



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Oakland International

Measure N Commission Presentation



Presented by Carmelita Reyes, Principal

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Design Process Narrative

The school's leadership team created the basic framework for measure N committee membership, direction, and provided its feedback of where we measured on the Measure N rubric for all categories.

Measure N Committee consisted of: Principal, representatives of 9-12th grade level teaching staff, Media Academy Director, Community Schools Manager/cost coordinator, head of CBO working with immigrants with programs at OIHS, alumni, and students. Many members of the Measure N committee were picked because they had overlapping memberships in other bodies that allowed them to represent multiple constituencies. This cross pollination of roles allowed an iterative dialogue and a coordination of efforts to take place among our governing bodies. The school's Measure N committee, leadership team, COST team, SSC, and Media Advisory board members went through a similar process of assessing school/student needs and making recommendations on school improvement strategies.

The list of school needs generated by various stakeholder groups, results from the school's self evaluation on the Measure N rubric, data gathered by the committee, 7 site visits, and the first hand experiences of Measure N committee members were the data points that informed the committee's decision making. The committee ranked priorities based upon a few criteria: largest impact on student academic growth and emotional wellbeing, cost, and feasibility. Consensus decision making was employed by the Measure N Committee.

Once priorities were set, the Measure N Committee directed the principal to fund priorities using all available revenue streams (district, grants, donations, Measure N etc.) in order to maximize the number of priorities that could be funded. For example, a wellness coordinator was ranked very highly but we were able to apply for a grant to cover this position and use Measure N for other priorities. This funding strategy was also adopted by the SSC.

Getting to the root of the matter

Problematic Statistics

- A drop out rate of 37.2% for EL students is totally unacceptable even if it is comparable to the district overall.
- SRI Data: Avg 12th grader in fall 2015 reads at 636 lexile.
- Chronic absence rates, although significantly improved, at 16.9% are well above district average of 12.5%
- COST team totally overwhelmed: As of Dec 2015, OIHS had 112 COST referrals, compared to 117 at Oakland Tech which has nearly four and a half times the enrollment. OIHS cost referrals excluded 97 legal and 120+ health clinic referrals.

Our Goals

- Graduation with A-G completion will rise from 36.5% in 2013-14 to 41.5% in 2016-17.
- Students will score a 100 lexile within 18 months of immigration and achieve a 350 point gain annually in 11th and 12th grades.
- Chronic absences will decline 2.2 percentage points from 16.9% to 14.9% by 2017.
- Students in crisis (ex. housing insecurity) will have immediate access to services as well as ongoing coordinated access to long term supports such as mental health, legal aid, and social/medical services.





Focus Areas & Root Causes

How can we better support academically, physically, and emotionally our UAC (Unaccompanied Alien Children) students?

UACs, now a quarter of our population, are the fastest growing and largest single demographic in our school. They are disproportionately represented in COST referrals, disciplinary referrals, dropout statistics, and in our SIFE (students with interrupted formal education) population.

Academic Findings: On average, UAC students were male and immigrate at age 16. Typically they have not attended school for the prior 3-4 years, and the schools they have attended in their home countries are not of high quality. The majority struggle in basic arithmetic (multiplication and division) and a significant proportion are not strongly literate in native language. Many struggle re-socializing to the academic and behavioral expectations of a school setting.

Social Emotional Finding: All UAC students have immediate need for legal representation as they are in active deportation proceedings and lawyers are not provided by the federal government for immigration cases. UAC students do not qualify for typical services provided by government safety nets: no food stamps, MediCal, Calworks etc. UACs, when released from detention, are placed with an approved adult (aunt, family friend etc.) but unlike foster care, there are no payments to the caregiver or social worker check-ins to support the wellbeing of the child. Trauma rates stemming from past experiences in their home countries as well traumatic incidents while immigrating, are high. Our UAC population disproportionately needs mental health and medical services, but due to language, economic, and legal barriers they have the least access to these services. Housing instability is common among UACs placed with non-family members.

Focus Areas & Root Causes



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What is required to strengthen the college to career pathway?

High school to career/college findings: Our school counselor, while amazing, cannot meet the needs 9-12th grade for college and career support. The majority of her energies by necessity are focused on 11th and 12th graders. Counselor consistently sits in all 12th grade team meetings and occasionally supports 11th grade team with advisory curriculum, career speakers, and college field trip coordination. Underclassmen had fewer college trips, career exploration activities, and counseling for dual-enrollment opportunities compared to upperclassmen. In addition, students enrolled in community college classes after graduation or dual enrollment courses were not having their counseling needs met by the community college system – many dropped out due to lack of logistical and problem solving support.

Media Academy Findings: Changes in key media academy positions combined the addition of new staff over the past 2 years had weakened the pathway identity and multi-media integrated curriculum of OIHS. There is insufficient planning/oversight time provided for the internship coordinator or academy director to expand/improve their programs.



Six Key Focal Areas ...

Instructional Focus

- **Provide language acquisition PD opportunities and intensive coaching** support for teachers in their 1st and 2nd year working with newcomers as well as moderate levels of coaching for more experienced teachers
- **Continue schoolwide implementation of “levels of responsibility” and RJ practices**
- **Coordinate the work of the academy director, curriculum coaches, and electives dept** to review scope and sequences and tune curricular units to prioritize academy focus.

New Design Features

- **Create a Wellness Center** that integrates the work of COST (mental/medical health, tutoring, academic advising, legal aid, food stamp referrals etc.) with urgent situations (housing insecurity, crying teenagers etc.)
- **Hire 6-8 Academic Assistants/Paras** to support the 8 cohorts in 9-10th grade newcomer classrooms
- **Add \$40k/.5 FTE academic planning/career support for 9-11th grade** that will focus on building college and career activities into the school, teams, and advisory curriculum





Action Plan

- **Creating Clear Job Descriptions & Reporting Structures (Feb-Mar)**
- **Creating Wellness Center (Spring)**
 - Clarifying mission, physical space, systems
- **Hiring Quality Staff (Spring- Summer)**
- **New and old staff PD (Aug)**
- **Quarterly review (2016-17)**
 - Check in by leadership on use of newcomer assistants: surveys, observations, first hand sharing by team leaders ... shifts in program or staffing made as needed
 - Quarterly meetings by Media Advisory Board to assess academy programs, staffing, supplies, tech maintenance, and internship experiences
 - Quarterly check-in with leadership and COST to analyze effectiveness and procedures of the new Wellness Center



EVERY STUDENT THRIVES!



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