a minimum 8% increase for 15-16 and a 10 and 15% increase (respectively) for 16-17.
- Partner with El Dorado and the Seneca Family of Agencies to develop robust intervention systems that catch focal students early and provide informed wrap-around services to ensure both academic and socio-emotional success, with accompanying data that reflects a chronic absence rate at or below 8.5%.





# New Design Features & Existing Practices

Public Service/Community Organizing Pathway: Agents of Change



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## New Design Features

- Embedding Work Based Learning into all PostSessions in 2016-17
- Hiring Unconditional Education Coach to support Rtl
- Hiring STEM Dean of Instruction to support Math & Science instruction
- Hiring Humanities Dean of Instruction to support ELD Instruction
- Aligning Critical Inquiry Groups with focus on ELD Instruction

## Existing Practices

- YPAR
- Performance Assessment
- Proficiency & Bridge Defenses





# Action Plan

## Public Service/Community Organizing Pathway: Agents of Change

### Summer 2016

1. *Develop Agents of Change Research Methods Course*
2. *Hire Deans of Instruction (STEM & Humanities) to support curriculum development & codification*
3. *Vet potential EL programs/consultants to support EL's.*
4. *Hire teacher for Agents of Change Pathway elective course*
5. *Draft Agents of Change rubric/criteria*
6. *Train and on-board BuildOn Coordinator and Americorps interns.*

### Fall 2016

1. *Pilot Agent Agents of Change Elective.*
2. *Pilot Agents of Change Rubric.*
3. *Partner with Seneca Family of Agencies to develop robust RtI model.*
4. *Continue to collaborate with consultants to support our year-long professional development sequence for EL's.*
5. *Pilot WBL partnership with BuildOn.*





# Action Plan

## Public Service/Community Organizing Pathway: Agents of Change

### Winter 2016

1. Pilot a "Career Day" to support the exploration of educator & activist career options for students
2. Plan and conduct visits to schools with similar pathways

### Spring 2017

1. Develop summer course offerings and hire appropriate teachers
2. Plan Summer Transition Program for 9th graders
3. Conduct Schoolwide Survey to gather feedback from school community re: pathway development

### Summer 2017

1. Hold Summer Transition Program for 9th Graders.
2. Revise Agents of Change rubric/criteria





# **EVERY STUDENT RISES UP!**



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