



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Fremont High School

2016-17 Measure N Commission Presentation



Presented by Fremont High

Presented to Measure N Commission

May 3, 2017

www.ousd.org



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Grounded: School Wide Root-Cause Analysis

Pathway Development Challenge:

Consolidate one pathway to better match enrollment numbers to right-sized pathways

Root Cause Analysis:

Many teachers are forced to choose between pathway collaboration periods. Cohorting teachers will allow teachers to focus their collaboration around curriculum and student support.

Graduate Outcomes Challenge:

64% of students are multiple years below grade level. Lack of consistency in both attendance and social/emotional capacity contributes to our 73% off track to graduation rate.

Root Cause Analysis:

Students do not earn enough credits to graduate or their grade point average was below 2.0. The school did not provide enough opportunities for credit recovery. Classroom instruction did not meet student need for intervention or acceleration. Counseling or case management was not available to provide support.





Grounded: School Wide Root-Cause Analysis

(continued)

Post-Secondary Readiness Challenge:

Our A-G cutoff goal for 2015-16 was 69% or a growth of 4.9 %. Although we met the goal of 4.9% of growth the reality is that we need to improve our A-G completion by 30%.

Root Cause Analysis:

74% of 9th grade students enter reading several years below grade level. The majority are reading at an elementary school level. Instruction focuses on common core standards and not the teaching of reading. Academic literacy is not available to all students. Large EL and LTEL population who do not qualify to be reclassified as fluent.

Culture & Climate Challenge:

2015-16 data shows that we have 2% or 13 of our students chronically absent, though this is inaccurate, and chronic absence is a persistent challenge.. Since 2015-16, we still hold the highest suspension rate compared to other HS throughout our district. Violence and lack of consistent SEL strategies remain a challenge.

Root Cause Analysis:

Inconsistent targeted intervention focused on attendance with a concentrated effort to bring students back into school. Poor academic performance for some students is a factor for not attending. Homeless and Foster youth are in situations where the home life fluctuates and makes it difficult to attend school. Newcomer population attendance often disrupted by need to work. The large number of new teachers and high teacher turnover impacts student attendance.





Implementation Successes

- Community-responsive design process led to a **decision to phase out one pathway** in order to streamline teacher small learning communities, sustain the academic programs in the midst of budget crisis, and equitably distribute teachers and class sizes to support the growing newcomer program
- **Advisory period** 2 days/week was fully implemented for every student to provide tutoring support, college and career planning, and social and emotional support to deepen connections between peers as well as between students and adults.
- Close to half of all students participated in **student-led conferences** with their advisor and parent/guardian about progress toward graduation and post-secondary goals
- ILT and departments facilitated conversations for **aligning grading practices and policies**
Leadership stability and staff community-building/wellness has led to a more positive staff culture and ideally higher teacher retention than the past couple of years
- School-wide **cycles of inquiry** around **literacy** and **graduate capstone competencies** led by ILT through staff professional development have deepened staff culture around looking at student work, sharing instructional practices, and aligning across content areas and vertically through the grade levels.
- **Credit recovery** opportunities available through twilight school, 9th grade boot camp, and upcoming site-hosted summer school.



Part #1 Summary: Current Academies

Mandela: Law & Public Service = 120 Students; *Avg. GPA 2.48, 13% Drop Out Rate*

- 10th Grade = 46 students (6 Special Ed & 28 Newcomer in CTE)
- 11th Grade = 51 students (4 Special Ed)
- 12th Grade = 23 students (2 Special Ed)

Media = 115 Students; *Avg. GPA 2.28, 21% Drop-Out Rate*

- 10th Grade = 45 students (3 Special Ed & 29 Newcomer in CTE)
- 11th Grade = 39 students (4 Special Ed)
- 12th Grade = 31 students (4 Special Ed)

Architecture & Construction = 130 Students; *Avg. GPA 2.37, 9% Drop Out Rate*

- 10th Grade = 43 students (4 Special Ed & 15 Newcomer in CTE)
- 11th Grade = 55 students (15 Special Ed)
- 12th Grade = 32 students (5 Special Ed)



Part 2: What is the problem with the present structure of the academies?



Part #2 Summary: Why Change?

What data are we using to guide this decision?

Student interest (surveys and interviews)

Parent, teacher, industry and community partner feedback

Local industry analysis

3 Main Reasons to Consider Changes to Pathway Design

1. Budget & Enrollment

2. Equity

3. Coherence



Reason #1: Budget & Enrollment

Enrollment and budget considerations:

- Budgeted enrollment for 2017-18 = 719; Expected actual enrollment for 2017-18 = 800+
- Enrollment
 - 9th ~ 100 students;
 - 10th ~ 180 students; 11th ~ 160 students; 12th ~ 80 students = ~420 total pathway students
 - Newcomers ~ 300 students



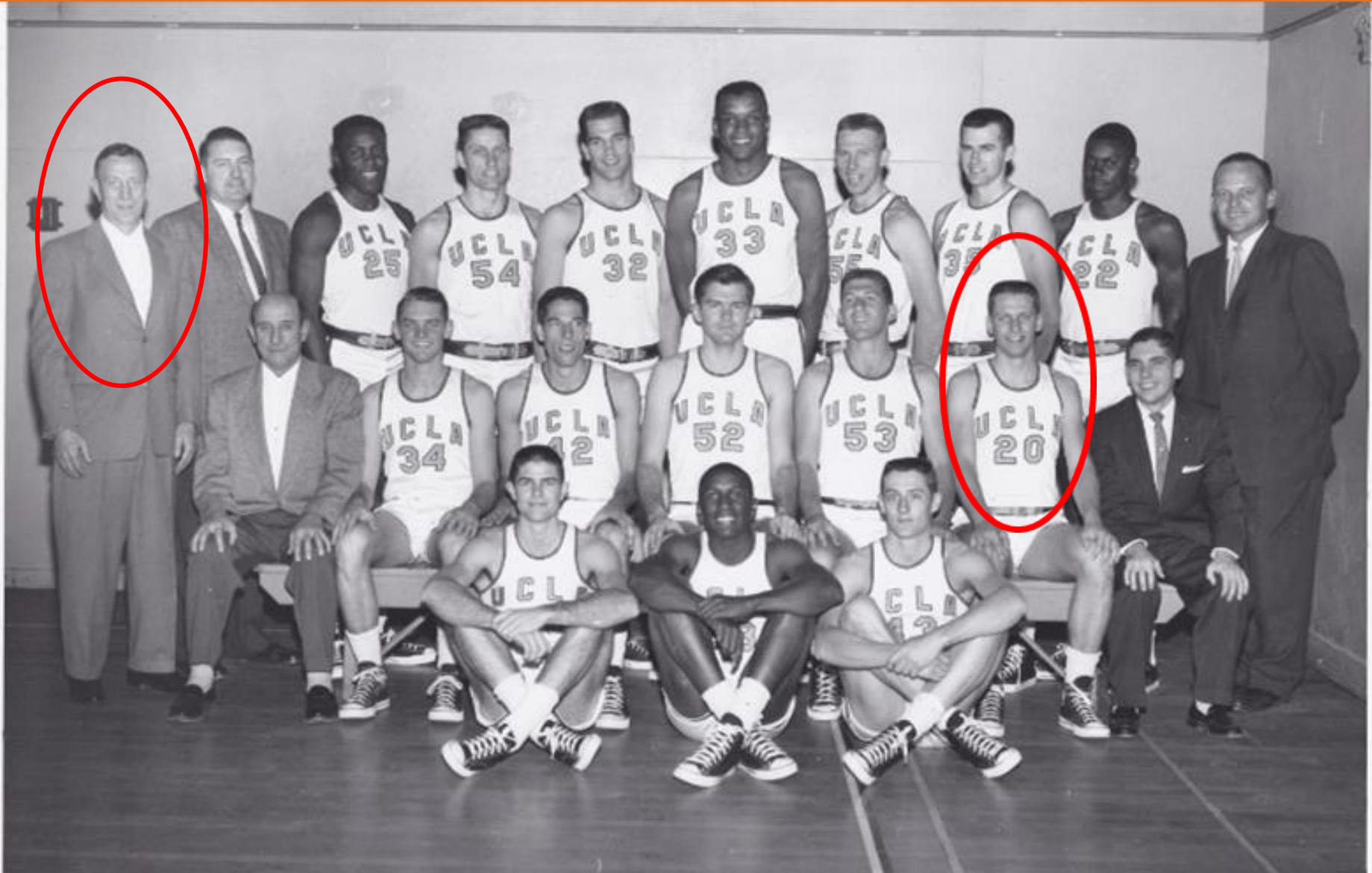
Reason #2: Equity

Equity across school - i.e. small class sizes in academies can't exist at the expense of large class sizes in NEST

- Commitment to the success of all student groups
- Keep class sizes as small as possible, especially in lower grades and in support of SpEd & SIFE students
- Keep teaching assignments (# of preps) as manageable as possible, especially for new teachers



John Wooden: “You can be good at many things,
but you can only be great at a few.”



Reason #3: Coherence

- Maximize efficacy of teacher collaboration in support of integrated curriculum (including projects and skills)
- Maximize efficacy of teacher and staff (case managers, counselors, etc.) collaboration in supporting our students





2017-18 Plan & Budget Timeline

January

**Design Team
Retreat**

**1-1 with
every teacher**

**Meet with
academy
directors/teams**

**Staff Retreat
Buy-Back**

First Two Weeks of February

**Develop SPSA
with Priorities**

**Teacher Teams, Parents &
Students Provide Feedback
on Pathway Design**

**Budget
1-Pager
Released**

**Co-Principals
Share Proposal**

Late February

**Staff, Parents Review
SPSA and Budget
Proposal**

**SSC Approves
Title I Expenses**

**Submit
SPSA
Draft**

**Budget
Lock-In**



Implementation Challenges

Schoolwide Instructional Improvement

- Pathway teams and other SLCs (math, SpEd, Spanish) are not necessarily focused on how they are aligning to schoolwide instructional goals
- Special Education (both resource and SDC) is not structured to support teachers (GenEd and SpEd) nor students as effectively as needed

Culture & Climate

- Resources for students are not employed systemically and lack communication for students, teachers, parents, advisors
- Suspension rate very high, and few opportunities for restorative AND preventative practices for students with behavior infractions

Logistics & Bureaucracy

- Lengthy contracting process and lack of clarity around the process made it difficult to get consultants/part-time positions hired in a timely fashion.
- Additional layers of justification and documentation for accessing funding/carryover funds delayed efforts
- Principals cannot drill down into budgets for Measure N funds; difficult to track why or if funds have been moved or encumbered
- Principals have not had professional learning specifically around Measure N
- Measure N tabs and format of SPSA added late and were unclear





Learning from Implementation Year 1

**It's all about
coherence,
streamlining
and aligning
efforts**

- Identifying and streamlining the roster of consultants needing OUSD contracts and taking care of the process earlier in the summer
- Building credit recovery options into the school day versus relying solely on after school opportunities
- Streamlining teaching assignments to focus teachers' collaborative efforts in one small learning community, and developing skills around collaboration and more productive agenda and facilitation experiences within teams
- Planning ways to align and blend instructional and culture work as it is delivered in staff professional development





Moving forward

2 pathways reconfigured from the best facets of the existing 3 academies

- Mandela Law & Public Service Academy will phase out over the next 2 years with the current 10th graders seeing through their program of study. Strengths of the academy will continue as legacy: a Know Your Rights rotation of the 9th grade elective wheel, a whole school Youth Court elective, dual enrollment courses leading to the Community Violence Prevention certificate, and work-based learning experiences through existing industry partners.
- Both continuing pathways, Media and Architecture & Design, have done extensive work to revise and re-envision their programs of study, including refreshed CTE sequences, new and continuing dual enrollment opportunities leading to certifications and apprenticeships,, and new industry-aligned UCCI core academic courses.
- New 9th grade “wheel” elective introducing students to each pathway, 9th grade interventions, and the school’s mission through a rotation of 6-week project experiences



Implementation Year 2

Design Team

Now that the Fremont Design Team has accomplished this year's primary focus of a pathway reconfiguration, this leadership body can serve a greater role moving forward in progress monitoring:

- Measure N allocations move smoothly to get funding in place
- Supporting implementation of projects and Measure N-funded roles with resources, connections, training, etc.
- Constant evaluation through reflective cycles of inquiry, presentations to the Design Team, capturing data and using data to drive revisions and next steps to implementation plan

Teamwork to Achieve Goals

We will continue our work to embed and infuse our 3 School-wide Goals :

- **Culture & Climate:** Reduce suspension rate by 50% from 145 (March 2017) to 72 students by March 2018
- **Instruction:** Of students currently not at grade level, 75% will grow by two or more grade levels.
- **Graduate Outcomes:** Increase the number of students on-track to graduation (GPA & Courses)
 - On-track as of (4.13.2017): 41.6%; 9th: 59.5%; 10th: 36.5%; 11th: 33.6%; 12th: 35.3%

Into the work of:

- Instruction Leadership Team
- Culture Leadership Team
- Staff Professional Development
- Small Learning Communities
- Content Area Departments





Grounded: Pathway Root-Cause Analysis

Media Pathway

High leverage challenge: **Too many students have D's and F's in one or more classes**

Root Causes: Inconsistent support, lack of opportunities for success and excellence, and disconnection between core academic and technical courses.

Mandela Law & Public Service Pathway

High leverage challenge: **Increase in African American students cutting class.**

Root Causes: Lack of strategies and training to engage high risk, low performing students in a trauma-informed, culturally-responsive manner; students not experiencing classes as engaging, or not having access to support when class expectations and rigor and challenging.

Architecture & Design Pathway

High leverage challenge: **Overall low cohort graduation rate.**

Root Causes: Inconsistent opportunities for out-of-class tutoring and academic support. Students unclear on credits, requirements, and what is needed to be successful in school. Staff misalignment on grading criteria, rubrics, late work and make-up work policies.





Pathway: Implementation Successes

Dual Enrollment

- High-interest courses and strong partnerships established
- Started course sequences towards College of Alameda's **Community Violence Prevention certificate** and Laney College's **Wood Technology** and **Building Performance & Energy Efficiency** certificates
- Ready to launch sequence for Media Academy with Laney College's **Media Arts**
- Fremont construction teacher hired as Laney adjunct instructor to teach dual enrollment

Work-Based Learning

- Expansion of work-based learning efforts throughout the year culminating in four-fold growth of internship placements for summer 2017

Pathway-themed Professional Learning

- Architecture & Design Academy engaged in a year-long professional development partnership with Stanford University's Design School, training the team in the Design Process and laying the groundwork for design-based curricula and projects

Student Support

- New Student Support Mentor role has provided another dimension of social and emotional and academic support for a caseload of especially high-risk, low-performing students and helping to intervene in conflicts and encourage students to be in class.





Pathway: Implementation Challenges

Master Schedule

- Pathway co-leads not having aligned prep periods made coordination and communication challenging
- Most teachers split across multiple small learning communities and not able to focus efforts as intensely to collaborate with and support one pathway or team

Sustainability

- Dual enrollment efforts pulled team members away from collaboration time when teachers of record gave up preps or collab periods, making it difficult to sustain
- Peralta Colleges' dual enrollment minimum of 25 students was challenging to meet, even with high student interest





Pathways: Moving forward

**Refined CTE
sequences with
dual enrollment
leading towards
certification and
integrated,
themed core
courses**

9th Grade

Pre-pathway elective “wheel” with 6 week project-based introductions to each pathway:

- **Media:** Intro to New Media Storytelling
- **Arch & Design:** Intro to Advanced Manufacturing
- **Mandela:** Know Your Rights

Media Pathway

CTE Sequence

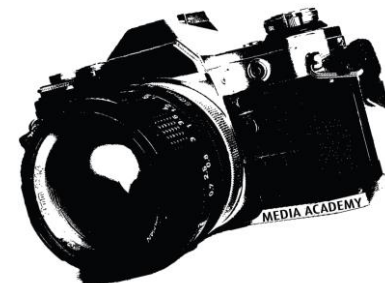
- 10th - Intro to Multimedia Production
- 11th - Intermediate Film/Video Production
- 12th - Advanced Cinema/Film Video Production
- Open CTE Elective - Graphic Communication

Dual Enrollment via Laney College

- Media Arts 140: Motion Graphics
- & 122: Music Video Production

UCCI Pathway-aligned Core Academics

- 10th - Honors English “Get Reel”
- 11th - Honors English “Depth of Field”





Pathways: Moving forward (continued)

Mandela Pathway

(merged with Media Pathway)

CTE Sequence

- 11th - Development of American Justice
- 12th - Social Justice and Advocacy (Capstone)

Dual Enrollment via College of Alameda

- Poli Sci 35: Community Violence Prevention
- Poli Sci 36: Applied Peacebuilding
- Coop Ed 451: Internship/Fieldwork
→ *Community Violence Prevention certificate*

Architecture & Design Pathway

CTE Sequence

- 10th - Construction 1 / Architectural Design & Drafting
- 11th - Construction 2 / Architecture 2
- 12th - Design-Build: UCCI “Building Scaled Structures”

Dual Enrollment via Laney College

- Carpentry 240A: Construction Rehabilitation
- Carpentry 205: Green Construction Techniques
- Wood Tech 10: Intro to Wood Technology
- Wood Tech 11: Furniture Cabinet Layout

UCCI Pathway-aligned Core Academics

- 10th - Honors English “Game Craft”
- 11th - Honors English “Energy Justice”
- 12th - English “Innovation to Commercialization”





2017-18 Budget Development

Current teaching staff for 2016-17= 47.5 FTE's (teachers)

of base-funded FTE's for 2017-18 = 33 (27 + 1.9 “newcomer appeal” + 4.1 “a-g appeal”)

Additional teachers for 2017-18 funded out of Fremont's school site budget = 12

Total teaching staff for 2017-18 = 45

2016-17 Teachers Paid Out of Measure N funds = 2.8 FTE

After zeroing out all budgets to protect the teaching staff we need to run our program and keep class sizes as low as possible, we will still be able to prioritize the following:

- Restorative Justice and violence prevention
- Instructional coach support for new teachers (30 of our 48 teachers are first or second year teachers)
- Case management (in addition to our existing case managers)
- LLI or other literacy acceleration program built into master schedule
- APEX or other credit recovery program built into master schedule
- Dual enrollment (aligned to pathways) built into the master schedule



2017-18 Measure N Budget Allocations



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Expense	Description	Rationale
\$491,630.31	Media/Video Production CTE Teacher Media Studies CTE Teacher Architecture CTE Teacher Construction Tech CTE Teacher English Teacher Media Pathway	<ul style="list-style-type: none"> Pathway CTE courses at Fremont High School will challenge students to become independent, creative and critical thinkers with the skills to succeed and excel in careers or college after graduation. CTE teachers within Pathways will connect learning in the classroom with real-world application outside of school. Each pathway links rigorous academic instruction with technical knowledge and field experience. English Teacher in the Media Academy will teach a media-aligned UCCI course and collaborate with the CTE teachers.
\$78,024.00	Pathway Coach (0.5 FTE)	<ul style="list-style-type: none"> Develop culturally relevant, rigorous, engaging academics through the community of practice instructional design and revision cycles. Promote school-wide structures (e.g., master schedule, collaborative and equitable recruitment strategies) that support quality Pathways
\$85,695	Case Manager (1.0 FTE)	<ul style="list-style-type: none"> To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school. With pathway redesign, adding a case manager will allow each pathway to have one dedicated case manager





2016-17 Measure N Carryover

After this first year of implementation, the following carryover funds remain, including previous planning year carryover:

Fremont whole-school Measure N carryover	\$71,460
Media Academy Measure N carryover	\$4,286
Mandela Academy Measure N carryover	\$32,731
Architecture & Design Academy Measure N carryover	\$27,406

The Fremont Design Team is engaging in conversation around the following proposal to reallocate the carryover funds for 2017-18:

Fremont Measure N	\$30,883
Merged pathway Media/Mandela Academy	\$45,000
Architecture & Design Academy	\$30,000
Newcomer program (NEST)	\$30,000

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2016-17 Measure N Carryover (continued)

Given the proposal for carryover funds, the Fremont Design Team is engaging in conversation around the following allocations aligned to school-wide goals for 2017-18:*

Fremont Measure N <ul style="list-style-type: none">• Program Coordinator, college access - \$30,883 towards salary & benefits (balance via site discretionary funds)	\$30,883
Merged pathway Media/Mandela Academy <ul style="list-style-type: none">• Student Support Mentor - \$26,000• Student summer internship stipends - \$13,000• Teacher stipends for planning & retreats - \$3,000• Dual Enrollment books & materials - \$3,000	\$45,000
Architecture & Design Academy <ul style="list-style-type: none">• Architecture classroom mentor - \$5,000• Student summer internship stipends - \$7,000• Shared leadership coordination stipends - \$3,000• Teacher stipends for planning & retreats - \$3,000• Dual Enrollment equipment & materials - \$4,000	\$30,000

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* Additional funding may still be approved for Measure N and can be divided 4 ways evenly



2016-17 Measure N Carryover (continued)

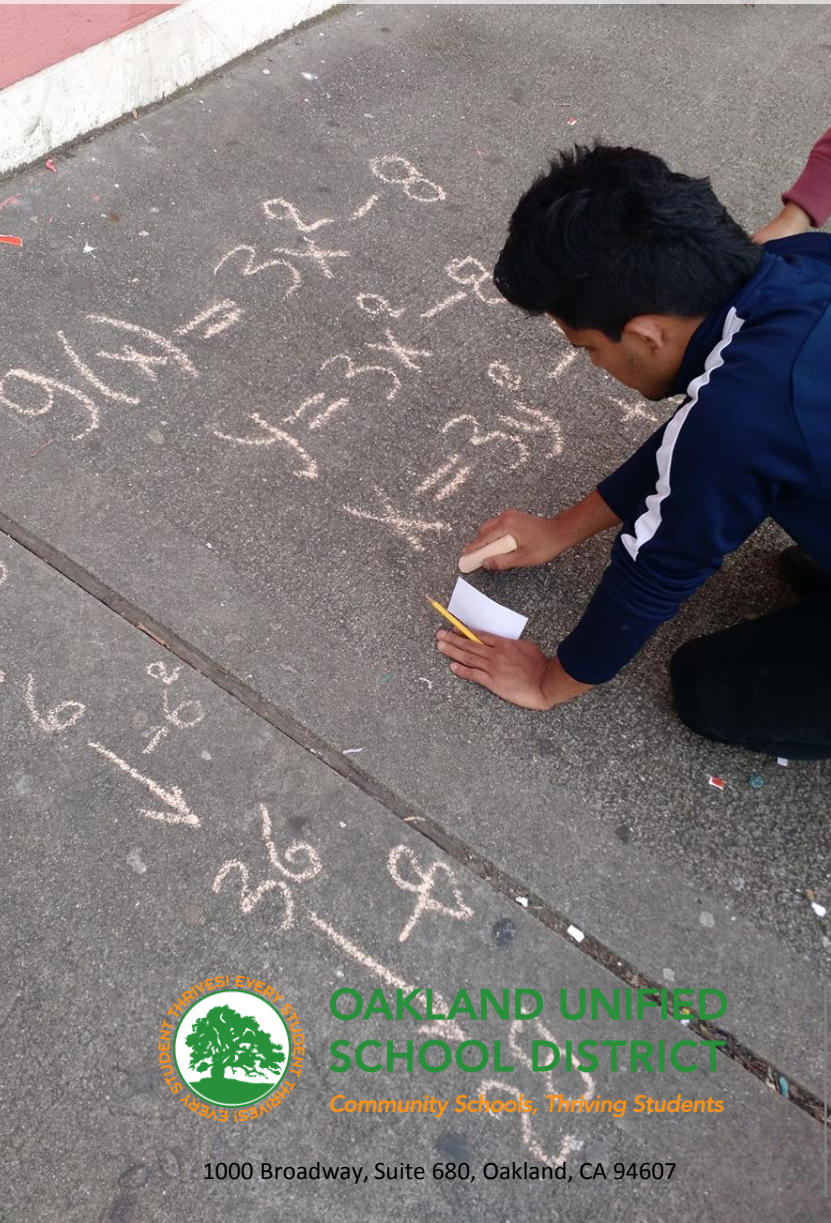


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Newcomer program (NEST) <ul style="list-style-type: none">• Language Support classroom assistant - \$24,000• Part-time TUPE Counselor - \$6,000 (\$9k balance via ?)	\$30,000
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EVERY STUDENT THRIVES!



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